



North Ridge High School Performing Arts Policy



Curriculum Policy for Performing Arts

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

Article 23 -If I have a disability, I have the right to special education.

Article 29 - I have the right to an education which develops my personality, respect for others' rights and the environment

Overview

In KS4 pupils will have two opportunities to choose Performing Arts as a weekly lesson, dance and drama have wide-reaching benefits for children, providing them with the tools to think creatively, innovate and appreciate diverse cultures and backgrounds. Pupils will learn creativity, collaboration, and confidence with many other transferable skills you can take to any subject or situation.

Alongside physical education, the performing arts help children with body control, awareness and fitness, encouraging positive lifestyle choices and helping to promote the habits of health and wellbeing. Improved academic skills are also a bonus which come from studying the Arts such as; improved spoken language, reading and mathematical problem solving.

Intent

1. Students will become aware of and experience the different roles within theatre.
2. Students will develop their knowledge and skills of the Performing Arts, including the History, lead pioneers in the industry, performance related skills, creative roles and technical support.
3. All pupils will understand and explore the history of the theatre and visit local arts facilities and organisations.

Implementation

1. Pupils will learn how Performing Arts were created by exploring the History, researching and creating fact files and presentations on key pioneers.
2. Pupils will develop performance skills by engaging in role play, creating characters, performing scripts, learning and performing choreography and singing.
3. Children will work together as teams to complete theatre based projects.
4. Pupils will develop listening skills by following stage directions and director ques.
5. Pupils will engage in creative activities in the following areas to give deeper understanding of the different roles within the performing arts; set design, prop design, costume design, lighting and sound technician, stage crew, directing,

marketing, box office, choreographer.

6. They will be helped to appreciate and understand the theatre and the work which goes into creating a performance.

Planning

Staff will follow the relevant programme of study for Performing Arts. Planning is in line with the school planning policy. Planning covers all the topics and teachers will follow the guidance provided. Planning has clear learning objectives, success criteria and is suitably differentiated. All students learning styles are taken into account and planned to include Kinaesthetic, Audible and Visual learners.

Impact

All pupils will benefit from differentiated lesson planning and high quality resources. All pupils who choose Performing Arts as a creative option will benefit from a high quality education that will engage and inspire pupils to develop a love and appreciation for the Arts. It will increase their self-confidence, team-work, creativity and sense of achievement. As pupils progress, they will develop a key skills within dance, drama and music, allowing them to take part and contribute in their unique way, to the best of their ability.

Assessment, Recording and Reporting

Assessment

Assessments are carried out in a formative and summative manner.

Formative - regular modelling of work / questioning throughout a lesson and within the plenary, progress recorded on lesson plan annotations and incorporated into future lesson planning. Continuous internal moderation of Arts Award coursework.

Summative - a formal assessment of work is carried out at the end of the Arts Award course where the work is sent to external moderators.

Recording

Progress will be recorded via:

- B-Squared assessment tool.
- Self-assessments completed by pupils.
- Pupil work files.
- Lesson plan annotations.
- Arts Award coursework.

Reporting

Dance and Drama are reported upon once a year in the pupil's KS4 school report if they have chosen these subjects as an option. The subject leader is also responsible for reporting to the school Governors in line with the cycle for policy review.

Staff Development

The Lead Teacher (HH) will support staff teaching Dance and Drama within the Curriculum by creating topics / activities that link to the curriculum.

Current Resources

1. Extensive range of costumes and props.
2. PA and sound system.
3. Two portable lighting systems.
4. Arts Award course booklets.
5. Musical directors file with directors notes for musical.
6. Musical scripts.
7. Handheld and head set microphones.

The Lead Teacher for Performing Arts is responsible for keeping an up to date audit of resources and is also responsible for administering the annual Performing Arts department budget.

Monitoring and evaluation

The Head teacher, Deputy, Assistant Heads, Performing Arts Co-ordinator, Assessment Co-ordinator and teachers of performing Arts monitor the department for having identified priorities; the SLT and performing Arts Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by *Governors*: 27/1/2020

Date of review: Jan 2022