

---

# Performing Arts incl. Music Policy



Through respect, we will work together in Christ to  
develop the whole person.

Written: September 2021

Date of Review: September 2022

Leader: Mrs E O'Hanlon

---

## Performing Arts

We define Performing Arts as Music, Dance and Drama.

The arts are like your backbone. You may be able to survive without your backbone but what quality of life would you have?'

Sir Simon Rattle

At St Matthew's we believe that Performing Arts stimulate creativity and imagination, providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world. It enables children to communicate what they see, hear and experience. The Arts reflects the culture and society we live in and by teaching the Arts, children gain a better understanding of the world we live in. As well as being creative and enjoyable activities, the Arts can also be highly academic and challenging subjects.

We provide many opportunities for all children to create, play and perform in the arts. We develop skills necessary to appreciate a wide variety of art forms. The appreciation and enjoyment of the Arts enriches all our lives. Through experiencing the arts, children develop their creativity, self-esteem and confidence.

## Aims and Objectives

- 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, instruments and techniques.
  - To increase their critical awareness of the roles and purposes for the arts in different times and cultures.
  - To develop increasing confidence in the use of Performing Arts.
  - To foster an enjoyment and appreciation for Performing Arts and a knowledge of performers.
  - To know and understand how music is made through a variety of instruments and that it can be composed and written down.
  - To develop inter-related skills of performing and composing in Performing Arts.

### Teaching and Learning styles

The school uses a variety of teaching and learning styles in our arts lessons. Our principle aim is to develop children's knowledge, skills and understanding of Performing Arts. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We encourage children to participate in a variety of musical, dramatic and dance experiences through which we aim to build up the confidence of all children.

---

We do this best through a mixture of whole class teaching and individual/group activities. Teachers plan the arts over the whole curriculum. We draw attention to good examples of individual performance as models for the other children. We give children the opportunity within lessons to work on their own and collaborate with others.

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.
- ▣ Providing a range of challenges with different resources.

### Arts Planning

Subject co-ordinators/specialist teachers (Music) have created unique schemes of work based on National Curriculum objectives. While there are opportunities for the children's 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.

---

We carry out curriculum planning in two phases [long-term, medium/short-term]. The long-term plan maps the topics studied in each term during the key stage.

The medium term plans are planned by the subject coordinators/specialist teachers (Music). The subject coordinators are responsible for keeping and reviewing these plans.

The class teacher uses the subject co-ordinators/specialist teachers' plans to assess children against the objectives of the lesson. The class teacher and Performing Arts subject leaders also discuss the planned lessons and assessments on an informal basis.

## Performing Arts in the Curriculum

### Foundation Stage

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.

- Weekly assemblies (singing) when COVID restrictions allow
- Christmas and end of year performances

### Key Stage One

- 
- Christmas performance
  - Religious assemblies involving drama, music, poetry and dance
  - Music lessons taught by a specialist
  - Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum
  - Creative use of ICT
  - Visiting theatre groups/musicians/performers
  - Weekly assemblies (singing) when COVID restrictions allow
  - After school singing club

### Key Stage Two

- Religious assemblies involving drama, music, poetry and dance
- Music lessons taught by a specialist
- Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum
- After school Choir club
- Visiting theatre groups/artists/musicians
- Creative use of ICT
- Weekly assemblies (singing) when COVID restrictions allow

### Extra-Curricular Arts Teaching

Children have the opportunity to study a musical instrument with peripatetic teacher (Miss Smith) Clubs are available to children

---

out of school hours. These clubs include Choir, Ukulele and Bollywood Dance.

### Cross-Curricular Links

Cross-curricular links are made through careful whole school planning and liaison between subject leaders.

### English

The arts contribute to the teaching of English in our school by encouraging children to ask and answer questions about the starting points of their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children. The Performing Arts rely on the importance of Speaking and Listening.

### Mathematics

Visual arts 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. Performing Arts, especially music, is linked closely with mathematics, as rhythm and structure of music is mathematically based.

### Information and communication technology

ICT is used in Performing Arts where appropriate, including Garage Band in Music. They also use ICT to enhance their research skills through the internet and DC ROMs. Children improve the presentation of their work through the use of ICT.

---

### Personal, social and health education and citizenship

Through a common goal of making art, children learn to work more effectively with other people and build upon good relationships. Music and drama is the basis of many social activities and has an important role to play in the personal development of young people.

### Spiritual, moral, social and cultural diversity

Listening, creating and performing in the arts can be a moving and even spiritual experience. We encourage children to reflect on the important effect that the arts have on people's moods, senses and quality of life. Children at St. Matthew's Catholic Primary have the opportunity to encounter the arts from many cultures and through a growing knowledge and understanding of the arts, they develop more positive attitudes towards other cultures and societies.

### Inclusion and Equal Opportunities

All teaching and non-teaching staff at St. Matthew's Catholic Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative development needs to be taught with regards to children's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.



---

All children engage in the Arts explore a wide variety of media. This policy ensures that certain aspects of the Arts are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Arts activities at St. Matthews Catholic Primary School.

The Arts can provide the opportunity for new arrivals with very limited English to achieve and can therefore raise their self-esteem. It is a subject into which newly arrived pupils can easily be integrated. Working in The Arts can encourage the development of a wide range of social skills through collaborative working and sharing of ideas. Through the Arts they learn to express themselves non-verbally and may, in this context, be able to contribute cultural knowledge and experience that is of interest and benefit to all pupils.

### [Accessibility and Teaching the Arts to children with Special Educational Needs](#)

We teach the arts to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad balanced education to all. Teachers provide learning opportunities matched to the needs of children with learning difficulties and our work in the arts takes into account the targets set for individual children in their individual educational plans.

---

## Arts Award

Those children in choir will be given the opportunity to work towards achieving Arts Award, which will be supported through their weekly choir rehearsals, participation in the Peace Proms concert and through visits and enrichment such as concerts at the Royal Liverpool Philharmonic Hall.

## Assessment and Recording

Teachers/specialists assess children's work by making judgements as they observe during lessons. This is recorded each term. On completion of a piece of work, the teacher/specialist marks the work and comments as necessary. At the end of each unit of work, the teacher/specialist makes a summary judgement about the work of each pupil and how it relates to the national curriculum.

## Resources

We keep resources for Music, Dance and Drama in central stores and also in classrooms. Subject co-ordinators are responsible for these resources.

## The school choir and dramatic events

We believe that the Performing Arts enrich the lives of people, and so we wish to involve as many children as possible in performing activities. We have a KS2 Choir and a KS1 Singing Club.

## Monitoring and review

---

The subject co-ordinators are responsible for the standard of children's work and for the quality of teaching. The subject coordinators also support colleagues in the teaching of the arts. The subject co-ordinators are responsible for completing termly action plans to strengthen and develop their subject.

### [Working with Professional Artists and Arts Organisations](#)

We believe the value of partnerships with Arts organisations demonstrate excellence and raise awareness of opportunities and expectations in the Performing Arts. The links benefit:

- Curriculum development
- Cultural awareness
- Community links
- Staff development
- Children's creative achievements
- The profile of the Arts
- The nurturing of talent

Through effective communication and liaison we ensure successful partnerships covering a range of Art forms including those of other cultures, venues and activities. Our partnerships offer a range of learning opportunities and we are always looking for new ones.

Children are able to experience these through:

- Visiting musicians and performers
- Specialist Music teacher
- Performances and workshops with feeder schools
- Talented staff, parents and governors within the school

- 
- Theatre company visits & workshops

### SMSC Statement

At St Matthew's Catholic Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

### Pupils' spiritual, moral, social and cultural development is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- interest in investigating, and offering reasoned views about, moral and ethical issues.
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage

- 
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Signed \_E O'Hanlon September 2021

This policy will be reviewed in September 2022

## [Appendix 1](#)

### [Performing Arts and Covid-19](#)

Following the closure of schools to the majority of children during the Covid-19 pandemic, we set-up a dual Music curriculum for the remainder of the 2019-2020 academic year. A page to support Music home learning was created on the school website, focusing on singing skills and body percussion so to be accessible to all children, regardless of what, if any, musical instruments they have at home. Those children attending the hub have received weekly Music lessons with Miss Smith, St Matthew's peripatetic Music teacher, which have also focused on singing, song-writing and the interrelated dimensions of music.

---

Moving forward, into the 2021-2022 academic year, the woodwind instruments (recorders) have been replaced with stringed instruments (ukuleles) to help slow the spread of germs. We have also brought in a focus on singing to help plug the gaps in vocal learning that have arisen due to COVID restrictions.