



Performing Arts Policy

'Drama is an art form, it involves: Imagination and feelings and helps us to make sense of the world, through creation of imagined characters and situations, and the relationships and events they encounter.' Arts Council

Introduction

The Performing Arts are an integral part of the school curriculum. All pupils are given the opportunity to participate fully in a variety of different ways; whether it is in class across the curriculum, in assembly, external competitions and examinations or school productions.

We actively promote democracy, the rule of the law, individual liberty, and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all'.

Aims:

- To build self-esteem and confidence.
- To learn about dramatic form and its content.
- To express and share their own personal experiences.
- To help them share their ideas, feelings and responses.
- Make use of language, space, symbol, allegory and metaphor.
- To learn to cooperate with others and work as part of an ensemble.
- To foster a lifelong interest in theatre and the performing arts.

We provide this in:

- A broad and rich Drama and Performing Arts curriculum from Reception – Year 6
- Enrichment sessions (productions, public speaking, debating, voice and more)
- LAMDA sessions (available from Year 2) with specialist teachers and small class sizes.
- Dance sessions and workshops with the Director of Performing Arts
- LAMDA Examinations
- Participating in the Godalming Performing Arts Festival
- Assemblies for each year group from Reception – Year 6
- In class, through English and Literacy links
- Professional performances/Workshops/Theatre Trips
- Off timetable days
- Collaboration with other departments in the school to establish cross-curricular links and sharing learning objectives and outcomes through mirroring topics
- Ensuring a 21st Century curriculum is being met through embedding technology into the curriculum by producing films (Year 5) and radio plays (Year 3)

Objectives:

The above aims will be met through the provision of opportunities offered to all children:

- To introduce and develop an awareness and enthusiasm for the Arts, particularly: Drama, Dance, Musical Theatre and Music.

- To develop intelligence and skills through a combination of emotional, physical and cognitive means.
- To ensure progression through: making, performing, and responding.
- To develop a constructive critical awareness of themselves and others.
- To provide rich experiences of the Arts through participating, critiquing and observing.
- To understand the process of planning, creating, presenting and evaluating.
- To develop understanding and appreciation of different cultures through the Arts.

Expectations of Teaching and Learning

As St Hilary's we encourage pupils to participate in a variety of Performing Arts activities, designed to develop their creative knowledge and skills. On top of this, we facilitate learning through specialist teaching of all areas of theatre: sound design, lighting design, stage management (including props and scenery) and playwriting. The schemes of work and rehearsal schedules are produced by the Director of Performing Arts and they are reviewed annually to ensure all needs are being met and the provision is constantly pioneering. Lessons are planned to meet the needs of the class/year group and deliver the scheme of work taking into account information gained through observations and assessments.

Planning and Curriculum Content

Organisation and Planning:

- Schemes of work (including long term, medium term and weekly planning)
- Rehearsal Schedules
- Curriculum and lesson plans
- Forging of cross-curricular links

The scheme of work and rehearsal schedules set out the key objectives to be reached as part of that terms teaching. Lessons are planned to provide opportunities to develop, apply and make progress with the wide range of Performing Arts skills. Within the curriculum, Enrichment opportunities and LAMDA lessons, children work in a variety of ways including: independently, in pairs, in groups, as a whole class or as a whole year group. Teachers also differentiate work in a variety of ways to meet the needs of individual pupils, including the More Able and Passionate learners.

Differentiation:

Children with SEN

Teachers will always take into account a child's special educational needs (including but not restricted to: SEND profiles, EAL, EHCPs and medical profiles) when planning and delivering lessons. This is to ensure that the maximum possible progress is made for every pupil and that, where possible, factors which limit progress are minimised or eliminated.

MGTP Provisions

We also ensure that children who have a particular aptitude for the Performing Arts are challenged and provided with the opportunity to extend their abilities and learning in this subject. This may be through differentiation or extended tasks to complete in school or at home. We run scholar's sessions for those preparing for 11+ Drama scholarships to their future schools, as well as extra-curricular Drama classes which we encourage More Able, Talented and Passionate pupils to attend.

Resources

The Performing Arts Studio in The Hiorns Centre is the main teaching space for curriculum Drama lessons, with resources stored here, including: textbooks, script-writing materials and scripts. LAMDA sessions are also taught in this space, and is where all LAMDA resources and workbooks are kept.

The School Hall is used for Enrichment lessons, in preparation for productions. The stage, in the school hall, is also used when we are in rehearsal for productions. The School Hall has a full, working lighting rig, stage cloths and wing space, working rails for backdrops and provides a fully-functioning theatre space.

The music room doubles up as the Green room to the side of the stage in the school hall, provides extra space for furniture and props needed for productions.

There is an extensive wardrobe department located in the attic rooms of the school.

Monitoring, Recording and Review:

The Director of Performing Arts is responsible for monitoring and planning curriculum work and the extra-curricular provisions and attainment. Assessment is constantly ongoing and is completed through observation, performance, discussion and evaluation. Self-assessment and peer assessment are consistently utilised as a method to gain further understanding of an individual's thoughts and analysis concerning their work and the work of others. Staff are encouraged to take photos or film the children's work as a record of an activity or performance.

Professional photographers are organised to shoot the school productions with parental consent. We have recording equipment to ensure we can capture all performance and class footage as necessary, ready to be shared to the school community or used as a form of evidence in assessment.

Reviewed: June 2020, June 2021, June 2022, June 2023, June 2024

Next review: June 2025

Person responsible: Mr Mark Parton (Director of Performing Arts)