

ARTS POLICY

1. A definition of the arts as understood by the College

The arts define our College's character, enrich our learners' lives and contribute to our social and community development.

We are committed to supporting, promoting and celebrating them.

The term "arts" refers to a wide range of creative practices, including performance, exhibition, reflection and evaluation, drama and dance, fine arts and crafts, film and video, new media, music and literature.

The arts is currently represented by the Visual Arts (drawing, painting, printmaking and sculpture)

Applied arts (ceramics, textiles and weaving)

Multi-media arts (animation, film, photography and video)

Language arts (poetry, critical and creative writing)

Performing arts (music, dance and drama)

The group is linked centrally through policy and through the Director of Arts. A series of strategic initiatives are linked with the school SeF, the DCFS bid document and the College Improvement Plan.

2. Principles

Kingsbridge Community College is fully committed to providing the best possible arts education for all its learners regardless of their ability, gender, ethnicity, age or disability. We see the arts in the widest possible context and have developed structures, resources and staffing that allows access to a full spectrum of arts entitlement. Our second specialism in the arts demonstrates our commitment to creative learning and through our arts delivery we see outcomes that will create the artists and creative workers of tomorrow. We achieve this by providing arts lessons and out of hours experiences that promote:

- an increase in the knowledge and skills associated with particular art forms
- enhanced knowledge of social and cultural issues
- the development of creativity and thinking skills in all our learners
- the enrichment of communication and expressive skills
- advances in personal and social development
- effects that transfer to other contexts, such as learning in other subjects
- an insight into the world of work and cultural activities outside of and beyond school
- a heightened sense of enjoyment, excitement and fulfilment

Kingsbridge believes in the importance of providing specialist subject teachers to deliver the arts curriculum, and the arts are part of the core curriculum at Key Stage 3. At Key Stage 4 all students are encouraged to take at least one arts subject and see their course of study extending into the Sixth Form. The arts is proactive in exploring alternative courses and qualifications that will benefit our learners, provide a wider skills base or be more suitable to our students' aspirations. These include new national initiatives such as the Arts Award and our partnership with Dartmouth Community College to become a provider of the Creative and Media Specialised diplomas from September 2010.

3. Key Aims of the Arts

3.1 Develop a thriving arts community in and out of school hours

Maintain a Saturday Arts club 'Smarts' that will identify the college as a centre for artistic excellence and endeavour and the chance to welcome outside artists, agencies, businesses, Primary partner schools and other schools to our learning environment.

Offer an inclusive, high quality extra-curricular arts timetable currently called The Core that offers a wide range of arts experiences including exploring the arts of other times and cultures and engaging with different approaches to working in the arts.

Record and evaluate the impact arts experiences are having upon our students and in the wider community.

Explore and establish strategies that fully support the *Every Child Matters* agenda.

3.2 Celebrate and share our learners' artistic endeavours

Provide a wide range of 'stages' on which arts work can be presented and shared with the rest of the college. This could be through the web site, exhibition, live or recorded performance or concerts, written evaluations, blogs or online diaries – (Talkback), plasma screens, arts bulletin, e-zine or journal. A new Arts newsletter specifically shares and identifies achievements and successes.

Explore the leadership opportunities and chances for students to make a continuing and sustained impact upon arts events and arts learning that occur as part of our second Specialism.

Promote a higher profile for the arts, leading to an increased participation of our students and wider community learners in all areas of arts endeavours. This includes taking part in national events such as the Schools Shakespeare Festival.

3.3 Raise the participation and attainment of our students in all areas of the arts

Forge sustainable partnerships with artists, agencies, institutions and creative workers and make any relevant links to this work explicit to our students in our day to day lessons.

Develop arts initiatives and direct interventions that support arts teaching in our Primary partner schools, offering direct CPD and support for our Primary colleagues and so making an early investment into all our students early school arts experiences.

Commit to whole school teaching initiatives such as Dynamic Learning, use of prior assessment data, FFT target setting. Peer and self reflection through the evaluation of arts teaching and learning and the new Performance Management cycle maintain the highest standards possible of teaching and learning student exam achievement.

Set the highest possible expectations of our arts students and ensure that there is parity of students learning experience from one arts area to the other. Our arts students

should be able to make links between arts subjects in terms of the content, ethos and teaching methodology.

Encourage our specialist arts subject teachers to engage with significant and relevant INSET, training and CPD and develop as thinking practitioners, we will ensure our arts lessons continue to be engaging, inclusive and vibrant places to learn.

3.4 Embed the arts ethos into the fabric of the school

Ensure that the arts have a direct impact upon the teaching and learning in other curriculum areas through partner programmes, cross-curricular activities, shared INSET and CPD. Events such as performance and arts evening during Science Week, help build bridges and offer links for audience and participants. New curriculum initiatives such as Year 9 *Who Are We?* allows students to make links and associations between arts subjects and their place in the world.

Ensure that our learners' eyes are opened to the wider possibilities of arts as participants, creators and consumers including the vocational and enterprise strand currently being developed in the college.

Create opportunities for students to widen their whole world view and develop an understanding and sensitivity to other cultures and belief systems.

Support the individual and his or her right to pursue their artistic endeavour in a safe and secure environment.

4. Review of Policy

This policy is reviewed biannually by the Learning Committee of the Governing Body.

**Ratified by the Learning Committee of the Governing Body
9th November 2009**