



Rationale

Intent

Our intention is to provide our students with the opportunities, experiences, knowledge and practical skills to speak, perform and communicate confidently, appropriately, developing skills for life. We want them to see collaboration with others, both inside the classroom and beyond as the gateway to achievement, intellectual curiosity and personal well-being, to develop a personal love of learning that extends beyond the classroom to Dramatic and Musical pursuits.

As far as possible, we want to give pupils a broad range of experiences when they enter our curriculum, regardless of prior engagement with the arts – to provide opportunities for growth through participation, communication, collaboration and confidence. To offer this to our pupils, we start with the foundational elements of both Music and Drama - we build upon what they themselves bring to the classroom, focusing on how they can make connections between what they already know and new learning. Our starting point when choosing schemes of learning and the lessons is always to think about how to make them relevant and interesting to pupils. We try to introduce learning through topics that have a particular relevance to or resonance with them; at other times, we strive to make culturally significant stimuli, styles and practice meaningful in the context of their own lives. This involves both linking the content directly to their own experiences, and also involves fostering a sense of academic curiosity (through liaison with peripatetic instrument teaching and local extra-curricular drama teaching), and a love of self-directed learning. In Key Stage 4 and 5 we build upon the learning in our foundation stage at KS3, by exploring a broader range of styles, practitioners and techniques – a mix of skills and knowledge, which provide a platform for our students to flourish, in whatever destination they choose.

Implementation

In Years 7 to 9 topics have been carefully chosen to allow as broad an understanding of the subject as possible while at the same time providing a sound foundation of subject knowledge and practical skills for those progressing to AQA GCSE Drama (9-1) or a BTEC in Drama or Music. At all stages our curriculum gives students exposure to both breadth and depth in their studies. There is a balance of creating art for an audience, art appreciation and written criticism, as well as development of relevant instrumental or stylistic skills

Assessment

In Years 7 to 9 a range of formative, summative and diagnostic marking and feedback are used to assess student's level of knowledge and practical skill. In addition to the practical work students produce in lessons, students complete a range of formal summative assessments to evaluate the development of practical skills and subject knowledge, with GCSE styles of assessment introduced in format, content and style at the earliest opportunity.

At GCSE and A-Level students have regular assessments (both summative and formative), that are put together using real exam style questions, stimuli and mark schemes to give the best possible practice for the exam style assessment they will face at the end of the course. Mock exams, for written components, take place in Years 9-13, usually in the main school hall to again, replicate the exam experience as closely as possible.

Home Learning

Home learning is used to support, consolidate and extend work covered in the classroom. It will be set frequently and regularly. In general, KS3 students will not be set homework due to the practical nature of tasks, however, there are optional tasks for those who wish to access them. GCSE classes expect up to 1 hour a week, and A Level 2 hours a week. All tasks will be set and monitored through Show My Homework. Performing Arts Faculty staff are also available for their senior classes after school hours on certain days - if there are any queries about work that students are struggling to complete at home.

