



1. AIM

This policy is designed to draw together the many aspects of the arts, which are taught, at Molescroft Primary School and to underline the importance, which the School places on the arts education of the children in its care. This seems particularly important when there are continued pressures on curriculum time related to the needs of the core subjects, in particular English and Maths. A fully rounded education should aim to develop all that is human. Whereas clearly children need to be literate and numerate they also need to be developed artistically, creatively, physically and spiritually. To deny children these aspects of their development is to deny them vital elements of their humanity. We owe children an education in the Arts which is a revelation for them, promotes awe and wonder and personal satisfaction and achievement. Through this they will lead fuller and enriched lives and will also achieve well in core curriculum areas which need a vibrant Arts curriculum from which to feed. For the purposes of this policy we define the arts as including Music, Drama, Dance, the performing and visual arts including Craft and Design.

2 WE BELIEVE

The arts enrich the quality of all our lives. They provide the children with rewarding activities which aim to inform, inspire, stimulate and entertain. We believe that it is important to expose all children to the arts- giving them a chance to see, hear and participate in a range of creative experiences. We believe that these experiences allow children to develop the capacity for innovative and flexible thought, to formulate and communicate ideas and feelings, and to perfect physical and perceptual skills. The arts provide our children with a channel for self-expression and creative energy.

The School also believes that the arts play an important part in the development of the 'hidden curriculum' including enthusiasm, care, respect, tenacity, inspiration and ambition, in short fostering positive attitudes towards all aspects of education and schooling.

We believe that the arts bring children together and help them to communicate better. That their effective teaching very much influences the way our School feels about itself, interacts with the wider community and fosters individual self-expression amongst its pupils. The School believes that good arts teaching is a right, and for this reason it continually strives to provide that teaching within the normal school day. This should not be seen as to undermine the important and wonderful arts work which takes place voluntarily and outside normal directed teaching time.

3. DEFENDER OF THE ARTS

The co-ordinator for the visual Arts has a wider brief. This co-ordinator is uniquely called the 'Defender of the Arts', including all Arts activities. It is this co-ordinators role to promote, extend and enhance the Art provision at Molescroft Primary School. The role is also to support staff to provide the highest quality Art experiences for their pupils and to

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ensure that the voice of the Arts is always heard and is central to all other subjects. The Defender role was created at a time when the Arts seemed threatened by a national agenda, which focussed heavily on a narrow curriculum and areas which were easily tested. With the publication of 'Excellence and Enjoyment' the school is pleased to recognise that the National Agenda has moved to a philosophy closer to its own heart. However the Coordinator will always seek to ensure that the Arts remain high profile in this school because WE BELIEVE that success in 'academic subjects' is enhanced by the provision in the arts.

It is a firmly held belief that the involvement of all pupils in activities such as Drama and learning a musical instrument has a positive effect on other areas of the curriculum and or pupil behaviour and their positive attitude to school. This is particularly prominent in boys.

4. RESOURCES

The Arts are fully resourced and budgets are allocated every year. These are managed by the Coordinators. These cover the provision of the following:

Materials e.g. paint, fabric

Music

Replacement of instruments

Budgets for Productions

Budgets for visiting artists

Budgets for stimulus materials

The above is supported by generous donations from the 'Friends Association and by voluntary parental contribution for visiting artists and visits.

Every class has an entitlement of resources in addition to the central art store. In addition some resources are dispersed to share the load of storage.

5. MONITORING AND EVALUATION

This policy is monitored and reviewed on a three year basis. In addition the School Improvement Plan specifically identifies those responsible for the implementation, and evaluation of specific Arts initiatives and developments. Coordinators also evaluate planning throughout the school annually and also observe teaching across the year groups every year.

Full reports on all developments are presented to Governors by the coordinators and Head Teacher. Every year the Governors receive a Self Evaluation Forms for the arts and debate the progress of the subjects. Governors agree the priorities for development. The governors with special links to the Arts also produce their own summary to publish in the Governors' Annual Report to Parents, which although no longer a legal requirement, is seen as an important part of our communication with parents.

Curriculum reports are produced by the Head Teacher following an evaluation of teaching, learning and planning in the Arts. These are shared with Staff and Governors.



6. KEY AIMS AND OBJECTIVES

Pupils should make progress in -

- Exploring and developing ideas
- Appreciating and understanding the work of others in the past and present
- Investigating, making, composing and performing
- Evaluating and developing work
- Developing knowledge and understanding impacting on their own work

To ensure this they should -

- Develop drawing and painting skills
- Gather resources and materials to stimulate and develop ideas
- Use sketch books to develop ideas [this can include words and thoughts]
- Explore and use two and three-dimensional media, working on a range of scales
- Control and explore sounds
- Work collaboratively and independently
- Develop control of media and develop physical control
- Develop special awareness, creativity and variation
- Develop an awareness of audience
- Create mood and effect
- Empathise with the lives and situations of others
- Respond to stimuli
- Communicate emotion and ideas through different Arts Media
- Listen with concentration and aural perception
- Apply knowledge to their own work
- Review and modify work as it progresses
- Develop an understanding of artists applying knowledge to their own work.
- Respond to and evaluate their own and others' work considering skills and the finished product
- Work in 2D, 3D and 4D! (Environmental Sculpture)

7. ENTITLEMENT IN EACH KEY STAGE

The children are entitled to a high quality of provision in

Art

Music

Drama

Dance

Working units and time allocations are given in the Long and Medium Term Plans.

Cross curricular links should be fostered wherever possible so that learning is not seen in isolation and that Art is usually to be seen in the context of time and place.



Art is delivered in a manner which enables pupils to develop ideas fully and has time to allow for individual expression and the development of concepts and processes. Children should be equipped with the practical necessary skills to succeed.

All pupils should learn to read music (KS2)

Pupils should have extra curricular opportunities to further their arts education and experiences.

**Our pupils are entitled to and receive
“Quality of access and access to quality”.**

8. THE ARTS AND SPIRITUALITY

The ethos of our school is summarised by our motto “everybody cares, everybody learns, everybody matters”. This is essential in our work in the Arts. The work of all pupils and their individual response is celebrated and shared. Assemblies are often used as a forum for sharing work with each other and indeed with Parent/Carers and the wider community.

The work of our own pupils and that of recognised artists are shared as a reflection of the endless beauty of and drama of creation and of the capacity of humans to provide thought and challenge. Residential visits to Derbyshire and Northumbria always include time for personal response and reflection through art and to experience the awe and wonder of such treasures as Lindisfarne Priory, the Angel of the North or Durham Cathedral.

9. THE ARTS AND INCLUSION

The school has achieved the Inclusion Gold Award. The role of the arts in this should not be underestimated. Visual and Performance Arts are to be used as appropriate responses by all children as a means of making sense of the curriculum and as a means of communicating their understanding. Dramatic role play and the enhancement of speaking and listening are core skills which are developed through this process.

In addition no child shall be denied Arts activities. Special needs in other subjects will not reduce a child’s access to Arts activities and every child’s genuine effort in the Arts will be appreciated.

All pupils will receive relevant support to access the Arts and those with SEN in relation to the Arts now receive appropriate support.

10. THE ARTS AND THE TALENTED

The Gifted and Talented Policy and subsequent register is designed to effectively

- a) Recognise talented pupils
- b) Support and direct talented pupils
- c) Inform parent/carers of talented pupils and advise them on how they can provide extension activities to nurture the talent recognised.

Identifying Gifted and Talented Pupils in the ARTS

ART



Has an individual style

Can interpret the subject in original ways, is imaginative

Perception advanced beyond his/her chronological age

Can use several elements of art in an advanced form beyond expectation (not just the child who can draw well)

Shows artistic flair in several media

Has an understanding of colour

Knows what a finished product will look like

Can show a different personal response to those expected/ or directed

Shows a mature response to the work of other artists often seeing beyond the obvious

Keenly/ critically observant

Older children may express a more emotional level of sensitivity

Can draw what is seen not what is thought to be seen

Successfully experiments with the visual elements

MUSIC

KS1

Acute sense of rhythm

Sings in tune/ pitches perfectly or nearly perfectly

Can memorise rhythm and tune and repeat after an interval

Able to experiment with music purposefully

Manipulates and augments music

Sees patterns in maths and manipulates numbers



Initiates musical activities on own

Can discuss a piece of music perceptively beyond the their years

KS2

The above criteria +

Takes to an instrument quickly and easily with little teaching

Play expressively and sensitively

Can play by ear

Plays purely for enjoyment

Instinctively plays an instrument

DANCE

Single minded to his/her approach to subject

Highly competitive

Self critical - strives for perfection

Intense about own subject

Can cope with physical activities requiring high degree of motor co-ordination

takes lead in activities

Strong, controlled and agile

Skills a key stage higher than would be expected

Excellent sense of rhythm able to empathise with stimulus

Can extend and refine dance movements

In KS1 able to put movements together in sequence showing maturity beyond years

Demonstrates a good awareness of tactics



Can interpret music with flair

DRAMA

Demonstrates an acute awareness of audience

Has a sense of timing in the delivery of words or gestures

Has a heightened ability to empathise with situations and people beyond his/her own experience

Is able to use space to great effect

Uses the full body to create character

Performs all the time

Can use micro as well as macro moves to create effect

Naturally self directs

Is not self conscious

Single minded to his/her approach to subject

Self critical - strives for perfection

Intense about own subject

Takes lead in activities

Skills a key stage higher than would be expected

Has an ability to improvise effectively



SUPPORTING Gifted and Talented Pupils

ART

Possibilities

KS1

Within School

Take opportunities for discussion to enhance or increase artistic awareness of quality and discernment of their work

Value child's work

A child needs to know its work is regarded as being of good quality

Pupil involved in the setting of challenging targets

Ensure a wide vocabulary of skills

Ensure a wide range of media, encouragement's and stimuli

Avoid comparison with adult art or derived copied images

If appropriate fast track to KS2 list (below)

If appropriate talk to parents

Advise on art materials at home

Seek appropriate out of school activities

Appoint a mentor and possibly seek sponsorship

KS2

Within School

Seek further advice from co-ordinator on way ahead

Pupil involved in target setting which is suitably challenging

Encourage depth and quality of response re-space, scale, relationship proportion and correlation between

parts of 2D or 3D work

Build artistic confidence in handling media

Appoint a mentor

Find time to develop these skills

Begin teaching 'tricks of the trade'

Develop imaginative expressive language by discussion and demonstration from acknowledged artists

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Outside School

Assist with good advice on home materials 'not just quick fix kits'

Seek out an Art Club

Consider private lessons

Consider loan of equipment

Seek specialist support and advice from advisor or/and secondary school art department

Music

Pathway

Possibilities

Pupil involved in target setting	
	Ensure targets are sufficiently challenging
Confer with co-ordinator and consider evidence and next steps	
	KS1 consider early tuition on the recorder Suitable activities in lessons to stretch abilities
Ask for further advice and assessment	
	Peripatetic Teachers Music Advisory Service
Consider suitability for instruments available in school and tuition	
	Violin Recorder (descant, treble etc.) Woodwind Brass Guitar Keyboard/Piano Consider hiring instrument
Discussions with parents (if appropriate) concerning particular talent	
	Private tuition Seek ways of funding tuition if parents are unable to do so Availability of instruments, time and space for practise Learning more than one instrument
Seek opportunities for music making outside of school	
	Training Orchestra Meeting children with similar talents Consider meeting with other talented

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	<p>children initially from the Beverley Clusters</p> <p>Support group for children - consider asking music service about possibility of starting one for East Riding children</p> <p>Holiday activities</p>
Speak to next phase for advice	
	<p>Availability of tuition</p> <p>Loan of instruments</p> <p>Possible inclusion in clubs</p>
Find suitable mentor (if none available in school look further a field)	
	<p>Consider staff expertise (include all staff)</p> <p>Ask for advice and support from governors</p> <p>Seek advice from next phase</p> <p>Ask within wider school environment</p> <p>Ask music advisory team to suggest any suitable mentor</p> <p>Funding and sponsorship (outside activities, concerts etc.)</p>

DANCE

Pathway

Possibilities

Pupil involved in target setting	
	Differentiation and IEP ensure targets are sufficiently challenging
Confer with coordinator to consider evidence and next steps	
	<p>KS1 participate in KS2 clubs etc.</p> <p>Suitable activities in lessons to stretch ability</p> <p>Mentor to coach in school</p>
Seek further support advice from sports development	
	<p>Suggested inclusion for class work</p> <p>Availability of suitable clubs</p> <p>Professional tuition</p>
Speak to parents with suggested possibilities to enable child to reach full potential	
	Private coaching



	Location of appropriate clubs Funding Transport Suitable mentor
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DRAMA possibilities

Provide opportunities in special events to develop skills beyond the norm e.g.

Assemblies
Productions

Use in Hot Seating Activities

Talk to parents and signpost to opportunities in the Community

Ensure the Secondary School is aware of the talent.

11. THE ARTS AND INTERNATIONALISM

As a school which is awarded the 'International School Award' by the British Council we recognise and wish to promote the obvious links between the International Dimension of the Curriculum and International Art and Culture.

The school has a budget of £2000 per year for International Artists to work in school. This is further supported by parental contributions. This enables artists to work with the children exploring a wealth of cultures and traditions in a vast range of contexts including:

Dance: Brazil, India

Visual: Australian Aboriginal, Indian, Kenyan

Music: Brazilian, Australian, East African, German, Danish, Swedish

Drama: East African

12. WHAT THIS SCHOOL AIMS TO OFFER IN THE ARTS

Art, music, drama, and literature (through English) are compulsory subjects within the National Curriculum. Dance is a compulsory part of the PE curriculum. This School meets all the requirements of the National Curriculum in the above subjects, as outlined in their individual policies and schemes of work.

Above and beyond this legal requirement the School aims to enable the children to

In Art Craft and Design:

- Experience and respond to the Environment near and further a field by working out of the classroom and in the field

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- Visit local and national galleries, museums, studios and exhibitions.
- Visit a Sculpture Park
- Have their work displayed in the classroom, public areas of the School, at Parent Assemblies and local exhibitions.
- Engage in “creative context projects involving specialist involvement and intensive work over a number of days to realise work of high quality and personal creativity.

In Music:

- Experience performance by professional musicians in school
- Attend professional concerts and musicals
- Take part in projects involving professional art companies.
- Have individual and group instrumental tuition in orchestral instruments.
- Sing in the School Choir.
- To learn to read music through recorder lessons. All children have lessons in Years 3 to 6
- Have guitar lesson in both Key Stages
- Play in the school orchestra

In Dance:

- Observe the work of professional dancers.
- Be taught by professional dancers.
- Have dance opportunities outside of School time linked to School Concerts and shows.
- Perform publicly in dance related activities.

In Drama:

- Performing in small scale productions often self scripted
- Attend professional performances at regional theatres
- Enter writing and poetry competitions
- Participate in role play, such as regular use of ‘hot seating’ in literacy lessons or in History and Geography taking on the roles of fictional characters. Other examples including a full day of role play at a Viking Village in Murton Park, York and experiences at Victorian Day at Normanby Hall.
- Performing in a major musical production every year (Y3 to Y6)

13. THE ROLE OF THE ARTS TEACHER

Quality teaching in the arts requires a high degree of flexibility of style and the teacher to take on a variety of roles: facilitator, mediator, assessor, partner, questioner, instructor and artist.

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Facilitator

In this role the teacher and School enables pupils to participate in all aspects of arts education by providing source materials, appropriate tools, media and equipment, and a stimulating environment for learning. Skills, concepts and methods of working are taught which enable our children to work in confident, informed and confident ways. Relevant information and resources are provided from within and beyond our School. These resources include specialists within our own staff, professional artists, and visits to galleries, theatres and concerts. Sometimes facilitating can mean standing back and letting pupils experiment, while on other occasions the children will need careful and precise guidance.

Mediator

In this role the teacher can help the children to make connections between their own experience and the wider context of the world of arts. Different ideas will need to be introduced and explained. Children will need assistance in responding to different ideas, particularly when the work may not suit a child's particular preference or is beyond their comprehension. The teacher can also help to make connections between the ways in which artists communicate their ideas and perceptions.

Assessor

Assessing children's progress is an essential part of everyday teaching at Molescroft Primary School. Within each lesson the teacher will check pupil's progress and provide necessary support or advice. The development of a conceptual language will enable the teacher and pupil to discuss progress. The assessment criteria is linked to:

Exploring Ideas
Developing Skills
Making, Designing, Composing
Performing, Demonstrating, understanding
Evaluating

The Assessment system is designed to

- Engage the pupil in his or her assessment;
- Enable pupils to measure performance against transferable skills;
- Engage everyone in assessing within the processes, which are fundamental to success in these subjects and thus enable pupils to make progress. The assessment system seeks to eliminate the assessment of events, which may give a snap shot of attainment but has dubious long-term relevance.

Assessment is based on a single grid as shown below. This grid is displayed in all classrooms and in the Hall and Music Room. Assessment is designed to occur within the plenary of lessons focussing on the relevant strand to that lesson

At each level there is advice given to guide pupils and teachers to support pupils in moving to the next level.

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The system is intended to be oral. Within an assessment session pupils will be asked to assess their own achievement within a strand. Pupils will be required to justify orally why they believe they have attained a particular level and not another. Pupils will also be encouraged to evaluate the work of others through the same system. At the end of a particular unit, pupils may be encouraged to highlight their agreed performance according to each stand across a unit. This will form a valuable record and is particularly relevant to older pupils. Even so the most important part of the assessment process here is the engagement of the pupils in their own assessment and their appreciation of what they should do next to move up a level.

The cross reference to National Curriculum levels has been tested and works as least as well as any other system. Particularly when dealing with creative and performance subjects statistically relevant assessment is notoriously difficult and often relies on personal preference and interpretation. We believe we have a system here which achieves a cross reference without forgetting the most important aspect of any assessment system, i.e. the need to move pupils forward in their understanding and attainment.

Particularly with younger pupils it may be difficult to assess accurately because the material being used will be appropriate to a younger child. What will be expected for example in dance of a Year 1 child will be very different to that of a child in Year 6. Even so it has been shown that a child in Year 1 (who was particularly talented) could achieve a level 4 in Performance in Dance, whereas in all other strands her attainment was at a level 2.

When engaging pupils in the assessment process in these subjects, teachers may find it useful to have a range of questions available to prompt them. This may be particularly useful with younger children and with those who have not yet fully embraced the culture.

Potential Questions for each strand.

Exploring Ideas

- Were you happy to try out new ideas?
- How did you work with a team?
- When did you listen to the advice of others?
- Did you always agree with what other people suggested? Why? Why not?
- How did you alter our work because of the suggestions of others?
- What ideas did you have of your own?
- How did you share your ideas with other people?
- What did you notice, which other people did not?
- Which of your suggestions did other people take note of?
- How were you successful?

Developing Skills

- How do you feel that you have improved?
- What can you do now that you couldn't do before?
- Have you thought things through carefully? Why? Why not?
- What went wrong?
- What did you learn from that?

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What did you try out for the first time?
What surprised you?
What interesting discoveries did you make?
What have you shared with your fellow pupils?

Making, Designing, Composing

Which skills did you use in this project?
Did you achieve what you set out achieve? How do you know?
How is your work original?
How did you manage to keep within the timescale?
How did you cope with difficulties?
How is your work different to that of your friends?
What are you most pleased about?

Performing, Demonstrating, understanding

How did you enjoy the project?
Do you feel you have demonstrated your abilities?
Do you feel ready to move on to more complicated tasks?
Do you feel that you need more time to practice?
Do you feel that you have a particular flair for this work? Why?
What makes your work more interesting than perhaps that of others?
What do you admire in the work of others?
How could you and /or others improve work further?
What can advice can you offer others to reach a high standard?

Evaluating

Describe what has been done in this lesson / unit.
What have you learnt in this lesson / unit?
How has your worked improved in this lesson / unit?
How does your work compare to that of others?
Why is their work better or not than yours?
How can standards be improved in your work and that of your friends?

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MOLESCROFT PRIMARY SCHOOL ASSESSMENT SHEET for the VISUAL AND PERFORMING ARTS, PE, AND DESIGN AND TECHNOLOGY

	EXPLORING IDEAS	DEVELOPING SKILLS	MAKING DESIGNING COMPOSING	PERFORMING DEMONSTRATING UNDERSTANDING	EVALUATING
LEVEL 1	<p>You are sometimes positive but often wary.</p> <p>ADVICE: Be part of the team and you will succeed.</p>	<p>You sometimes feel awkward, but give responses.</p> <p>ADVICE: Don't be frightened of making mistakes.</p>	<p>You are hesitant and unsure.</p> <p>ADVICE: Take time and be confident.</p>	<p>You are making your first steps.</p> <p>ADVICE: Do not be afraid to take bigger steps.</p>	<p>You describe the lesson.</p> <p>ADVICE: Explain <u>your</u> ideas more.</p>
LEVEL 2	<p>You are involved and thoughtful, a follower.</p> <p>ADVICE: Make a difference, give more ideas.</p>	<p>You offer a range of ideas, showing promise</p> <p>ADVICE: Nearly there, keep trying hard.</p>	<p>You have a range of promising ideas.</p> <p>ADVICE: Nearly there – stick at it!</p>	<p>You are developing.</p> <p>ADVICE: You are now making progress, practice makes perfect.</p>	<p>You explain your own ideas and progress.</p> <p>ADVICE: Explain <u>all</u> of the problems and how you solved them.</p>
LEVEL 3	<p>You share ideas and support others.</p> <p>ADVICE: Discuss ideas in more depth.</p>	<p>You are logical, and your work is detailed and developing</p> <p>ADVICE: Be bold – experiment more.</p>	<p>You are secure and sure in your work.</p> <p>ADVICE: Now is the time to be more inventive.</p>	<p>You feel secure in what you are doing.</p> <p>ADVICE: You've got it, now you can become more proficient.</p>	<p>You accurately explain how you improved your work.</p> <p>ADVICE: Compare your work to other pupils'.</p>
LEVEL 4	<p>You share ideas and support and learn</p>	<p>You are willing and successfully</p>	<p>You are inventive and your ideas are</p>	<p>You are expressive.</p>	<p>You make informative, full and</p>

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	<p>from others.</p> <p>ADVICE: Keep your focus strong.</p>	<p>explore and develop new techniques.</p> <p>ADVICE: Keep on with your work and refine your creativity even more.</p>	<p>original.</p> <p>ADVICE: Keep working hard to become truly fluent.</p>	<p>ADVICE: You are working at a high standard; can you leap to a higher level?</p>	<p>detailed comments.</p> <p>ADVICE: Try to use specialist terms in your evaluation.</p>
<p>LEVEL 5</p>	<p>You are a leader, you are fair and you negotiate.</p> <p>ADVICE: Continue to develop your consultation skills.</p>	<p>You are creative and experimental this leads you to make inspirational discoveries.</p> <p>ADVICE: Enjoy the fruits of your labour!</p>	<p>You are confident and fluent in your work.</p> <p>ADVICE: Consider developing a specialism in this area of work.</p>	<p>You are fluent and fully confident.</p> <p>ADVICE: Where else can you find opportunities to develop this work?</p>	<p>You use specialist terms to evaluate work and relate to other work you have seen.</p> <p>ADVICE: How have others, in a professional sense, solved similar problems?</p>



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In the making mode the arts lesson can often require an open-ended, negotiated and supportive Teaching style where pupil and teacher are in partnership, both expecting the unexpected. The teacher should encourage children to be adventurous.

Questioner

Sometimes it is necessary to play a more provocative role in raising issues and discussing ideas. This is likely to be needed after children have been involved in watching professional productions, which challenge their normal perceptions. Alternative points of view should be generated, encouraged and tolerated.

Instructor

There are important skills to be taught in all aspect of the arts. The School believes that it is essential that all children receive training in basic skills appropriate to the arts they are participating. The development of technical skills is seen as essential as this will allow the children to develop their creative potential, built upon a firm foundation of knowledge and skills.

Artist

Many of the staff at Molescroft Primary School have considerable personal skills in the arts. There will be many occasions when it is appropriate to demonstrate their own art making skills. Children need support and guidance as do staff- it is important that this guidance leads to progress for all concerned.

Good teaching in the arts relies on the staff at Molescroft Primary School and the teachers in particular achieving the following criteria:

- A secure knowledge and understanding of the subjects they teach
- Set high expectations so as to challenge pupils and deepen their knowledge and understanding
- Plan effectively
- Employ methods and organisational strategies, which match curricular objectives and the needs of all pupils.
- Manage pupils well and achieve high standards of discipline
- Use time and resources effectively
- Assess pupils' work thoroughly and constructively, and use assessments to inform teaching.

14. CONCLUSION

This policy should be read in conjunction with the following School Policies

Music
Art



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PE

English

ICT

Design and Technology

Effective Teaching and Learning Policy – including Principles of Accelerated Learning

SEN Policy

Gifted and Talented Policy

Inclusion Policy

The arts are a response to our thirst for knowledge, insight and revelation. We aim to give all our children opportunities to explore their feelings, come in to contact with the spiritual, increase their knowledge, develop their skills, and articulate and realise their aspirations. They provide ways of knowing, presenting, interpreting and symbolising, and a context for appreciating and valuing.

We believe that contact with the arts requires our children to develop the abilities to question, explore, collaborate and extend and develop their ideas and the ideas of others. The creation of art requires a sense of structure, discipline, rigour, and a positive response to challenge.