

Performing Arts

Intent

The Performing Arts are an entitlement for our young people at Stoke Damerel across all ages. Our intention is to engage individuals through Drama, Music and Dance to explore the world around them and develop the confidence to express themselves through performance.

Benefits:

- Understanding of the world, cultures and diversity
- Promotes self-expression
- Foster emotional intelligence and articulation
- Builds self-confidence and self-worth
- Development of kinaesthetic, visual and auditory skills
- Exploring alternative viewpoints and expressing individuality
- Forming new opinions and seeing things from a range of perspectives
- Developing transferable skills in oracy, language and communication

'What sort of Performing Arts curriculum did we want to create?'

- A KS3 curriculum that teaches the foundation skills in each discipline necessary to both analyse and perform for a peer audience. This includes the development of musicality, movement and acting skills that are fundamental in giving a starting point for extending and developing their confidence.
- Encouraging collaboration and resilience through devising, choreographing and rehearsing in each discipline.
- To recognise the purpose of performing arts subjects - to express, develop personal skills and entertain - and to understand the impact of social, historical, political and cultural contexts upon topics.
- To develop an understanding of audience, how and why performance styles appeal to audiences and how audiences' relationships with performers are complex.
- To provide students with the skills to question performances in Drama, Dance and Music, particularly intentions of existing professional repertoire and the impact that they have on performers and audiences.
- To deliver both an academic and practical understanding of the Performing Arts disciplines which fits into a broad and balanced curriculum
- To construct a progressive curriculum that builds on prior skills and knowledge and develops the communication skills of our students.
- To develop both Level 2 and Level 3 vocabulary to make the curriculum accessible to all students.
- To challenge students to apply subject specific knowledge, particularly at KS4 and KS5, to develop a richer understanding of the Performing Arts Subject of their choice and strong independent study skills.
- To prepare for the world of work by working to briefs, deadlines and having high expectations.

Implementation

Where did we start? By picturing our typical KS4 student, and identifying what we would like them *to know* and *to understand* to become our **ideal** student.

Implementation of Curriculum	7	8	9	10	11	12	13
Low stakes quizzes at the start of every lesson focus on the knowledge students require before being able to apply the knowledge to more complex questions	X	X	X	X	X	X	X
Students in all lessons are exposed to high quality modelling from teachers ensuring that they are presented with the necessary standards, skills, use of physical and verbal language and metacognitive processes that will be required from them in their independent work	X	X	X	X	X	X	X
Students are given opportunities to develop their learning behaviour forming good habits through the integration of the Stoke Damerel 6 principles in lessons	X	X	X	X	X	X	X
All lessons are planned and delivered using the 6 principles of teaching	X	X	X	X	X	X	X
Students are supported to work independently through the use of google classrooms to be able to communicate with teachers and find bespoke resources			X	X	X	X	X
Students provided with the option to study the discrete subjects at KS4 and 5			X	X	X	X	X
Students are given timely and regular feedback on their performance skills, knowledge recall, peer and self analyses. Teaching is sequential and accounts for individual attainment. Dedicated improvement and reflection time activities are planned intermittently to allow students to improve as well as correct.	X	X	X	X	X	X	X
Students are made aware of knowledge that must be learned and are given strategies and resources in which to learn key vocabulary, definitions and contextual information relating to texts through the use of knowledge organisers			X	X	X		
Students are given regular opportunities to write at length. Students are given regular opportunities to re-draft extended pieces of work following feedback.			X	X	X	X	X

Students are taught both academic and practical aspects of the subject to develop a full understanding of the Performing Arts	X	X	X	X	X	X	X
Students are taught about performing arts language and professional repertoire so that they are able to deconstruct performance and recognise the purpose and decode intentions	X	X	X	X	X	X	X
Students are taught about the Performing Arts industry including the skills required for particular professional roles. They explore various audiences and social, historical, political and cultural contexts so that texts are not seen in isolation			X	X	X	X	X

Impact

- All students are supported in working towards their attainment targets
- All students are supported to have confidence and high levels of literacy
- Assessments and schemes of learning are refined in light of data analysis, specification reforms and changing needs of particular cohorts
- Students are assessed following a whole school calendar leading to data collection, distribution and reactive planning on every level (both academic and pastoral)
- Leaders set and meet targets which are realistic and evidence repeated marginal gains