



Pauls Road Ipswich IP2 0AN
Telephone: (01473) 251608
Email: admin@ranelagh.suffolk.sch.uk

Headteacher: Mrs O Hopper

ARTS Policy

Reviewed on: 16th September 2026

Next Review due: Autumn 2027

Signed by:

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RANELAGH PRIMARY SCHOOL-

OVERARCHING ARTS POLICY

INTRODUCTION

Art and design stimulates creativity and imagination. 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.

At Ranelagh Primary School we are committed to providing an arts curriculum in art and design, music, dance and drama which provides a broad range and depth of the highest quality.

All children are provided with the opportunity to be able to enjoy and engage in the arts as **makers, performers, exhibitors** and as **spectators**.

This policy provides a clear background, which will support all forms of art and design done in school. It reflects the perceived needs of all the children as expressed in whole school aims and policies and also in the statutory guidance for National Curriculum Art and Design.

It is intended that this policy will:

- i. Provide a whole school statement of purpose;**
- ii. Ensure that each pupil's entitlement to art experience is realised;**
- iii. Provide a clear basis from which to plan programmes of work;**

iv. Provide guidance and support to all teachers.

DEFINITION OF THE ARTS AT RANELAGH PRIMARY SCHOOL:

At Ranelagh we believe the arts should underpin the learning of the pupils throughout the school by providing opportunities to learn and express themselves through creative mediums including art and design, digital media, dance, drama, music and creative writing.

We believe that whatever the children's race, religion, background or ability they are all entitled to experience a range of diverse and quality arts experiences during each year at school.

We aim to use digital media to enhance our delivery of the arts, as we recognise that this plays an important part in today's society.

All pupils have the opportunity to develop their creative skills, critical appreciation and knowledge of the techniques in all these disciplines through activities in both school and out of school settings. These creative mediums provide opportunities to develop the pupils' sense of personal and cultural identity and equip them for lifelong involvement in, and appreciation of, the arts. We also believe that where possible children should be given the opportunity to demonstrate their developing skills to the wider community.

VISION STATEMENT:

Through our provision for the arts at Ranelagh, we envisage our pupils to be:

- Enthusiastic about the arts
- Enjoying the creativity that art forms allow
- Able to talk about and appreciate the work of other artists
- Able to evaluate their work and suggest ways to improve
- Keen to develop and refine their skills
- Working with a range of skills, tools and media with confidence

- Able to apply their knowledge and understanding of art forms to their own work

AIMS AND OBJECTIVES:

To enable pupils to:

- Foster enjoyment and appreciation of the arts and a knowledge of artists, craftspeople and designers.
- Gain awareness and knowledge of the roles and purposes of art and design in different times and cultures.
- Learn through art, by extending their imagination and creativity, thus enriching other areas of the curriculum.
- Develop the ability to observe, investigate, respond to and record the world around them through a variety of forms and media.
- Make increasingly informed and creative choices of media, tools and techniques for a given purpose.
- Develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others.

TEACHING AND LEARNING STYLE:

Teachers use a variety of teaching and learning styles, these include: demonstrations, discussions, practical work, investigations of open-ended activities and whenever possible, through visits and/or workshops in school.

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.

CURRICULUM PLANNING:

Years 1 – 6

The curriculum plan for Art and Design comprises of 6 half-termly units of work for each year group from Year 1 to Year 6, spread over a cycle of two years. The units of work are based on the areas of experience of Drawing, Painting, Printmaking, Collage, Textiles and 3D. Units of work are taken and adapted from the handbook **Art and Design in Suffolk**, QCA schemes of work, or from published plans in the subject resources area. As long as all areas are covered, units may be blocked or delivered in any order, varying on their relevance to the topics being taught each term, for instance.

Continuous Provision in Early Years, Years 1 & 2:

In Early Years, opportunities for creative expression are facilitated through our Continuous Provision planning and are freely accessible to children throughout each day. Children are able to access and enjoy areas for drawing and painting, woodworking, construction, junk modelling, making music and using instruments. Adult led activities are also part of our teaching such as cooking, modelling techniques such as colour mixing and learning poems together from the Poetry basket.

In Years 1 and 2, similar opportunities for creative expression are additionally available to children, facilitated through our Continuous Provision that extends into Key Stage One.

Medium-term plans from each class are shared on the Drive and these 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 art and design subject leader is responsible reviewing these plans.

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 aim to 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.

THE ARTS ACROSS THE CURRICULUM:

We try to ensure that as much work as possible is topic-based and inter-connected. Consequently, every opportunity is taken to use the arts to enrich other areas of the curriculum.

For instance:

- Drama, music, dance or art may be used to stimulate writing or introduce new concepts. Speaking and listening activities often use drama such as hot seating or role play, which then enhance children's writing skills.
- Art work contributes to the investigation and understanding of shape and space in mathematics: pattern work and work on two and three dimensions.
- Geography and history can be brought to life through role play, re-enactments, painting, and sculpture.
- ICT is frequently used to support the teaching of the arts in school. 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 cameras to record their observations. Children use the internet to find out more about famous artists and designers.

In addition, the teaching of the arts offers opportunities to support the spiritual, moral, social and cultural development of our children. Individual and group work generate chances to discuss ideas and feelings; encourages collaboration and co-operation; children learn to respect and work with

each other.

Extended curriculum opportunities

Our aim is not only to provide pupils with opportunities to study further an art form they enjoy, but also to introduce them to art forms they might not otherwise know about or have the opportunity to be part of.

Examples of extended curriculum include:

- Breakfast, Lunchtime and after school clubs, such as Hip-Hop
- Whole school performances involving music, drama, dance
- Carol-singing and performances in the local community
- Visit to theatres, dance studios, art galleries and exhibitions
- Participation in local/ national competitions/ projects.

LINKS WITH PROFESSIONAL ARTISTS AND PERFORMERS

Ranelagh pupils often enjoy working with professional artists for short extended periods. We are dedicated and enthusiastic about working with outside agencies including: musicians, authors, actors, poets, dancers, artists, teachers, parents of the school and any other 'artists' within our local community.

INCLUSION:

At our school we teach art and design to all children, whatever their ability. The arts form part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of the arts we provide learning opportunities that enable all pupils to make progress. We

do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

EQUAL OPPORTUNITIES:

At Ranelagh, our teaching of the arts provides equality of opportunity:

- Boys and girls are able to participate in the same curriculum
- Gender stereotyping is avoided when organising pupils into groups, assigning them to activities or arranging access to equipment
- Fullest participation possible is enabled to pupils with disabilities or particular medical needs. Where necessary, positive role models are offered and provision is made to facilitate access to activities with appropriate support, aids or adaptations.

DIFFERENTIATION:

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.

LINKS WITH THE WIDER COMMUNITY

We aim to involve the wider school community in our efforts and in particular parents and families. To encourage participation by the wider community, we invite parents into the school to watch performances, view work created by the children and participate in creative projects at home and in school, whenever circumstances permit.

Children from Key Stage One traditionally perform a Nativity play each year when parents/ carers and members of the community may attend. Also, at the end of each academic year, children from Key Stage Two perform to an audience, using the instruments they have been learning.

We continue to be part of the Suffolk Gone Wild project, which involves fundraising for St. Elizabeth Hospice, a collaborative whole-school art project and exhibiting our final art piece as part of a local exhibition, alongside other schools.

ASSESSMENT:

There will be informal on-going assessment by teachers to ensure continuity, progression and achievement in the arts.

Children's achievement in the arts subject areas will be matched against the National Curriculum level descriptors. It will include the pupils' own responses to their learning, either in an oral or written form, as well as the elements of recording and evaluating. Children's sketchbooks are used to collect their work from each unit and to ensure progression.

During each term, we give verbal reports for parents on the progress of their children, with a summative assessment of children's progress in art

over the year being provided in their end of year report during the summer term.

HEALTH AND SAFETY:

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To explain the steps they take to control risks

It is the responsibility of the arts subject leader to pass on any relevant Health and Safety information to all other staff who teach these subjects. It is the responsibility of each individual member of staff to ensure they have read and understood the information passed on to them and act accordingly.

Please also refer to the school Health and Safety Policy for further information.

RESOURCES:

Resources for the arts are paid for out of the central school budget, which is allocated according to need and priority. Budget information and resource needs are reviewed on a yearly basis.

Each year there is a review of Arts provision. An audit analysis is completed considering the areas we need to develop as a school. Funding is put in place to achieve these aims.

Art resources-

We have a good range of art media, tools, materials and visual resources available- these are stored in the art and design cupboards. Additionally, we have work and artefacts from a wide range of artists, designers and crafts people's work from a range of times, period and cultures. These are organised into topic boxes that are stored in the lower ground floor cupboard. Reference books and children's art books are available in the arts section in this cupboard and a labelled section in the library respectively.

Music resources-

All children from Years 5 and 6 take part in instrument/ singing lessons each week. Instruments are loaned to children free of charge.

Drama/ Performance resources-

Ranelagh has built up an extensive collection of costumes which is available for role play, assemblies, school trips and productions. We also own microphones, scenery and stage lights.

MONITORING AND REVIEW:

Excellence and enjoyment in the Arts is celebrated in a variety of ways: displays in classrooms and throughout the school, in our 'Good Work' and Dance assemblies, concerts, performances and productions, Talent Shows, on the local radio, in the local newspaper and on the school website.

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 and SMT. 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, regularly evaluating the impact of our provision and providing a strategic lead and direction for these subjects in the school.