

Curriculum Statement

Performing Arts Department



Intent – What we are trying to achieve?

- The Performing Art departments comprises of music and drama. The department seeks to promote well rounded practitioners through the use of performance, composition/devising and appraising/evaluation.
- There is an inclusion of a wide range of musical style and drama practitioners within the curriculum to ensure students have detailed knowledge and understanding of the full subject area.
- The performing arts also focus on skills based learning, ensuring students have transferrable skills including team work, communication, confidence and leadership.
- All students studying performing arts are encouraged to use their God given talents to further develop as a musician/actor/performer.
- The 3 strands of each performing arts subject support the different styles of learners in each classroom. The combination of practical and written work allows all students to excel in different areas.
- Music and drama are rigorous and academic subjects, especially at the highest level, and we will continue to promote these subjects as academic.
- The performing arts support the wider curriculum of the College and ensure there are opportunities to develop their knowledge and understanding of the arts through performances, musicals, plays and trips. Extra-curricular opportunities are available and open to all students and allow students to take on a range of roles including backstage, actor, musician, technical, costume etc.

Music

- Music is taught by a specialist at KS2 in three of the feeder primary schools to enable a smooth transition process and well equipped musicians from Year 2 onwards. A transition project with Year 6 leading into Year 7 curriculum allows for confidence from the outset.
- Music is taught across the age range of KS3-5.
- Music studies continue to reflect the chosen set works at GCSE and A Level standard and focus on the historical relevance of music within society.
- Groups of students are supported with instrumental lessons to ensure that all students have fair access to music education.

Drama

- Drama is taught across KS4-5.
- Drama is regularly inspired by new practitioners in the field and ensures that schemes of learning are updated to reflect this.
- Drama provides an excellent opportunity for young people to engage with contemporary contentious issues, developing social, cultural, spiritual, political, philosophical and historical awareness.

Implementation – How do we translate our vision into practice?

- Every lesson in our schemes of learning has clear success criteria that are structured to ensure students build on their work and improve their practice. This is particularly effective as a guide in the use of composition and devising. Specific and individualised success criteria are also provided for students for the completion of practical work.
- Assessments aim to cover all 3 strands of each subject and spiral learning is used for 'exam' based assessments to ensure students are prepared for national examinations.
- The curriculum covers a range of music styles and drama practitioners which are further dictated by the examination boards at KS4/5. Continuing to include performance, composition and devising units across the age range continues to promote confidence and skills based learning for all students.
- Curriculum hours at KS4 need to be planned carefully and meticulously within performing arts to allow suitable time for students to complete coursework and prepare for practical examinations in drama to the best of their abilities and prepare for the examination.
- Staff within the performing arts continue to support with extra-curricular activities across the age range of students, providing students with a wide range of opportunities both on and offstage aiming to give professional experiences within the arts.

- Skills continue to be developed from the outset, with regular practice, in both music and drama to ensure students can transfer them between topics and also to other subjects.
- A skills based learning approach also allows students to link this to their career intentions. Wider opportunities within the performing arts also allow the opportunity for students to consider career options and interests.
- The performing arts continue to work alongside other subjects. Annual musical productions encourage collaboration with the art and technology departments to support with the set design and costumes. Drama also links to English due to the in depth analysis of performance texts studied at GCSE and A-Level.
- The performing arts contribute to the liturgical life of the school through providing the music for mass and the dramatic realisation of the stations of the cross through 'Born for This'.
- Theatre visits are encouraged for many year groups to support students with their course as well as broadening the cultural awareness of the arts. There are specialised trips for students studying at GCSE and A Level as well as whole year group trips for Year 7 and Year 9.

Music

- Instrumental examinations are also organised through the College for a range of examination boards to further develop the performance skills of students and gain recognition for their achievements.
- The music department ensures a strong link with the local music hub to ensure excellent opportunities for students across the age range ranging from instrumental lessons to orchestral concerts.
- Music books at KS4 ensure a plan of learning for the full course with books used for assessed work and folders for independent work.
- KS3 listening examinations are in the style of the GCSE to promote suitable appraising of musical material.

Drama

- LAMDA examinations are also organised through the college to allow students to further develop their performance skills.
- Drama booklets are supplied for each unit at KS4/5 so students have a log of their learning, as well as a revision source, with books used for assessed work and folders for independent work.
- Plays within the performance unit are chosen to be accessible for students and allow for differentiation in groupings and for access to individual characters.

Impact – What is the impact of our curriculum on the students?

- Trackers are in place for both KS4 and 5 in music and drama. This allows teachers to use current grade boundaries and input coursework grades to ensure students are meeting their target grade or TG+1.
- Due to the skills based nature of both subjects students are prepared for their future careers and develop transferrable skills for beyond the classroom.
- Intervention is set up as appropriate to ensure strong coursework grades and as extra preparation for examinations.
- KS3 music radars and homework booklets aid assessment. Assessment is based on all 3 strands of the music curriculum from KS3.
- Performance levels of students are very high across music and drama.
- Instrumental numbers remain high thanks to the excellent instrumental provision (provided through school and through the local music hub) and this has a positive impact on ensembles.
- Performing arts represents the college on many occasions within school events and the wider community.
- Repetition of skills across the year groups ensures there is a development of key skills which form confident practitioners.
- There are regular updates of the schemes of learning based on strengths and weaknesses and examination analysis.
- Choice of text (drama) depends on previous achievement and accessibility for the students.
- Student and parent voice is also conducted frequently throughout the year and as a department we react to this accordingly and alter and tweak practice as necessary.

