

## **Sydenham School Arts Policy**

At Sydenham School we educate through the arts and not simply in the arts, using the arts to develop all students' social and emotional intelligence through transferrable skills that will prepare them for the wider world when they leave school.

Teachers work within faculties as a teaching team, bound together by a clear understanding of the purpose of arts education and our role as arts, performance and Physical Education teachers. This means that even when working as a subject specialist we are aware that we belong to a teaching team and are devoted to making arts education a vital force in the lives of our students. Many arts teachers are leading practitioners and play a crucial role in developing teaching and learning initiatives in the school.

The Arts education at Sydenham includes discrete study of Music, Drama, Dance, Visual Arts, Textiles, Physical Education and Media. This includes: development of physical skill, aesthetic and analytical responses and understanding, contextual understanding and the development of transferable skills. The Arts are primarily concerned with developing understanding through participation and reflection. Students study practitioners/style and develop personal responses showing a growing understanding of expression and technique. High value is given to understanding the creative process through the presentation/performance of students' work, thus establishing a culture of celebration and sharing of achievement.

The arts education at Sydenham School is part of a broad and balanced curriculum. It is an essential part of the central focus of engagement and challenge:

- The arts stimulate a personal response and students explore the life of feeling, promoting emotional maturity and an understanding of their own values.
- The arts and PE develop different forms of intelligence and expression through different ways of learning.
- The arts and PE challenge students to take creative risks in a safe learning environment, increasing self-esteem and self-confidence.
- Students develop creative and critical skills. They learn how to challenge assumptions and give informed opinions.
- Arts and PE can enable and motivate students to be actively involved in the arts, both within and beyond school.
- Students gain access to a range of career/vocational related opportunities, as well as developing skills useful in all careers (communication, presentation, creativity, critical thinking, questioning and challenging assumptions, collaborative working, and meeting deadlines).
- Arts education helps students to explore culture. As a result, they learn to appreciate their own and other people's values, meanings and identities.
- By taking part in shared arts and PE experiences, students come to understand their own responsibility to contribute and the importance of supporting and appreciating others' contributions. Students often have to work together to achieve the best

possible end result. Arts related performances, presentations, exhibitions or competitive events give the students a chance to celebrate and to feel valued by their peers and others.

- The arts promote positive links within the school community and beyond. Students develop an understanding of the role of arts and physicality in society through contextual study. This includes cultural and social contexts. The arts include work from other cultures to promote community cohesion and understanding.

We see the acts of creation and performance/display as central to our work. Students create and show in art, textiles and media and create and perform in dance, drama and music. Regular events include: Winter and Spring Concerts, a drama showcase, Christmas Fashion Show, Carol Concert, Dance Showcase, Battle of the Bands event, A' Level Art exhibition, termly performing arts assemblies, end of year GCSE art exhibition, Biannual whole school production and Summer showcase and curriculum enrichment days. During the acts of creation and presentation/performance, students should always be actively involved. An important aspect of our work is to develop students' ability to:

- a) Recognise the creative potential of an idea.
- b) Develop an idea to its fullest potential.

We believe this to be more than artistic skill. It is a life skill that may transfer to other areas of involvement both in and out of school. The aim of the arts curriculum is to help students reach a level of personal development whereby they can have an 'aesthetic experience', whether it is as a creator/performer/artist or a member of an audience. We are not only concerned with an attempt to develop skills as dancers, actors, musicians, designers and artists, but with the emotional development of our pupils. In arts lessons students will consider complex issues, thoughts, feelings and actions. Pupils use different forms of intelligence through the study of the arts. They take creative risks in a safe learning environment, developing self-esteem. They learn to value their own and others' contribution and develop emotional maturity which allows them to engage in the world. Our aims are:

- To ensure that every pupil receives a wide range of quality arts.
- To raise the skills levels of all pupils participating in arts activities.
- To enhance the confidence and self-esteem of all pupils by involvement in the arts.
- To enhance the pupils' appreciation of the diverse cultures within the school and local community through the arts.
- To create an understanding and appreciation of the arts that will last a lifetime
- To become more aesthetically conscious by being involved in practical activities where the medium is art/design, dance, drama and music.

We aim for all students to access the arts and artistic expression at their level and strive to find different ways of engaging students. This is done through offering a broad curriculum with a variety of stimuli; range of cultures, styles, artefacts and looking back through time.

Each lesson has activities that are differentiated. More than this, teachers work as facilitators, helping students to develop their skills and ideas. The ultimate aim is for students to express themselves and explore their ideas through the different art media at their own level.

**IN THE ARTS, STUDENTS LEARN TO RECOGNISE CREATIVE POTENTIAL AND ACQUIRE THE SKILLS NEEDED TO DEVELOP IDEAS.**

**Curriculum Provision**

Performing Arts:

In years 7 to 9 students are entitled to 50 minutes per week each of Music, Drama and Dance and 100 minutes of PE. Each lesson is part of a planned scheme of work which ensures progress and they ensure students experience a broad and in-depth curriculum which fosters contextual understanding as well as developing mastery. This is in preparation for GCSE and BTEC courses.

Visual Arts:

Students in years 7 to 9 receive a double lesson a week. Each lesson is part of a planned scheme of work which ensures progress and they ensure students experience a broad and in-depth curriculum which fosters contextual understanding as well as developing a wide range of practical skills. Students are able to choose to study GCSE Fine Art at KS4, and some students take a GCSE in Illustration at Year 9. Students progress onto A' Level courses in Art, Art History or Photography at KS5. Gallery Visits and residential trips support the contextual framework of the visual arts education.

Textiles:

Year 10 and 11 Students are able to choose between BTEC Fashion and Textiles or GCSE Textiles, progressing onto an exciting and challenging A' Level Textiles course. Both of these courses benefit from a very well equipped Textiles department that offers students a chance to develop their creativity through both Textiles and Fashion projects.

Media Studies:

Students in years 7-9 access Media Studies through discrete units and lessons as part of the English curriculum. Here they are introduced to a range of media theories and techniques, as well as creative skills. GCSE Media Studies is an option for students in Year 10. As part of this course, students develop their understanding of media theories and techniques and develop their creative skills further. Collaboration as a part of creativity is a vital part of the Production Portfolio controlled assessment. At KS5, students are able to study A levels in Media Studies and Film Studies, as well as BTEC Applied Media and Level 2 Media and

Communication. Students have access to a range of industry standard hardware and software for these courses, to support creative outcomes.

Students will be involved in artistic activities during lessons and off timetable days working independently and as part of a team. All have the opportunity to participate in Arts and physical activities as part of the extensive curriculum enrichment programme. All students have access to a wide range of curriculum enrichment activities so they can pursue interests. Pupils can take part in school concerts, school musicals, achievement assemblies and art shows which take place on a regular basis. Gifted students are offered opportunities of working with local organisations such as XLP or the Laban centre.

Other areas of the curriculum have a vital contribution to make to aesthetic education and no one programme alone can achieve the ultimate aim of aesthetic education. We as teachers operating within an artistic environment believe that an arts curriculum may fulfil its role in aesthetic education.

The school resources, implements and monitors the policy in the following ways;

- There is a strategic approach to arts provision, which takes into account the curriculum, out-of-hours opportunities, sharing and celebrating achievements in the arts, visits and partnerships with arts organisations outside school, and the contribution of the arts to the school environment.
- Each faculty has a yearly budget to fund KS3 and KS4 as well as a separate budget for KS5. Alongside this extra funding can be gained to support the arts.
- Resources are allocated to arts provision, including staff, continual professional development, materials, facilities and equipment;
- A team of peripatetic staff work at the school to teach a range of instruments, including Strings, Woodwind, Percussion, Brass, Swing Band and Choir. There is a wide range of extra-curricular arts and PE clubs that are advertised in the weekly newsletter, through assemblies and tutor time.
- Pupils are given frequent opportunities to perform or display their work to both peers and adults, including their parents. The school also organises concerts, musicals, art shows and major whole school productions.
- All staff are committed to the school's approach and are involved in clubs and extra activities, giving their time freely. Experts like actors and artists-in-residence are regularly brought into school to share in the planning and delivery of different activities. The school's resources are good: such as performance/exhibition space.

**The School's view is that a holistic approach to education, with links between all areas of the curriculum, gives pupils the best possible understanding of the world in which they live.**

## **The Arts Facilities**

The school has specialist arts facilities including four well-equipped Arts rooms, a photography darkroom and photo studio. We utilise a ceramics kiln and printing presses across the Visual Arts faculty. All art rooms are equipped with computers and we also have a laptops and projectors for developing work for exhibition. Two textiles rooms provide access to sewing machines, screen-printing, digital printing, weaving looms and a heat press for sublimation printing. In Media Studies, students have access to industry standard software such as Adobe Photoshop, In Design and Adobe Premiere and at KS5, students have access to filming kits (including HD cameras, lights, tripods and mics).

2015