

## **Performing Arts Department Curriculum Statement 2024**

### **Vision**

Our vision is to engage, empower and inspire students to develop their creative potential, their practical skills, confidence and overall performance. We aim to encourage students to become enthusiastic, imaginative, innovative and independent learners, empowering them to develop the necessary skills for further study and future careers.

Performing Arts contributes to the development of students and to the school curriculum by providing a powerful and distinctive form of communication and expression. The curriculum is carefully planned to consider the sequence of content required for children to best make progress; building on prior learning to ensure transferrable knowledge and skills enable children to comprehend subsequent learning in the future. The subjects develop thinking; increasing perception, imagination, creativity, reflection and physical dexterity; skills which can be transferred to other areas of experience and learning. We understand the importance of students developing skills, knowledge and understanding of performing arts subjects as ways of engaging with cultural identity and personal expression, to facilitate their understanding of their community and wider society, enabling students to define themselves in relation to others, and the society in which they live.

### **Curriculum**

In each year of study students will encounter a range of performance styles that draw upon a variety of styles and stimuli within music, drama or dance to provide students with a developed understanding of the key cultural aspects of each performing arts subject. This will include the study of performance and composition/devising skills within every year of study, recognising the central importance of these skills for successful outcomes in Dance, Drama or Music. Students will develop their analysis and evaluative skills to demonstrate in-depth understanding of how a successful piece of performance art is devised, constructed, and delivered.

We seek to nurture performing artists who are imaginative, engaging, ambitious in scope and technically accurate in delivery. This is made possible by careful nurturing of performance technique, from initial basic skills through to complex technical intricacy. We build on the prior experiences of students, providing opportunities and links between home, school and other outside agencies. We develop students' ability to focus observational, listening and analysis skills to encourage objective and analytical judgement of artistic quality. By utilising their specialist knowledge of their subject areas, teachers are able to inspire students to be experimental, and to understand the place of the performing arts in their whole lives, as well as in their academic study.

Each year group has key, subject-specific knowledge and skills that are designed to develop students' confidence and ability to express themselves through each art form. Formative assessment is built into lessons to allow knowledge and skills to be embedded over time, with regular unit assessments of skills and knowledge to inform

progress at key assessment points. We apply a rigorous approach of critique to address any misconceptions that children may have and identify priorities for intervention or further focus in the nine module reports. This facilitates a view of what actions need to be taken, and is articulated in unit booklets. Session three provides opportunities to encourage students to further extend their learning experiences, as well as receive additional support where required. This ensures that students possess a steady foundation and enriched learning experience to motivate and inspire further learning in Key Stage 4 qualifications, and beyond into Sixth Form.

### **Impact**

Outcomes within the Performing Arts department are strong and compare favourably against national comparisons. Uptake on Music and Performing Arts courses at Sixth Form is good, with strong tradition of students' pursuing higher education studies in Music, Performing Arts and related areas. We have sent many students to prestigious stage schools, universities and conservatoires, and numerous students have gone on to work in the Performing Arts industry.

Enrichment groups are well established and cultivate a wider interest in the subjects across the school. From dance, music and drama groups in the lower school, to performance opportunities in a wide range of high-profile events, including national competitions, staff strive to provide the extra impetus for students to pursue their passions and to maximise their progress. We also use visits to theatre, concerts, and other cultural trips of regional and national interest to contextualise and bring learning alive for our students.

### **Subject contact**

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