



‘Innovative Education - Transforming Lives’



# Art Policy

## September 2020

Status	Statutory
Governing Body Committee	Academy Improvement Committee
Responsible Persons	Mrs F Parish Head Teacher
Date the policy was agreed	Updated Sept 19, September 2020
Review date	Sept 2020

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## Sheep Dip Lane Primary Academy: Art Policy

Reviewed: Sept 19, Sept 2020

### Introduction

#### Recovery Curriculum – September 2020 following wider re-opening of academy due to the Covid 19 pandemic

The Covid-19 pandemic has been a disruptor to normal life within our academy communities. These factors are enhanced by the social distancing measures that our pupils and workforce are experiencing. Unlike a more conventional recovery from a period of absence from academy, e.g. 6-weeks summer holiday period, the time period and potential fluctuations that will occur over the coming months will be a new recovery challenge that we will need to deal with, for example;

- Fluctuating restrictions depending on future peaks and outbreaks that may be uneven across the region and unpredictable
- Services may be 'switched on and off' within the recovery period
- The recovery period may be at least 12-18 months or until widespread immunity via a vaccine
- Different need for restrictions i.e. shielded population may have greater restrictions for longer. This will impact on workforce availability
- Implementing social distancing measures within the context of a academy

Our **Recovery** can be defined as the process of rebuilding, restoring and rehabilitating following this emergency and our plan to get back to 'normal' academy functioning. We will set about initiating diagnostic assessments to inform and establish trajectories for our Recovery Curriculum and these assessments will cover the following themes;

- Social and emotional needs
- Behaviour and routines
- Academic gaps in learning
- Tracking back our curriculum to move forward from the right starting points
- Resilience of our pupils
- Feedback on the types of learning the pupils want to experience and think is of most benefit

#### We are adopting **a Three Horizons Model**

Understanding of timescales and a consistent approach to the journey from response, recovery, renewal and to achieving the long-term objectives is a foundation from which we can build our strategic plans. Using the three horizons approach that set out different timescales and outlooks that are not linear but run concurrently but with different prevalence over time. It also sets out questions (example questions set out in **Horizon 3**), which challenge what we want to recover back to and which parts of the disruption of Covid-19 do we learn from to build the future we aspire too.

- **Horizon 1 (H1):** Immediate Recovery steps (June - Aug 2020)

Horizon1 is the existing business as usual or the dominant way of doing things today.

- **Horizon 2 (H2):** Post Peak Recovery Foundations (Sept 2020 – December 2020)

Horizon 2 is the part of greatest innovation and disruption where new innovative thinking and new ways of doing or being emerge. A good example is the digital transformation of the past decade i.e. smartphones.

- **Horizon 3 (H3):** Realising the Recovery Objectives (2021 onwards)

Horizon 3 is the future we want, pockets of the future are already in existence and we want to see these grow and become the new future.

**Curriculum Intent Statement**

At Sheep Dip Lane Primary Academy the wider curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our community of academies. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use Learning to learn skills to promote positive attitudes to learning which reflect the values needed to promote responsibility for learning and future success.

At Sheep Dip Lane Academy Academy, we have designed a curriculum for the arts with the intent that our children will, from the early years, develop a sense of creativity, self-expression, excellence and high attainment.

We will deliver a curriculum that;

- Expose's all children to the arts, giving them a chance to experience, and participate in a range of creative activities and events.
- Allows our children to experiment in a 'safe' environment where there are no 'right' or 'wrong' results, thus, both self-expression and self-esteem may be enhanced.
- Gives children entitlement to a wide range of experiences in the arts as part of and in addition to the curriculum.
- Gives children the opportunity to explore, develop and communicate their personal, aesthetic response to experience.
- Develops their knowledge and skills within a wide range of art activities.
- Introduces them to an appreciation of the arts that will last a lifetime.
- Develops their appreciation of the diverse cultural heritage within the academy and local community.
- Helps them make personal interpretations of what they have experienced.
- Encourages children to express themselves creatively using a wide range of media and situations.

**Implementation**

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our academy. We plan the skills in a progressive way so that they develop as the child moves through our academy each year building on prior knowledge, understanding and skill set. We use the BAD model of teaching and learning, starting at the basic stage exploring the media/Arts, evaluating and questioning to support our understanding. Advancing where we practice different skills, plan out our piece of drama, dance, music or Art and gradually build this into a final performance or piece demonstrating a deeper stage of learning where we have applied taught skills.

The teaching, learning and sequencing of the curriculum follows;

- All children follow a program of progressive skills in art and design, creative dance, music and drama. These take place in discrete art and design lessons and also as a means of communication in other wider curriculum subjects.
- Wherever possible first hand experiences and real things are used to stimulate art and design activities. Teaching is done in whole class groups followed by group and individual work. New techniques and skills are modelled and examples of work are shown to the children.

- In group and individual work, pupils have the opportunity to investigate, explore and develop ideas and techniques. They are also involved in evaluating their work, celebrating success and identifying areas for improvement.
- Art activities are differentiated to ensure that all pupils can access the tasks and have an appropriate level of challenge. Pupils with particular talents are given opportunities to extend them. Opportunities for using and extending art skills are built into lessons in other subjects.
- At SDLA we ensure that children also have access to contemporary (20th and 21st century) artists as well as more traditional ones, that are perhaps more relevant to children today.
- Cross curricular opportunities for further learning and development in the arts are built into planning of all subjects as a means of enhancing the children's learning opportunities. These may be in the form of visiting performing arts groups, museums, galleries and other venues.
- In the EYs there is continuous provision of art and design opportunities: these activities make important contributions to children's development in the areas of Expressive Arts and Design and Communication and Language. They are also important in children's Personal, Social and Emotional development. Art is covered in art lessons, continuous provision and as a means of communication and learning in other curriculum areas.

### Impact

Each pupil will;

- experience a broad, balanced arts curriculum, with an emphasis on the development of understanding and skills in art and design, creative dance, music and drama.
- experience the arts through other areas of the curriculum.
- be given a wide range of opportunities to express themselves creatively.
- be given the opportunity to develop skills and interests in out of hours learning.
- begin to develop awareness of the emotional impact the arts have on themselves and on an audience.

These will be approved by the Governing Body on an annual basis.

Policy Agreed: 30<sup>th</sup> September 2020

Signed Head Teacher:



Signed: Chair of Governors:



Policy to be reviewed in Autumn 2021