



Performing Arts Curriculum Statement King's Academy Binfield and King's Academy Oakwood

This document sets out the creative and performing arts curriculum that we have selected as most appropriate for our students. The chosen curriculum will support our students to achieve our vision and aims; 'dare to be remarkable' and 'opportunity and success on a global stage', through the creative and performing arts.

Intent of Primary & Secondary curriculum

It is imperative that all our students develop their creativity and imagination through the performing arts which in turn will enrich the quality of our students' experiences as they move into the world as young adults. We will provide a range of activities which inspire, inform, stimulate, challenge and entertain. These activities will be delivered through practical performance, replication, experimentation and critical appreciation in music, dance and drama. A focus on embedding a love and deep appreciation of the performing arts is essential.

Experience, experimentation, play and opportunity is the basis for the early teaching of music, dance and drama in the early and foundation stages. Exposing the students to a range of artistic mediums, songs, music, dance and drama opportunities particularly when presented through storytelling, workshops and links with professional works and performance will also develop the cultural capital of all our students.

Arts activities and experiences develop students' capacity to formulate and communicate ideas, experience and feelings; they enhance perceptual skills through responding, developing and evaluating, and physical skills through control and use of movement. Creativity and imagination is nurtured continually throughout students' learning journey. This desire for creativity and experimentation throughout the students' learning should embed the skills of resilience, risk taking and give them a secure sense of self confidence and pride in their creative and performance work.

Involvement in the Performing Arts at King's Academy Binfield and King's Academy Oakwood helps to nurture a positive attitude among students by developing a wide range of personal qualities such as cooperation, enthusiasm, passion, inspiration, tenacity, determination and ambition. We also emphasise that this is an inclusive involvement, which helps students acquire an important sense of belonging as well as building the self-confidence and self esteem which they need to achieve and make their first steps towards higher education and employment.

MUSIC

Implementation: EYFS

- Dedicated music support from a subject specialist allowing students the opportunity to experience and implement all the skills associated with singing, performing and appraising.
- Enthusiastic staff to share songs and music with the children, making curriculum links with appropriate topics fostering a passion for music, song & sound.
- Access to a range of musical instruments including hand held percussion, tuned percussion, ukueles and keyboards.
- Skills based spiral curriculum focusing on the elements of music which gradually increase in depth of knowledge year on year
- Students have the opportunity to link movement and music in after school Zumba club led by staff and secondary pupils.
- Staff use open ended questions to encourage thought and creativity in student responses.

- Students have termly opportunities to perform and be part of performances with their class, year group, whole school & whole academy.

Implementation: KS1 & KS2

- Enthusiastic staff continue to share songs and music with the children, making curriculum links where appropriate fostering a passion for music, song & sound.
- Students continue to work with a music specialist as well as having access to Charanga and Sing Up allowing students the opportunity to experience and implement all of the skills associated with singing, performing and appraising.
- Students have termly opportunities to perform and be part of performances with their class, year group, whole school & whole academy.
- Students from Year 3 upwards benefit from Berkshire Maestros Music 'learning an instrument' provision for a term and a half
- Students will also have the opportunity to take up learning an instrument with Berkshire Maestros either as part of a small group or individually
- There is continued access to a range of musical instruments including hand held percussion, tuned percussion and keyboards.
- Skills based spiral curriculum focused on the elements of music which gradually increase in depth of knowledge year on year in preparation for KS3.

Implementation: KS3 & KS4

- In KS3 students have a 50 minute lesson of music timetabled once per week, delivered by a subject specialist.
- In KS4 students have 5 lessons per fortnight delivered by a subject specialist.
- Music theory is embedded into KS3 music lessons with a clear focus on the elements of music through performing, composing and listening and appraising
- Students have the opportunity to develop their skills as an individual and as part of an ensemble
- In KS3 all students have the opportunity to learn how to play the keyboard and develop basic band skills including specifically ukulele skills
- All KS3 students will have the opportunity to develop music theory skills, relevant to their current experience
- Transferable skills are clearly developed and made explicit in the students' learning
- Music technology plays an important part of the Music curriculum with students having the opportunity to compose using the technology from year 7
- Students can access a range of peripatetic music lessons delivered by Berkshire Maestros. Instruments include piano, voice, woodwind, guitar (acoustic, electric and bass), drums, brass and violin. The instrumental provision is growing each term with new instruments being added and more students engaging with the opportunities.
- Pupil premium students have access to 40% funded instrumental lessons with Berkshire Maestros.
- Comprehensive extra curricular programme offered to support and extend classroom learning including participation in school production alternating yearly with a Performing Arts tour.

DANCE

Implementation EYFS

- Dedicated dance and movement teaching from a subject specialist once a fortnight.
- Students have the opportunity to engage with movement in the afterschool Zumba club led by staff and secondary pupils.
- Number words are regularly used in a meaningful content - grouping students, counting
- actions, counting & clapping with the music

- Simple action and movement content is paired with counting songs & rhymes - students are able to link the movement to the words helping consolidate key terms.
- Students use their bodies to explore a range of shape and movement - key ideas being: big, small, shapes, freeze, over, under.
- Students are given an introduction to dynamic words and how physically explore different dynamics with their bodies - slow, fast, sharp, strong, light,
- Students add actions to stories about their places and journeys & topics covered in class time.
- Staff use open ended questions
- Students have termly opportunities to perform and be part of performances with their class, year group, whole school & whole academy.

Implementation: KS1 & KS2

- Students will work to create choreography linking to specific stimuli - each key stage will focus on different themes, and stimuli to ensure engagement as well as acquiring new knowledge.
- Students will experiment with appropriate action content for their stimulus.
- Students will continue to develop a range of movement skills through music, experimentation, play, storytelling and games.
- Schemes of work challenge students' creativity whilst developing their techniques as a choreographer and performer.
- Schemes of work develop students control, bodily awareness, and an increased knowledge of the impact that movement and exercise has on their body

Implementation: KS3 & KS4

- In KS3 students have a 50 minute lesson of dance timetabled once per week, delivered by a subject specialist.
- In KS4 students have 5 lessons per fortnight delivered by a subject specialist.
- Assemblies at set points in the year focus on different dance opportunities and how students can get involved e.g Young Dance Makers, Dance Company, Summer Showcase
- Dance theory is embedded into KS3 dance lessons with a clear focus on physical, technical & expressive skills, critical appreciation of professional works, practical performance and the choreographic process including evaluation.
- Students are given opportunities in each year of KS3 to experience and develop an understanding of different choreographers, professional dance works and different styles.
- Students are actively encouraged to respond to units of work particularly in year 7 in any style they choose unless the SOW dictates otherwise. This encourages students' own creativity and builds their confidence.
- Students will have the opportunity to access live professional dance works in professional theatres. These opportunities and experiences will help develop students' critical appreciation skills.
- Transferable skills are clearly developed and made explicit in the students' learning.
- Comprehensive extra curricular programme offered to support and extend classroom learning.

DRAMA

Implementation EYFS

- Drama is not taught as a discrete subject in primary however skills will be developed through play, reading, english, music and dance.
- Opportunities throughout that day to play to understand their world and act out real life experiences will help students to develop appropriate responses, a sense of belonging and build their confidence.
- Imaginative play will also enable children to explore different feelings and relationships.

- Daily storytelling from staff will help children to use their imagination and see how different characters, feelings and places can be created through the use of voice, movement and sound effects.
- Opportunities to explore drama through different mediums such as ICT, games, Music, Poetry & rhyme and movement.
- Staff model pretending an object is something else, and help develop roles and stories through movement, mime and gesture.
- Access to a well-stocked library with a wide range of high quality texts & plays. Timetabled session to visit and enjoy the library as part of the reading scheme.
- Opportunities to see, read and write key drama vocabulary such as audience, theatre, facial expression, voice & mime
- Opportunities to engage in play writing and reading through relevant literature linked to topics or role play areas.
- Staff to show quality modelling during role play and storytelling to help capture students' imaginations and demonstrate what is possible.
- Props are used for children to act out counting songs and rhymes.
- Staff use open ended questions
- Students have termly opportunities to perform and be part of performances with their class, year group, whole school & whole academy.

Implementation: KS1 & KS2

- Daily storytelling from staff will help children to use their imagination and see how different characters, feelings and places can be created through the use of voice, movement and sound effects.
- Increased and more complex opportunities to explore drama through different mediums such as ICT, games, Music, Poetry & rhyme and movement.
- Access to a well-stocked library with a wide range of high quality texts & plays. Timetabled session to visit and enjoy the library as part of the reading scheme.
- Opportunities to see, read and write key drama vocabulary such as audience, theatre, facial expression, vocal projection, mime, gesture, freeze frame, tableaux, thought tracking, slow motion, lighting, sound effects.
- Students have termly opportunities to perform and be part of performances with their class, year group, whole school & whole academy.

Implementation: KS3 & KS4

- In KS3 students have a 50 minute lesson of drama timetabled once per week, delivered by a subject specialist.
- In KS4 students have 5 lessons per fortnight delivered by a subject specialist.
- Students have access to plays and scripts in the school library which is stocked on an annual basis.
- Assemblies at set points in the year focus on different dramatic opportunities and how students can get involved e.g Inter House Play, Summer Showcase, Winter Productions and whole academy performances.
- Transferable skills are clearly developed and made explicit in the student' learning.
- Comprehensive extra curricular programme offered to support and extend classroom learning especially for GCSE students
- Daily reports are documented for student attendance and participation in order to monitor progress and provide support for those who need additional support and recap lessons. Termly faculty reports are recorded to track progress and to help us create purposeful and beneficial lessons for productive learning.
- Drama club and Musical Theatre club are provided for those wanting to participate in extracurricular and to be able to explore skills and activities that may not be incorporated into

classroom learning. These clubs will also provide further opportunities for live performances, building social skills and building industry knowledge.

- KS4 has the opportunity to see live theatre performances to support their written exam.
- At GCSE level students will create, research, perform and evaluate live theatre as well as opportunities to work with the community.
- Interventions will be provided for GCSE students from the beginning of year 9 to ensure every student has the correct subject knowledge and practical skill set to succeed in their chosen GCSE.
- Students practice theory and written work within drama from year 7 to prepare them for GCSE examinations. Each practical task is paired up with a theoretical or written challenge to support their understanding and familiarise themselves with the expectations at GCSE level. Accurate spelling, grammar, punctuation and correct terminology is encouraged and monitored from year 7 to ensure positive progression.
- Practical assessments are carried out termly to encourage peer-support, improve stage confidence and allow the students to experience live performance early on. Live performance assessments are designed to support, encourage and build confidence within a safe and uplifting environment.
- KS4 Student leadership opportunities include drama-club leaders and assistants, Production team roles such as tech assistants/designers, wardrobe assistants/designers and director/choreographer roles. KS4 also devise and perform an educational performance at GCSE level for year 7 followed by a workshop in which they will lead and facilitate.

As students enter KS4 across the performing and creative arts their allocated lesson time increases to 5 hours a fortnight. Depending on the choice of subject the students are able to build on their experiences and skills from KS3. Students study a wider, more complex range of techniques, practitioners and styles in their chosen artist discipline.

In all creative and performing arts subjects students' theoretical understanding is enhanced with a range of appropriate texts and media. This will promote their questioning, reading and understanding. Ultimately supporting their ability to access the written elements of the KS4 syllabus.

Intervention offered to students identified as underachieving

- Regular assessment to identify gaps - regular formative assessment
- Encouragement to access a range of creative experiences and opportunities to enhance their appreciation
- Period 7 intervention groups for those needing further support
- Planned lunchtime intervention for small groups at KS4 (Supporting coursework development)
- Targeted support during lesson time (*seating/ questioning/ 1:1/ differentiation by task*)
- Faculty report cards
- Year 10 & 11 GCSE students will work with small groups during period intervention

Intervention offered to students identified as HAPS

- Regular assessment to identify gaps
- Provide a range of performance opportunities (musicians accompany other students)
- HAP students to lead rehearsals/ clubs
- Period 7 intervention to further extend the learning of HAPS
- Students are invited to a range of extracurricular opportunities which will extend and challenge their development in the performing arts. (*Dance Company, Drama Club, Choir,*)
- Targeted extension during lesson time (*seating/ questioning/ 1:1/ differentiation by task*)

Impact

At the end of the primary phase students have had a wide range of creative and performing arts experiences and opportunities allowing them to successfully engage with the secondary phase curriculum.

KS1 and KS2

As children enter upper KS2, the aim is to build on the creative and performing arts experiences already acquired to develop imagination, creativity, independence, fluency and co-operation. A greater variety of opportunities particularly within design technology are made available to allow for more depth, choice and enjoyment. This is specifically evident in the availability of food technology, textiles and product design.

More varied experiences are available to support the widening interest shown as children progress; Plays, poetry, sewing & textiles, food technology, dance clubs & extra curricular performing arts etc.

KS3 & KS4

By the end of KS3 students actively engage in any of the performing arts for pleasure. Students confidently and independently choose and use an array of styles, techniques and instruments across the arts. Students have a developed knowledge of subject specific vocabulary and are able to decode new language through context. As a result of the continued focus and importance of the arts across the academy students become more confident performers, designers and visual artists as they begin to replicate what they have seen and experienced; this also includes features of production such as sound design, costume design, lighting design, set design, directing, makeup & hair.

By the end of KS4 students are able to perform, design and create with increasing confidence, control, fluency and creativity. Students will have developed a passion for the performing and creative arts and show resilience and determination in the face of complex, challenging and creative content. This will ultimately translate into students achieving or improving on the national average or better in their KS4 assessments.

Final Statement

Creative and performing arts learning is loved by staff and students alike and is an integral part of our school community. Staff have high expectations of all students resulting in a wide range of high quality evidence presented in a variety of ways. All children can use appropriate technical language with accuracy. Students are expected to know, understand and apply techniques, skills and processes identified in this document and the individual curriculum maps. We strive for students to feel confidence, not only in their practical performances and expressions of artistic work but in their ability to analyse, comment and review their work and the work of others. All students enjoy the performing and creative arts and speak with passion, enthusiasm and a love of learning.

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