



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

ARTS POLICY

Rationale

Shirley High School Performing Arts College is proud to offer students a broad and interesting curriculum that allows them, as individuals, to achieve their fullest potential, and to acquire the skills and qualifications needed to face the future with confidence. We are committed to recognising the vital links between the arts and to the principles that all individually and together enhance universality of communication and expression and develop spiritual values, curiosity and mental independence. A commitment to the arts is an implicit element of our Core Beliefs and Commitments.

Definition

Throughout this document all reference to "the arts" is deemed to refer to performing, expressive, visual and media arts.

AIMS AND RELATED OBJECTIVES

To provide a range of high quality arts experiences for all students

- continue to offer Art, Dance, Design, Drama, Media Studies (within English) and Music as discrete subjects at Key Stage 3
- continue the focus on optional choices at Key Stage 4 and 5 so that students may choose from the fullest possible range of ARTS subjects
- encourage and support collaboration between the various ARTS subjects so that new opportunities for creative expression can flourish
- appoint ARTS subject staff with the highest possible levels of qualification, skill and enthusiasm
- where possible match specialist skills to each ARTS-related subject
- support the continuing professional development of ARTS teaching staff in line with our CPD programme and policy
- maintain and upgrade specialist ARTS facilities and resources so that the importance we place on this dimension of education is perceived and enjoyed by students and staff, in line with our commitment to the Gold Artsmark status we currently hold and the platinum status we aim to achieve in 2016-17
- regularly monitor and review ARTS provision and take-up in order to ensure that our aims are met

To make ARTS experiences fully accessible to all students, irrespective of background and ability

- continue to offer outside the formal curriculum a rich variety of additional ARTS experiences at all three key stages, providing a range of experiences from workshops and residential courses to productions and exhibitions

To promote and affirm the value of the ARTS in the development of fully rounded people

- continue to deliver the ARTS through core and foundation subjects including Art, Dance, Design, Drama, English and Music, and underpin skill development in these areas by ICT
- nurture and further develop the whole-school commitment to the ARTS so that support and involvement by teachers across the curriculum continue



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- continue to solicit partnerships with arts-related agencies and to involve peripatetic arts teachers so that additional individual and group experiences are provided for students within or outside the curriculum

To engage all learners so that they enjoy and achieve in a range of different art forms and explore values, attitudes, feelings and meanings through the ARTS

- provide an ARTS curriculum of quality, range and depth that engages learners so that they enjoy and achieve in a range of different art forms across all key stages
- provide differentiated opportunities for learning in the ARTS in order to personalise learning for students
- provide opportunities for cross-curricular work
- provide an opportunity to develop students as creative, imaginative, confident, independent learners through participation in the ARTS curriculum
- provide a creative environment which enriches learning and enthuses, engages and inspires both students and teachers to meet their full potential
- provide opportunities to develop confidence and leadership skills in all students
- support students in their learning by providing an environment where they can take risks with their work and learn from their successes or failures
- through active learning, make a major contribution to the development of creative thinking skills and the range of multiple intelligences
- provide continuing professional development for ARTS teachers to ensure that they have the opportunity to learn and develop as practitioners

To encourage all students to develop as independent learners, work in teams and present their work to a range of audiences in the school and the wider community

- provide all students with a range of exciting curricular and extra-curricular opportunities for learning in a safe and secure environment
- provide opportunities for all students to exhibit art work and/or perform in a dance, drama or music performance at KS3
- provide an opportunity for all students to participate in at least one extra-curricular activity in drama, dance, music, creative writing, media, photography or art

To develop a deep appreciation of the importance of the ARTS in the world, including the significance of the ARTS in promoting British Values, and thereby foster a greater understanding of the economic and creative development of both the individual and society

- promote equal opportunities and an understanding of the importance of the ARTS in different cultures and countries
- develop group skills and a complete understanding of the life skills developed through the ARTS
- provide careers advice for students in ARTS related business
- develop students' emotional intelligence through schemes of work that encourage self-awareness, self-discipline and empathy
- develop vocational courses in the ARTS to enrich learning and create productive, enterprising and motivated students
- provide at least one opportunity for all students in KS3 to work with a professional artist, dancer, musician or other professional linked to the ARTS



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- develop collaborative links with local ARTS organisations and improve provision for the ARTS across the local area
- prepare students for life in modern Britain by developing tolerance and mutual respect through the ARTS. For example, year 9 art students complete the 'My Favourite' project which encourages them to develop respect for different beliefs, feelings and values.
- promote individual liberty through the study of ARTS texts. For example, A2 Media Studies students complete a unit on the role of the media in developing collective and personal identity. Media studies students also study the different ways social groups are represented in the media and the importance of these representations.

To develop the ability to create, appreciate and make critical judgements about visual and performance art

- provide opportunities for students to choreograph, direct, film, perform, design, write, create their own performance or art
- provide the opportunity for students to see professional exhibitions and performances of dance, design, drama, music, film, photography and art

Entitlement and opportunities at each key stage

We believe the ARTS are central to the educational, emotional and economic success of our students. Lessons in Art, Dance, Design, Drama, English, Media Studies, and Photography provide students with the opportunity to learn a range of different and unique skills in each subject area as well as providing universal skills and creative learning experiences across all learning areas. The aim of the ARTS departments is to ensure that 'all students are inspired and that their full potential is unleashed'. The school believes the best way to deliver the diversity and range of learning is to teach each art form as a discrete subject but provide cross curricular links across all subject areas that can reinforce learning across the school.

The following curriculum time is given to the arts:

- At KS3 all students have lessons in Art, Dance, Design, Drama and Music. Media Studies is accessed through English.
- At KS4 students have the option to study a number of ARTS subjects e.g. Art, Dance, Design, Drama, Media Studies, Music and Photography
- At KS5 students can opt for a range of A level or BTEC courses e.g. Fine Art, Dance, Design, Drama and Theatre Studies, Graphics, Media Studies, Music, Photography and Performing Arts.

Extra-curricular provision for learning in the arts

We promote and encourage all students to participate in extra-curricular learning and through a range of different clubs students are able to develop their enjoyment of the arts and improve their skills and levels of achievement in the arts. Clubs are provided for all students regardless of ability in the arts subjects and in addition to this extra-curricular clubs are offered to specific groups of students identified as gifted and talented. Details of clubs offered in school are reviewed annually and all students and parents are made aware of the clubs on offer through the school website, newsletters, posters and notices.

The school values the high levels of achievement and inspiration that result from performance work and art exhibitions. These lead to higher levels of creativity and innovation from students and are fundamental in



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enhancing the cultural quality of the community. The skills of co-operation, confidence, and group work are all developed through performance and therefore the school believes it is important to provide many opportunities for students to perform in a range of professional venues.

Examples of spaces used and professional collaborations are the Fairfield Halls, the Victoria & Albert Museum and National Theatre 'Connections' Project.

Working with professional arts practitioners from outside the school

We value the contribution that can be made to the educational development of the students from professionals who work in the ARTS. Students are given the opportunity to visit at least one arts venue in KS3. In KS4 and KS5 workshops with arts professionals and visits to arts venues are regularly offered. The school has an art technician who provides support for students and staff.

Monitoring and Evaluation

The school's self-evaluation and appraisal cycle runs from autumn to autumn. Each subject within the ARTS writes a detailed combined SEF/DIP. Subject staff and heads of subject link department objectives to the School Improvement Plan and its commitment to the ARTS. Outcomes at each key stage are monitored through our assessment procedures, using SIMS Assessment Manager and results analysis; and the Head of Department accounts for results and wider outcomes in a termly meetings with the Principal and relevant SLT line manager. Appraisal targets reflect subject and whole-school objectives and progress is monitored through interim reviews, discussion and in-class observation and support. Progress is reported to the Governors' through the Achievement Committee.

We want all at SHS to believe in and maintain the values of our school:

