



PERFORMING ARTS

To ignite a creative spark and develop the confidence to perform, create and analyse meaningful and imaginative performances.

The intent of Performing Arts at Beckfoot is to nurture enjoyment and understanding of the Performing Arts, through practical experience. We aim to develop subject specific and transferable skills, that challenge and empower learners, building their confidence by fostering a creative approach to express themselves and their opinions on the world around them. Confidence, creativity and communication are at the heart of every lesson. Our subject gives learners the opportunity to explore themes and issues deeply and reflect on their work – looking at/from alternative view points.

Confident Communicators

Our curriculum develops both verbal and non-verbal communication skills. We set high expectations to ensure oracy skills are refined through articulating opinions in group discussions, as well as focussing on learners' understanding and application of semiotics whilst communicating to each other and an audience.

Knowledgeable and Expert Learners

Our curriculum is carefully planned and sequenced to ensure all staff within the department can deliver purposeful and challenging lessons. Teachers consistently model expected outcomes and share professional work to ensure the highest standards are met. Using knowledge organisers, termly retrieval activities, practical experience, frequent verbal and written feedback, learners skills and knowledge are honed to ensure they have the tools to succeed.

Committed Community Contributors

Our curriculum gives learners the opportunity to explore social and cultural issues and create theatre that tackles issues within the community. Learners develop emotionally and socially through theatre trips, extra-curricular enrichment, professional workshops and deeper learning days. These experiences inspire learners to think 'Beyond Beckfoot' and have an appreciation for the local, wider, national and international community.

Future-Ready Young People

Our curriculum ensures learners are prepared for life in the 21st Century through developing transferable skills such as communication, oracy, analytical thinking, reflection, independent study, research and project planning. Learners develop knowledge of roles and responsibilities in the Performing Arts industry, as well as building their confidence, self esteem, creativity and resilience to fulfil their life goals and succeed in all areas of employment.

Intent

What are we trying to achieve?

The key concepts that run through your subject are...

- **Performance Skills:** Understanding, identifying and applying **vocal** and **physical** skills in order to become and sustain a role or character.
- **Stagecraft Skills:** Understanding, identifying and applying **stagecraft** skills to perform clearly and confidently with energy and focus.
- **Performance Conventions and Techniques:** Understanding, identifying and using **conventions and techniques**, linked to styles and practitioners in Performing Arts, to devise performances and tell stories. Conveying themes, mood and atmosphere through conventions and techniques.
- **Group Skills:** Contributing ideas and working collaboratively to rehearse and devise performances for an audience.
- **Reflection and Analysis** - Reflecting on performances through target setting and analysing practical performances and professional theatre.

Implementation—Whole School Approach

Lessons are taught using the Beckfoot Way. Six principles – provide common language and framework for great teaching – a foundation (similar to what you would see in any school). Based predominantly on Rosenshine and Making Every Lesson Count.

4 non-negotiable practices:

- Big Picture: To a degree, more for staff than students: intent into implementation; supports staff in planning for learning not activities; clearly sequenced in line with curriculum planning.
- I do, We do, You do: Supports modelling and scaffolding.
- Everyone think, discuss, write: Maximising thinking and participation and whole-class learning checks.
- DNA: Clarity of expectation.

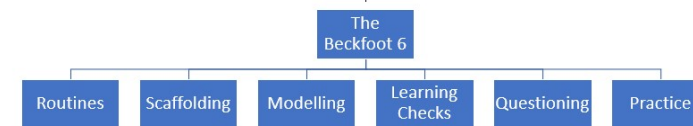
3 systems:

Knowledge organisers and retrieval practice: Retrieval practice and spaced practice – support students in knowing more and remembering more; provides consistency and clarity of definition.

Knowledgeable and Expert Learners framework, inc. Home Learning: Linked to Knowledge Organisers and independent learning / revision.

Assessment, marking and feedback: Often utilising whole-class feedback sheets so the feedback is efficient for staff and effective for students – teachers *teaching* how to close an identified gap in learning.

Vulnerable Learners focus: Use of the 4 non-negotiables, prioritising VLs; Use of VL Index; Effective deployment of TAs; Literacy Strategy.



Impact

Outcomes at BTEC, GCSE and A Level are a clear indication of success. We aim for FFT5 and the top 10% of schools.

Our Performing Arts courses continue to be a popular option at KS4 & KS5 with around 30 students choosing this as one of their KS4/5 options.

Work scrutinies show students take pride in their work, enjoying the level of challenge and variety of learning activities.

In all years we aim for students to:

- Perform characters confidently using vocal and physical skills
- Use stagecraft skills to perform clearly and engage the audience
- Apply Drama and Dance techniques and conventions with confidence to tell the story
- Contribute ideas and demonstrate leadership in group work
- Analyse performances with increased confidence and Performing Arts vocabulary

Implementation– Faculty Approach

The expectation is that teachers work through the SOW , aiming to stretch and challenge, teaching to the top and scaffolding to support others. Students who progress quickly will always be given extension work, looking to develop through performing convincing characters with increased detail and originality, using stagecraft skills to communicate deeper meaning, creating more imaginative and complex stories through drama and dance techniques, taking on leadership roles and analysing performances with attention to detail and Performing Arts vocabulary. Misconceptions are addressed in lessons.

Our curriculum is designed for students to develop the skills in the subject, with joined up thinking to develop the students skills in the following areas.....WHICH AREAS Students will then gain understanding of topics which are then revisited and built upon in subsequent years. Our curriculum has been matched to the National Curriculum, ensuring we exceed it where possible. We also look at our examination courses at KS4 to ensure students are taught the key concepts in KS3. Whilst we teach the curriculum in progressive distinct domains, we recognise that our subject is interconnected, so we encourage students to make subject and curriculum links. **It is of paramount importance that teaching at all stages takes account of prior learning and the depth of understanding they have already achieved.** Pitching teaching appropriately ensures that students are neither bored by repeating content which is already well understood nor flummoxed by content which they cannot readily assimilate with their existing knowledge.