

# ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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## ARTS POLICY

St. Luke's, we are committed to providing a rich and exciting arts curriculum. Celebration of achievement in the arts and through the arts is embedded in the learning culture of our school.

We understand 'arts' to mean music, drama, dance (and other performance opportunities), aspects of literature such as storytelling, visual art, craft and design and an ever increasing range of multi media work.

### Our aims:

- For all learners to access the core arts curriculum.
- To promote high standards of learning and teaching in the arts
- To build partnerships which will enhance the arts curriculum
- To provide extended arts opportunities on a regular basis

### The Curriculum

Some aspects of the arts are taught as distinct subjects, ensuring that there is a clear focus on progression of skills, knowledge and understanding. However, in light of Excellence and Enjoyment, the arts can be taught through a theme or topic based approach which encompasses subjects that complement each other.

In the Foundation Stage, arts are planned for as 'creative' opportunities. There is a permanent role play area (with a changing theme) and children can access many different types of art and craft materials in the main creative area of the classroom. Children use programmes such as 'Paint' and are free to access a variety of ICT equipment in the classroom. Instruments are accessible in the classroom but also distinct music lessons are timetabled as are dance lessons.

In Key Stage 1, role play and drama are used in a number of lessons. There is also a 'Storyteller's corner' in the library. In both Key Stage 1 and 2,

the skills of Art, Music and DT are taught as distinct subjects to ensure thorough breadth and understanding. However, these subjects, alongside drama and dance, are also embedded into the research project in each class. This enables the children to be fully immersed into a topic and allows them to consolidate and explore further the skills taught.

### Extended Curriculum

St. Luke's is committed to providing quality out of hours opportunities, accessible to all pupils. We aim to hold an interesting and varied range of clubs that children can attend and will try to incorporate those clubs specifically requested by the children.

### The Enriched Curriculum

We believe that an arts curriculum needs to be creative and projects and partnerships need to be sought to enrich the core arts curriculum. We often invite music, dance, drama and art professionals to the school to share their expertise and allow the children to experience their skills.

### Staff and Training

All staff have been trained on various music skills for the appropriate Key Stage. Other members of staff play instruments N.Richardson - graded recognition from Royal School of Music for flute, piano and voice, M. Finch - graded recognition from Royal School of Music for piano, violin, recorder and voice, S.Hardaker - guitar). All staff are confident to teach most aspects of the arts, although ongoing training is particularly focussed on drama.

### Facilities and Resources

- St. Luke's has a music area where our musical instruments are stored.
- We have a multi purpose hall for use by the classes
- Art materials are of very good quality

### Equal Opportunities/ Inclusion

At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential within the Foundation stage, Key Stage 1 and 2, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with Special Needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.



