

INGOLDISTHORPE C of E PRIMARY SCHOOL

Policies

Arts Policy.

Original signed copies in staff room with copies on: website and intranet.

March 2023



Signed: Chairman of Governors Date: *March 2023*

Signed: Head teacher Date: *March 2023*

Reviewed by Governors May 2023

Ratified at the March meeting.

Policy to be reviewed Spring Term 2025.

Art

1 Aims and objectives

1.1 Art and design stimulates creativity and imagination in a variety of mediums including art, dance, music and drama. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Art is provided in the curriculum to enable children to experience and develop their creativity and to develop skills in a range of art styles. Art gives the children the opportunity to express themselves, to achieve and to perform.

2 Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

2.2 We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;

- using additional adults to support the work of individual children or small groups.

3 Art and design curriculum planning

- 3.1** Art and design is a foundation subject in the National Curriculum. At Ingoldisthorpe C of E Primary School we use the national scheme of work as the basis for our curriculum planning in art and design. We have adapted the national scheme to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.
- 3.2** We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our Arts leader works this out in conjunction with teaching colleagues in each year group.
- 3.3** Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The Arts leader is responsible for keeping and reviewing these plans.
- 3.4** Class teachers complete a daily plan for each art and design lesson. These list the specific learning objectives for each lesson and give details of how to teach the lessons. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 3.5** We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Children's Entitlement:

Each year group has a dedicated art and music lessons. All children have the opportunity to take part in one major performance each year. All children have the opportunity to learn an instrument and to sing.

4 The Foundation Stage

- 4.1** We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.
- 4.2** We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

5.2 Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Information and communication technology (ICT)

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

5.4 Personal, social health and citizenship education (PSHCE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

5.5 Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

6 Teaching art and design to children with special needs

6.1 We teach art and design to all children, whatever their ability. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in art and design takes into account the targets set for individual children in their Individual Education Plans (IEPs).

7 Assessment and recording

7.1 We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum expected standards of attainment. The teacher records the expected standard that each child has reached, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

7.2 The Arts subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected standard of achievement is in art and design in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the DfE.

8 Resources

8.1 We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store. This room is accessible to children only under adult supervision.

9 Monitoring and review

- 9.1** The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The Arts subject leader has specially-allocated regular management time, which s/he uses to review evidence of the children's work, and to undertake lesson observations of art and design teaching across the school.
- 9.2** The monitoring and evaluation of work will be based on attainment targets set in the National Curriculum. Monitoring and evaluation will be based on oral work, pupil's prepared work and on assessments.
- 9.3** To ensure quality of learning the subject co-ordinator and/or the head teacher will conduct lesson observations and a learning walk at least annually.

Drama

1 Aims and objectives

- 1.1** Drama is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Drama reflects the culture and society we live in, and so the teaching and learning of drama enables children to better understand the world they live in. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy drama, to develop the skills to appreciate a wide variety of drama forms, and to begin to make judgements about the quality of drama.
- 1.2** The aims of drama teaching are to enable children to:
- know how drama is made through a variety of styles;
 - know how drama is influenced by the time, place and purpose for which it was written;
 - develop the interrelated skills of performing, composing and appreciating drama.

2 Teaching and learning style

- 2.1** At Ingoldisthorpe C of E Primary School we make drama an enjoyable learning experience. We encourage children to participate in a variety of drama experiences through which we aim to build up the confidence of all children. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of drama. Children develop descriptive skills in drama lessons when learning about how drama can represent feelings and emotions. We also teach children how to work with others to perform drama.
- 2.2** We recognise that there are children of widely different drama abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:
- setting common tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (not all children complete all tasks);
 - grouping children by ability in the room and setting different tasks to each ability group;

- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

3 Additional drama teaching

3.1 All children have the opportunity to take part in performances both within the school day and as an extra curricular activity. All children have the opportunity to take part in the Film Club.

4 Drama curriculum planning

4.1 Drama will often be used as a learning tool in a range of curriculum areas. When used in this way the drama aspect of the lesson will be incorporated into Long Term, Medium Term and Short Term plans.

4.2 The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. The Arts leader and Literacy leader are responsible for keeping and reviewing these plans. As we have mixed-age classes, we do the medium-term planning on a two-year rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

4.3 The class teacher writes the daily lesson plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and the Arts and Literacy leader often discuss them on an informal basis.

Our drama planning is geared to three aspects of progress:

- increasing breadth and range of drama experiences;
- increasing challenge and difficulty in drama activities;
- increasing confidence, sensitivity and creativity in the children's drama making.

5 Foundation Stage

5.1 We teach drama in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the drama aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Drama contributes to a child's personal and social development.

6 The contribution of drama to teaching in other curriculum areas

6.1 English

Drama contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Drama is also used to stimulate discussion or creative writing. Through working with others in a drama setting, children develop their ability to communicate ideas effectively.

6.2 Personal, social and health education (PSHE) and citizenship

Drama contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of performing drama, children learn to work effectively with other people and build up good relationships. Drama is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public drama performances is sometimes one of the most memorable things young people do at school.

6.3 Spiritual, moral, social and cultural development

We encourage children to reflect on the important effect that drama has on people's moods, senses and quality of life. Children at Ingoldisthorpe C of E Primary School have the opportunity to encounter drama from many cultures and, through their growing knowledge and understanding of the drama, they develop more positive attitudes towards other cultures and societies. All children have the opportunity to take part in drama, dance and music in Collective Worship and when performing to parents and the local community in church.

7 Teaching drama to children with special needs

7.1 We teach drama to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in drama takes into account the targets set for individual children in their Individual Education Plans (IEPs).

8 Assessment and recording

8.1 Teachers assess children's work in drama by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum expected standard of attainment and records these grades in their mark book. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

8.2 The Arts leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected standard of achievement in drama for each age group in the school.

9 Resources

9.1 There are sufficient resources for all drama teaching units in the school. We keep resources for drama in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and computer software to support children's individual research.

10 Drama events in school.

10.1 We believe that drama enriches the lives of people, and so we wish to involve as many children as possible in drama activities. We have a drama club the groups meet on a weekly basis and as well as providing enjoyment for the children they perform in public on a number of occasions throughout the year.

10.2 All children have the opportunity to take parting rehearsal and performance, performing in our annual productions and in church in drama, music and dance.

11 Monitoring and review

11.1 The arts and literacy leader are responsible for the standard of children's work and for the quality of teaching in drama. The work of the subject leader also involves supporting colleagues in the teaching of drama, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The arts and literacy leader are responsible for giving the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The arts and literacy leader have specially-allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.

Music

1 Aims and objectives

1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

1.2 The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

2 Teaching and learning style

2.1 At Ingoldisthorpe Cof E Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

2.2 We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

3 Additional music teaching

3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. However no child is excluded for financial reasons. These lessons are taught to small groups of children (not more than 4) who have chosen to learn

one of a variety of instruments, such as the guitar, violin, cello or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson. All children have the opportunity to learn to play the recorder and hand bells as an after school activity. This tuition is free and available to all.

4 Music curriculum planning

4.1 Our school uses the national scheme of work for music as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

4.2 We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The Art's leader works this out in conjunction with teaching colleagues in each year group. Sometimes the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

4.3 The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. The Arts leader is responsible for keeping and reviewing these plans. As we have some mixed-age classes, we do the medium-term planning on a two-year rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

5 Foundation Stage

5.1 We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

6 The contribution of music to teaching in other curriculum areas

6.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. In literacy music is used in conjunction with drama.

6.2 Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

6.3 Information and communication technology (ICT)

ICT is used in music where appropriate. Children use computer programmes to compose music. They also use ICT in music to enhance their research skills through the Internet and CD ROMs. They listen to music on the Internet and they also record their own compositions to send to other schools electronically. Children improve the presentation of their work through the use of ICT.

6.4 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

6.5 Spiritual, moral, social and cultural development

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Ingoldisthorpe C of E Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies. All children have the opportunity to take part in music, dance and drama in Collective Worship and when performing to parents and the local community in church.

7 Teaching music to children with special needs

7.1 We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs).

8 Assessment and recording

8.1 Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum expected standard of attainment and records these grades in their mark book. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

8.2 The Arts leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected standard of achievement in music for each age group in the school.

9 Resources

9.1 There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and computer software to support children's individual research.

10 The school choir/orchestra and musical events

- 10.1** We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir and a school hand bells group which we encourage all children to join. These groups meet on a weekly basis and as well as providing enjoyment for the children they perform in public on a number of occasions throughout the year.
- 10.2** All children have the opportunity to take parting rehearsal and performance, performing in our annual productions and in church in music, drama and dance.
- 11 Monitoring and review**
- 11.1** The arts leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The arts leader is responsible for giving the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The arts leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.
- 11.2** The monitoring and evaluation of work will be based on attainment targets set in the National Curriculum. Monitoring and evaluation will be based on oral work, pupil's prepared work and on assessments.
- 11.3** To ensure quality of learning the subject co-ordinator and/or the head teacher will conduct lesson observations and a learning walk at least annually.

Dance

1 Aims and objectives

- 1.1** Dance is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Dance reflects the culture and society we live in, and so the teaching and learning of dance enables children to better understand the world they live in. We provide opportunities for all children to create, play, perform and enjoy dance, to develop the skills to appreciate a wide variety of dance forms, and to begin to make judgements about the quality of dance.
- 1.2** The aims of dance teaching are to enable children to:
- know how dance is influenced by the time, place and purpose for which it was written;
 - develop the interrelated skills of performing and appreciating dance.

2 Teaching and learning style

- 2.1** At Ingoldisthorpe C of E Primary School we make dance an enjoyable learning experience. We encourage children to participate in a variety of dance experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good dance teaching. Our teaching focuses on developing the children's ability to perform set dance. We also teach children how to work with others to make dance
- 2.2** We recognise that there are children of widely different dance abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:
- setting common tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (not all children complete all tasks);
 - grouping children by ability in the room and setting different tasks to each ability group;

- providing resources of different complexity depending on the ability of the child;

4 Dance curriculum planning

- 4.1** Our school uses the national scheme of work for dance as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in dance build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.
- 4.2** We carry out the curriculum planning in dance in three phases (long-term, medium-term and short-term). The long-term plan maps the dance topics studied in each term during the key stage. The dance subject leader works this out in conjunction with teaching colleagues in each year group. Sometimes the children study dance topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.
- 4.3** The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. The Arts subject leader is responsible for keeping and reviewing these plans. As we have some mixed-age classes, we do the medium-term planning on a two-year rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.
- 4.4** The class teacher writes the daily lesson plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and dance subject leader often discuss them on an informal basis.

Our dance planning is geared to three aspects of progress:

- increasing breadth and range of dance experiences;
- increasing challenge and difficulty in dance activities;
- increasing confidence, sensitivity and creativity in the children's dance skills.

5 Foundation Stage

- 5.1** We teach dance in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the dance aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Dance contributes to a child's personal and social development.

6 The contribution of dance to teaching in other curriculum areas

6.1 English

Dance contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening in preparing and taking part in performance. Through working with others in a dance setting, children develop their ability to communicate ideas effectively. Dance is used in conjunction with drama.

6.2 Physical Education

Dance is an integral part of the physical education curriculum.

6.4 Personal, social and health education (PSHE) and citizenship

Dance contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of performing a dance, children learn to work effectively with other people and build up good relationships. Dance is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public performances is sometimes one of the most memorable things young people do at school.

6.5 Spiritual, moral, social and cultural development

Listening, creating or performing dance can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that dance has on people's moods, senses and quality of life. Children at Ingoldisthorpe C of E Primary School have the opportunity to encounter dance from many cultures and, through their growing knowledge and understanding of the dance, they develop more positive attitudes towards other cultures and societies. All children have the opportunity to take part in dance, music and drama in Collective Worship and when performing to parents and the local community in church.

7 Teaching dance to children with special needs

7.1 We teach dance to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in dance takes into account the targets set for individual children in their Individual Education Plans (IEPs).

8 Assessment and recording

8.1 Teachers assess children's work in dance by making informal judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum expected standard of attainment and records these grades in their mark book.

8.2 The arts subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected standard of achievement in dance for each age group in the school.

9 Resources

9.1 There are sufficient resources for all dance teaching units in the school.

10 School Dance Events

10.1 We believe that dance enriches the lives of people, and so we wish to involve as many children as possible in dance activities. All children have the opportunity to perform dance through our productions, at cluster events and as an extra curricular activity through our drama club.

10.2 All children have the opportunity to take parting rehearsal and performance, performing in our annual productions and in church in dance, drama and dance.

11 Monitoring and review

11.1 The arts leader is responsible for the standard of children's work and for the quality of teaching in dance. The work of the subject leader also involves supporting colleagues in the

teaching of dance, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The arts leader is responsible for giving the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The arts leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.