

Performing Arts

Our curriculum is founded on the following principles:

- Creating opportunities with a focus on **leadership** skills enables students to develop their **self-awareness, resilience** and **independence**.
- Recognising **diversity** and encouraging **empowerment** strengthens our **community**.
- Broadening curriculum opportunities through **enrichment** allows **confident, inquisitive** and **creative** learners to become **critical thinkers**.

Creating opportunities with a focus on leadership skills enables students to develop their self-awareness, resilience and independence .	Leadership	Self-awareness	Resilience	Independence
	<ul style="list-style-type: none"> • Directing in drama • Leading choreography • Technical approaches in drama • Performing/presenting in front of peer/audiences 	<ul style="list-style-type: none"> • Self evaluation • Reflecting • Learning from mistakes • Responding from briefs/dramatic intentions • Cycle of evaluating and improving • Green/pink critical reflection on work • Modelling • Retrieval practice to review and encourage self awareness of areas to develop and strengths 	<ul style="list-style-type: none"> • Not giving up encouraged at all times in lessons • Rehearsal process for all 3 subjects • Learning from mistakes encouraged • Trying/can-do attitude promoted • Listening to constructive criticism • Group working in lessons • Tolerance of others/understanding of others. 	<ul style="list-style-type: none"> • Working independently to achieve a desired goal. • Working from brief • Monologues • Aspiring to achieve outside comfort zones. • Preparing choreography's independently and within a group • Devising • Composing in music and developing musical ideas.
Recognising diversity and encouraging empowerment strengthens our community .	Diversity		Empowerment	Community
	<ul style="list-style-type: none"> • Diversity of world dance styles/professional works/influences • Students to look at successful artists from a range of backgrounds and around the world of Performing Arts 		<ul style="list-style-type: none"> • Freedom to explore and express themselves in all lessons 	<ul style="list-style-type: none"> • Links with external partners, UKAT ambassador, UKAT Music department & Jackie Walduck, guest speakers/artists, Sam Milner (dance specialist), Mel Simpson, Nick O'Brian (drama workshops)

	<ul style="list-style-type: none"> Diversity of world music styles e.g. The Development of the Blues Range of plays/writers/playwrights 			<ul style="list-style-type: none"> Schools production, Carol Service, Pantomime, dance festival, trips, external visits. 	
<p>Broadening curriculum opportunities through enrichment allows confident, inquisitive and creative learners to become critical thinkers.</p>	Enrichment	Confident	Inquisitive	Creative	Critical thinkers
	<ul style="list-style-type: none"> Links with external partners, UKAT ambassador, UKAT Music department & Jackie Walduck, guest speakers/artists, Sam Milner (dance specialist), Mel Simpson, Nick O'Brian (drama workshops) Schools production, Carol Service, Pantomime, dance festival, trips, external visits. Clubs e.g. choir, orchestra, school production. Exam support 	<ul style="list-style-type: none"> Performing in all three subjects Presenting Learning from mistakes Taking risks Leading groups/classes influencing others Being influenced and open minded to new topics/ideas/skills Learning outside the classroom Confidence in writing about our subjects 	<ul style="list-style-type: none"> Asking questions about their learning. Asking what happens next lesson. Completing homework. Asking questions about performances/work that has been presented. Interest in performing arts artists and their background/history. Research at home/YouTube. 	<ul style="list-style-type: none"> Devising, performing from a text Composing Performing Responding Listening to music/dance/drama Analysing Live theatre Choreography Set design Production Real-life careers influence 	<ul style="list-style-type: none"> Asking questions Asking how to do something Scaffolding Progress checks AfL Differentiation