



Curriculum Intent: Performing Arts

Subject vision

Our aim is for our students to grow into competent, knowledgeable and experienced Performing Artists who have a good understanding of the world of work in this industry. We aim for students to develop this knowledge and skill in a supportive environment which means they can discuss, write and create high quality work. We aim to ensure students experience dance, acting and musical theatre from a range of cultures, time periods and styles, and study the work of practitioners from a range of races, genders, sexualities and backgrounds. We aim to build confidence in all its manifestations and actively promote the importance of respecting themselves, each other and their spaces.

We deliver our curriculum intent on a subject level by:

At KS4 we foster an understanding of the way others create work in the Performing Arts and ensure they understand the realities of working in the world of the Performing Arts. We aim for students to explore this creative world through the study of existing theatrical theory/practitioner's repertoire as well as in the creation of their own work for a specified audience. We allow our students to grow into competent triple threat performers whilst also allowing them to understand the pathways best suited to their interests and abilities.

Enrichment

Students are given the opportunity to work with industry professionals through performance workshops. The annual London trip allows students to be part of a discussion with an industry professional and also to see the show this professional is in at that time.

The school production allows students to show case their skills and the 'in house' created performances are tailored to the skill set of the students taking this qualification and ensures they are able to develop and hone their chose pathway in front of a live audience.

In *Performing Arts* students '**Achieve success**' by:

<p>Encouraging high aspiration and a love of learning</p>	<ul style="list-style-type: none"> • Students in all key stages are challenged to exceed their own targets and to reflect on how to improve their work. • Lessons are always practical and have 5 parts to ensure a good pace that excites and enthuses students in their learning. • Students experience role/modelling of teachers which inspires and shares best practice. • Use of set, props/costume, lighting and space is used to enthuse and inspire and fosters a love of the subject. • Students learn from older students by being the audience for their exam pieces
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	ensuring they aspire to achieve as highly.
Maximising progress and potential	<ul style="list-style-type: none"> • Students enjoy a curriculum tailored to their abilities and interests, developing inherent skills and therefore bringing about more rapid progress. • Students experience a variety of feedback techniques to identify their potential and uncover areas where further progress can be made.
Providing rewarding learning experiences	<ul style="list-style-type: none"> • Students experience Performing Arts from the point of view of all types of theatre makers and use the growing facilities to explore how to craft these areas of theatre making. • The learning of students is balanced between the study of Performing Arts as a subject in its own right and Performing Arts which facilitates learning about range of multi-cultural, historical and PHSCE style projects. • Students of all key stages experience making a finished piece of theatre with costume, lighting and props. • Immersive Performing Arts experiences at all key stages allow students to learn in new and exciting ways.
Offering diverse opportunities	<ul style="list-style-type: none"> • The curriculum at all key stages gives students the opportunity to experience work made by people and groups from diverse backgrounds and cultures. • Students see work which actively challenges prejudices by encouraging open mindedness and understanding. • At KS4 and KS5 students make work which has important social and political messages. • The department carefully monitors who is accessing the opportunities we offer and ensures our enrichments is inclusive and accessible for all students.
Recognising and celebrating all achievement	<ul style="list-style-type: none"> • Students understand the rewards policy within the department and have access to the rewards display board to see who is receiving the 'Walk of Fame star'. • Students also receive recognition via SIMS (whole school reward system) and are keen to achieve a '5' as recognition of their achievement in the lesson.

In Performing Arts, students '**Value Others**' by:

Contributing to a safe school environment	<ul style="list-style-type: none"> • The 'no negatives' rule helps promote respect of themselves, their work and each other. • Students respect and value the space they are working in and the resources
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	they have access to. They monitor their own health and safety and that of their groups.
Showing tolerance, respect and fairness	<ul style="list-style-type: none"> • Students are active listeners and support the different experiences and different viewpoints and perspectives of others. • Students communicate how to be a good audience member and model how to evaluate and conduct peer-assessment meaningfully and with sensitivity.
Listening to and respecting others' views	<ul style="list-style-type: none"> • Students value the thoughts and opinions of others, even if these differ from their own. • We see diplomacy in group work where students balance the giving and supporting of ideas.
Appreciating and embracing diversity	<ul style="list-style-type: none"> • Students actively promote tolerance in the drama studios. • A range of group experiences and opportunities allow students to understand each other at a deeper level.
Being an active member of our school and local community	<ul style="list-style-type: none"> • Students are generous with their time and support the department at evening events and functions with professionalism. • Students enjoy the elements of the enrichment programme which connects them to the community and make connections beyond the classroom. • Students share work with local partner primary schools and rise to the challenge of inspiring others to achieve highly in the Arts.
Co-operating with others	<ul style="list-style-type: none"> • Students cope with a range of challenging expectations whilst managing the difficulties presented in group work. • Students are able to co-operate with others when in and out of role. • Students co-operate expertly during the school production with students not in their year group.