

Sinclair House School
Performing Arts policy and procedures

This policy, which applies to the whole Prep school inclusive of the Early Years Foundation Stage, is in support of the health and safety policy and the individual health and safety assessments. This policy is publicly available on the school's website. On request a copy may be obtained from the school's office.

Document Purpose

Imagine an exciting variety of Performing Arts, cultural and dramatic opportunities every day. Imagine a School whose pupils will benefit from Sinclair House School's specialist teachers in Performing Arts and drama, who will give pupils opportunities to enjoy an exciting variety of Performing Arts, dramatic and cultural activities. Pupils will have the opportunity of taking instrumental or singing lessons with Sinclair House School's team of visiting instrumental teachers, and over time to join Performing Arts ensembles and choirs.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all individual members of the teaching and non-teaching staff. Further copies of the policy are available in the main school office. Such distribution ensures the accessibility of the document to visiting teachers, for example, outreach/support staff and parents.

Aims and Objectives

Performing Arts is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Performing Arts reflects the culture and society we live in, and so the teaching and learning of Performing Arts enables children to better understand the world they live in. Besides being a creative and enjoyable activity, Performing Arts can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy Performing Arts, to develop the skills to appreciate a wide variety of forms of performance and to begin to make judgements about the quality of Performing Arts.

The aims of Performing Arts teaching are to enable children to:

- know how Performing Arts is delivered through a variety of mediums;
- know how a variety of performances can be produced or written down;
- know how Performing Arts is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, producing and appreciating Performing Arts.

The aims of the subject are:

- To provide a Performing Arts curriculum which is broad and balanced
- To encourage children to enjoy performing and to provide them with the skills and confidence to participate in activities with personal satisfaction
- To provide children with a means to express ideas and feelings through performance
- To assist each child to develop a positive self-image and self-confidence
- To develop a sensitive response to Performing Arts
- To provide a curriculum which progressively develops performance skills, concepts and knowledge
- To develop insight through Performing Arts into areas of experience, some of which cannot easily be verbalised
- To promote positive attitudes towards, and enthusiasm for, Performing Arts work in school
- To develop social skills and awareness whilst performing together.

In the teaching and learning of Performing Arts we can identify a number of objectives. The children will have the opportunity to:

- Discuss and appraise performance activities through an experience of both the performance of live and recorded activities
- Create and devise Performing Arts for a variety of purposes and audiences
- Perform to a variety of audiences
- Movement, acting or dance in response to a wide range of activities
- Write, improvise, produce and direct their own performances
- Learn and join in with a wide variety of songs and rhymes
- Discover and explore links between Performing Arts and other subjects

The opportunity to receive Performing Arts support through the provision of a specialist music/drama teacher working alongside class teachers takes place.

In addition to these experiences class assemblies and Productions enhance the Performing Arts Curriculum, and opportunities for role play in various subjects including English, Classics and History.

Teaching and Learning Style

At Sinclair House School we make Performing Arts an enjoyable learning experience. We encourage children to participate in a variety of performance experiences through which, we aim to build up the confidence of all children. Singing is included in the Performing Arts teaching. Our teaching focuses on developing the children's ability to perform in public with other people. Children develop descriptive skills in Performing Arts lessons when learning about how Performing Arts can represent feelings and emotions. We also teach children how to work with others to create performances.

We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

Performing Arts Curriculum Planning

Our school uses the national scheme of work and aspects of the Independent Curriculum Music and Drama Schemes of Work. We have adapted the scheme so that the topics that the children study in Performing Arts build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in Performing Arts in three phases (long-term, medium-term and short-term). The long-term plan maps the Performing Arts topics studied in each term during the key stage. The Performing Arts subject leader works this out in conjunction with teaching colleagues in each year group. Sometimes the children study Performing Arts topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. The Performing Arts subject leader is responsible for keeping and reviewing these plans.

Our Performing Arts planning is geared to three aspects of progress:

- increasing breadth and range of experiences;
- increasing challenge and difficulty in activities;

- increasing confidence, sensitivity and creativity in the children's performances.

In order to achieve the aims outlined previously, the teaching of Performing Arts at this School is approached in a flexible way throughout the school, within each Key Stage and Year Group. Performing Arts teaching also takes place in a cross-curricular nature. The Scheme of Work for Performing Arts outlines in more detail how Performing Arts is planned.

The current organisation for Performing Arts is as follows. Each class is allocated Performing Arts time per week in the Drama room.

Learning in Performing Arts will be essentially mostly practical hands on activities using the Performing Arts resources available for teachers and children, as outlined in the scheme of work. This will be enhanced by the use of some television series, DVD and CDs and where possible, live Performing Arts.

Early Years Foundation Stage (EYFS)

Sinclair House School Early Years Foundation Stage follows the Montessori philosophy, methodology and Montessori learning programme together with the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery. The Reception class follows the National Curriculum 2014 in conjunction with the 2017 EYFS Statutory Framework. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals. Our pupils learning experiences enable them to develop competency and skill across all the learning areas.

The EYFS covers Performing Arts topics through the specific learning area of Expressive Arts and Design and the corresponding learning goals "Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function" and, "They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories." Spontaneous learning opportunities are created through making role play accessible so that children are able to imagine and develop their projects and ideas and providing resources for creating props and themes. Structured drama lessons are presented weekly to extend children's experiences and expand their imagination. These may be topic based or culturally linked through SMSC to Christmas, Chinese New Year or the Harvest Festival for example.

To appreciate the approach in our Montessori Nursery please observe the pupils in this area of the school and consult the EYFS Policy, the "*Statutory Framework for the Early Years Foundation Stage*" (DfE: April 2017) and our internal document *Montessori Provision EYFS Links*.

The Contribution of Performing Arts to Teaching In Other Curriculum Areas

English

Performing Arts contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of Performing Arts. Performing Arts is also used to stimulate discussion or creative writing. Through working with others in a Performing Arts setting, children develop their ability to communicate ideas effectively.

Mathematics

Performing Arts contributes to the teaching of Mathematics in that children learn valuable presentation skills.

Information and Communication Technology (ICT)

ICT is used in Performing Arts where appropriate. Children use computer programmes to create Performing Arts scripts. They also use ICT in Performing Arts to enhance their research skills through the Internet and CD ROMs.

They watch performances during Performing Arts on the Internet and they also record their own activities. Children improve the presentation of their work through the use of ICT.

Formation - Personal, Social and Health Education (PSHEE) and Citizenship

Performing Arts contributes significantly to the teaching of PSHEE. Through the common goal of making Performing Arts, children learn to work effectively with other people and build up good relationships. Performing Arts is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public performances is sometimes one of the most memorable things young people do at school

Formation - Spiritual, Moral, Social and Cultural Development

Listening, observing, creating or performing can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that Performing Arts has on people's moods, senses and quality of life. Children at this School have the opportunity to encounter Performing Arts from many cultures and, through their growing knowledge and understanding of the Performing Arts, they develop more positive attitudes towards other cultures and societies.

Teaching Performing Arts to Children with Special Educational Needs

At Sinclair House School we teach Performing Arts to all children, whatever their ability. Performing Arts forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Performing Arts teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through the graduated approach with support from the Enrichment team will lead to the creation of an Individual Learning Plan (ILP) for children with special educational needs. The ILP may include, as appropriate, specific targets relating to Performing Arts.

The Performing Arts Department has high expectations for all pupils and provides teaching and learning experiences that target each student's needs so that they can reach their performance potential. We are committed to inclusion and removing any potential barriers to learning and participation in all drama, dance and music lessons. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children. Our aim is for all students to not only develop and improve as performers and musicians, but to also develop their self-esteem, confidence and communication skills through working creatively, reflectively and spontaneously so that they will be able to succeed in their future.

We enable pupils to have access to the full range of activities involved in learning Performing Arts. Where children are to participate in activities outside the classroom, for example, a local Arts festival, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording

Teachers assess children's work in Performing Arts by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the I Can's of attainment and records these grades in their mark book. We use this as the basis for assessing the progress of the child.

Resources

There are sufficient resources for all Performing Arts teaching units in the school. The library contains a good supply of topic books and computer software to support children's individual research. The children use iPads to support their learning.

Monitoring and Review

The Performing Arts subject leaders are responsible for the standard of children's work and for the quality of teaching in Performing Arts. The work of the subject leader also involves supporting colleagues in the teaching of Performing Arts, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The Performing Arts subject leaders are responsible for giving the Principal feedback in which the strengths and weaknesses in the subject are evaluated and areas for further improvement indicated.

Signed:

Date: 16th March 2019



Mrs. Carlotta T.M. O'Sullivan
Principal

Review Date: March 2020