

PENRYN COLLEGE

Arts Policy

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Penryn College

Arts Policy

"The future belongs to young people with an education and the imagination to create"

SCULPTURE-PAINTING-MODERN DANCE-VIDEO-THEATRE-TEXTILES-
DESIGN-DRAMA-PRODUCT-STAGE MANAGEMENT-MUSIC-SET-
DRAWING-DEBATE-ARTS PROMOTION-MUSICAL-IMPROVISATION-
DANCE FROM AROUND THE WORLD-CRITICAL STUDIES-IN DEPTH
ANALYSIS-CERAMICS-CHORAL WORK-CONCEPTUAL ART-
PRODUCTION-MUSICALS-CHOIR-MULTI MEDIA PRESENTATION

The Range and Scope of the Arts

The arts are a wide range of disciplines that have their own specific languages, skills base and historic/cultural traditions. They also share common ground since they are all primarily concerned with engaging young people in the acts of making, creating, problem solving, responding, appraising and evaluating. The development of skills and insights through the various arts specialisms can illuminate and inform both each art form and the curriculum as a whole.

It is important to recognise that creative activity is not the sole domain of the arts; all curriculum areas can contribute to the creative development of young people. The arts do, however, hold a unique position in relation to this overall school enterprise, providing opportunities for focussed 'process rich' activity that engages young people's imaginations and extends their range of personal expression.



"Imagination is not the talent of some, ut it is the health of everybody"

"Unless we are Creators we are not fully alive"



Aims of the Arts provision at Penryn College

(a) Engaging students across the artforms through the Creative Arts Faculty (Art/Drama/Dance/Music) and beyond, for example – Media, Textiles, Graphics, English literature and Creative Writing.

(b) To develop students' creativity both in the way in which they engage with art forms and in how they use their creativity to examine real life and work-based problems.

(c) Promote a sense of awe and wonder, working with professional practitioners where possible.

(d) Encouraging pupils to work independently and in teams, to share arts experiences and present artworks to others.

(e) Provide opportunities for pupils to learn about the arts of diverse cultures and provide opportunities to develop self-esteem, confidence and maturity through participation in the arts.

(f) Equip students with the skills and understanding of the arts profession. Developing an understanding of the role of the arts in society, including as a career.

(g) Develop the role of the arts in the community.

"We don't stop playing because we grow old, we grow old because we stop playing"



Pupils can expect

KS3 & KS4

To receive an Arts curriculum that is 'live', enjoyable, real and worthwhile for all students, that stimulates and maintains curiosity, interest and enjoyment enabling them to be more sensitive to, familiar with and confident across and range of artforms

To receive an Arts curriculum which develops their awareness of the implications of different artforms (past and present) for the individual and within the local, national and international communities.

To develop personal qualities, pride on one's work, self esteem, readiness to improve, sense of purpose, sense of belonging, sensitivity and openness, willingness to take the lead or support others.

The opportunity to create and develop work, working individually or in groups.

To gain arts skills that have the capacity to make consistent progress through the Key Stages.

To be offered opportunities to take part in extra curricular activities during term time and well as through holiday and weekend programmes.

To be offered opportunities to take part in performances and exhibit work at least once a year.

Opportunities to work with visiting artists and professional practitioners at least once a year.



Pupils can expect

KS4

To be offered a variety of GCSE and BTEC courses through the options process.

To be offered GCSE mentoring, intervention and study support programmes to achieve their potential at GCSE.

To develop leadership skills through working with being offered leadership training and Arts Awards at Bronze, Silver and Gold accreditation

To be offered support in developing their creativity post 16 and guidance in the steps for their learning journey.

Out of Hours Learning

A varied programme of activities through tutor time, lunchtime, after school and holiday programme spanning 50 weeks of the year.

Clear pathways to develop and extend their creativity beyond school study support programmes engaging in local, regional and national opportunities.

Regular opportunities to perform and display work throughout the academic year.

“Art enables us to find ourselves and lose ourselves at the same time”



Parents can expect

To be informed through school newsletter, letters home and celebration in the local press about arts programmes, projects and events.

To be notified of their child's full range of achievements and to be invited to public celebrations of pupils' achievements.

That their child will be offered a varied programme of arts delivery across the key stages, throughout the school day and beyond, after school and within the holiday programme.

That we will recognise students who are talented in the arts and make provision for them within the curriculum to excel in their talent or skill.



Teachers and Support Staff can expect

To know and understand their role and responsibilities in implementing this policy

To have the opportunity to discuss arts development through Creative Arts meetings and meetings with local networks, subject specialism days hosted by local networks such as CMEH (Cornwall Music Education Hub) and KEAP (Kernow Education Arts Partnership).

To be supported in their implementation of this policy by the Penryn College Governors, Senior Leadership Team and Head of Faculty.

Time and support to develop cross-art links within the school and with its primary feeders and networked secondary schools.

To receive training through individual, team, whole school staff development programmes and support from county advisors and AST's.



Monitoring and Review

The Arts Policy will be reviewed through Creative Arts Faculty meetings and in whole Governors meetings annually. Particular aspects and practices in selected departments, year groups and across whole school monitoring programme. Routed in an ethos of sharing good practice the annual Creative Arts monitoring week will be based on a theme for development, providing opportunities for joint observations, related case studies and good practice discussions. All complimenting the Creative Arts Development Plan.

“Arts education aids students in skills needed in the workplace: flexibility, the ability to solve problems and communicate, the ability to learn new skills, to be creative and innovative, and to strive for excellence.”

