

Performing Arts Curriculum Intent

Intent

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, and reflection. 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.

Implementation

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.

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. It is essential that all students have an enriched learning experience to motivate and inspire further learning in Key Stage 4 qualifications, and beyond school life.

Impact

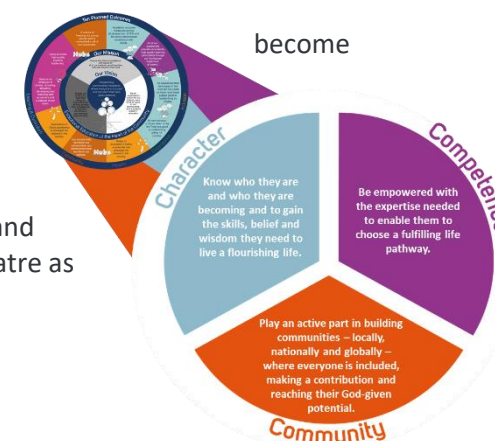
Enrichment groups are well established and cultivate a wider interest in the subjects across the school. Within Dance, Music and Drama students have opportunities to take part in a wide range of high-profile events, including national competitions, displays and musicals. We also use visits to theatre, concerts, and other cultural trips to contextualise and bring learning alive for our students.

Statement of intent: our 3 C's

Character: Students develop skills in group collaboration, leadership, directorial skills, planning and organisation to bring their creativity and originality to fruition, as well as building empathy through the exploration of a wide range of topics covering social and moral aspects of human nature.

Competence: The curriculum encourages students to lead each other as directors, playwrights and actors as well as creative, imaginative, and independent thinkers. Students are regularly assessed throughout their practical work. This gives them the opportunity to maintain a high standard of work throughout the process as well as the performance at the end.

Community: Students will develop their teamwork, resilience, patience, nurturing and appreciation for their own work and that of others; always demonstrating respect and empathy. The curriculum aims to allow students to find a love for Theatre as a whole, while also enabling students to develop skills that will prepare students to achieve their future aspirations.



The Performing Arts Intent is also underpinned by the four Mayfield priorities:

Priority 1: Ensure lessons are well **planned, structured and adapted for the class context** so that the curriculum can be delivered building on skills and knowledge taught. Ensure all students know more, remember more, and can do more over time, this is reflected in the **students learning journey**.

Priority 2: Ensure that every lesson includes **checking for understanding**. In doing so we respond and adapt our teaching and feedback both written and verbal, correct any misunderstandings and close skills and knowledge gaps.

Priority 3: Embed the use of **Horizon** - to enhance the learning, check for understanding, improve on work life balance and environmental impact.

Priority 4: Implement the Mayfield Behaviour for Learning systems to ensure consistently **good behaviour and high engagement** of all groups of students.