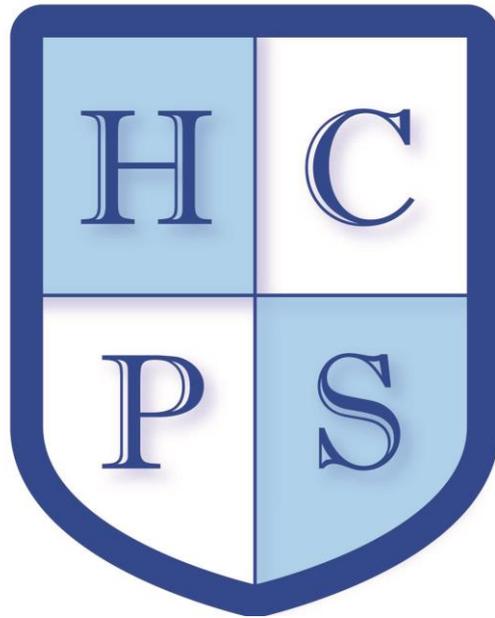


Hunslet Carr Primary School



Performing Arts Policy

**High expectations
Caring
Positive attitude
Successful**

Policy reviewed: January 2017

Next review: January 2019

High expectations, Caring, Positive and Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children

Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of Performing Arts at Hunslet Carr.

Rationale

Music, drama and movement play a very important part in most aspects of our lives including every day situations and in the world of work. Performing Arts is essentially a practical subject, in which children of all ages and abilities find enjoyment and success. From an early age children have an awareness of rhythm, pitch and sounds around them and these are developed on entry to our school. Children also develop an understanding of role play in their early development which is developed through a focus on speaking and listening throughout the curriculum at Hunslet Carr. Different aspects of movement are integrated into PE lessons and cross curricular days and activities. Performing Arts at Hunslet Carr aims to improve the overall confidence of each child through team work, class discussion and performance opportunities.

Consequently our children have an entitlement to develop their musical and movement skills across the school, throughout the curriculum.

Aims

The education of performing arts at Hunslet Carr primary school aims to create musicians, dancers and performers with the following characteristics:

- The confidence to imitate, innovate and invent stories through the use of role play and other drama strategies as part of the Talk for Writing Literacy Project.
- A rapidly widening repertoire of music, drama and movement elements, which they use to create original, imaginative, fluent and distinctive compositions and performances.
- Opportunities for all pupils to perform as part of whole class productions and extra-curricular activities. In addition to the Christmas productions the school has formed links in the local community which includes carol singing for the Hunslet Christmas light switch on.
- A growing awareness and appreciation of different musical traditions and genres developed through cross curricular days e.g. Culture Day.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music which is developed through high quality singing lessons with a professional singing coach.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately developed through Key Stage two with a professional music teacher.

Teaching and Learning

As teachers it is important that performing arts is taught in a variety of ways. There is scope to use whole class, group and individual work in teaching the combination of acting, music and singing and it is vital that children receive these various styles. Children need to be given a variety of tasks including practise and consolidation, investigations and problem solving.

Links between performing arts and other core and foundation subjects should be made where possible to ensure that children see the importance of drama, music and movement within all areas of the curriculum.

Progression in Music

The school is using Chris Quigley's Essentials curriculum as our framework for teaching music, which is a developmental programme that is matched to the new National Curriculum.

Teachers use the Essentials curriculum to assign Essential Opportunities to different year groups and then planning using Essential Learning Objectives.

Teachers assess using the Essential Milestones. Using this framework ensures that as a school we are planning for progression in music.

Foundation Stage

In EYFS, performing arts is taught through the EYFS development matters curriculum. The children develop an enjoyment of performing arts through an engaging and stimulating provision, cross curricular approaches to teaching and weekly singing lessons with a professional singing teacher. The children develop the ability to sing as an ensemble and follow a leader in the form of a conductor. The curriculum focuses on teaching children to learn how to use their voices and bodies to make sounds and actions to accompany music and stories.

Key Stage 1

In KS1, performing arts is taught largely through a cross curricular approach, particularly to support the teaching of literacy as part of the Primary Writing Project. The children also benefit from weekly singing and music lessons with a professional singing and music teacher. The children will learn to use their voices expressively through singing songs and speaking chants and rhymes. The pupils also have the opportunity to create their own music and will have the chance to play tunes and unturned instruments, making and combining a range of sounds. Listening with concentration, the children are encouraged to express feelings and responses towards various high quality live and recorded music. The children begin to learn all about an orchestra and how the instruments work together, again a focus on teamwork.

Key Stage 2

In KS2, the teaching of performing arts is largely cross curricular although these children also benefit from weekly music and singing lessons with a professional coach. The children will play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, control and expression. They will learn to improvise and compose music as well as listen with attention to detail and recall sounds with increasing aural memory. The use and understanding of the basics of the staff and other musical notations will be introduced alongside developing an understanding of the history of music. The children in year five benefit from guitar lessons with a professional tutor every week to add to their musical repertoire. The children in Key Stage two begin to create their own instruments and music by experimenting with the school's technology.

Planning

The long term planning for music follows the framework given by Chris Quigley Essentials, which is matched to the new National Curriculum and the Early Years Framework. The framework is implemented via medium term topic planning in line with the school planning policy.

Within the planning Learning Objectives and Milestone Success Criteria are shared with the children at some time within the lesson.

Assessment, Recording and Reporting

Assessment of performing arts can be done in a variety of ways including observation, giving an independent or co-operative task or a test. Both formative and summative assessment will be carried out.

Formative assessment being linked to short term planning and marking to inform future teaching. Summative assessment being at the end of each term to inform next steps, the next teacher, key stage, parents and aid target setting.

This assessment will be done in line with the school assessment policy.

Record keeping will be done in line with school policy and should be done to inform planning. Teachers will make informal records i.e. jotting down individual strengths and weaknesses. They will also make formal records i.e. using Chris Quigley Milestone assessment to assess whether a child is at a basic, advancing or deep level of understanding within the subject.

Reporting of music will be in accordance with statutory requirements. The annual school report covers progress, effort and achievements in music.

Equal Opportunities

It is important that all children are given the opportunity to develop their confidence in the performing arts regardless of race, gender religion, ethnic group, culture or ability. We would also plan and develop children's multi cultural awareness making sure the curriculum reflects the wider community. Children need relevant experience and language to access our creative curriculum successfully.

Special Needs

Children on the SEND register and who have specific learning difficulties will be planned for.

Differentiation

Performing Arts provides a good opportunity for differentiation based on:-

- Resources (e.g. providing texts at different levels)
- Outcome
- Progression (e.g. highlighting different skills for different children)
- Task (e.g. setting different tasks within one topic)
- Support (use of support staff)
- Differentiated Success criteria

Children should be allowed to work at their own level of attainment.

ICT

Each year group has daily access to either laptops or iPads, which can be used by children to support the teaching of music.

Homework

This will be given in line with the school homework policy. Music will often be the focus of a learning log whilst it is being taught in class.

Time

To ensure there is adequate time dedicated to the teaching of music, the class teacher is expected to monitor the coverage of the Essential Opportunities and plan topics accordingly.

Resources

The school has a number of resources for music. This includes:

- Tuned and untuned instruments
- A school piano
- CD collection
- Song books
- Subscriptions to music websites
- iPads

Safety and Care

The safe use of equipment is to be promoted at all times in line with the Health and Safety Policy.

The Role of the Head teacher

- To ensure that the National Curriculum is implemented.
- To encourage and support the subject leader's approach to music development across the curriculum.
- To support and encourage all staff in the teaching of music.
- To make available the necessary resources to continue the development of performing arts within the school budget.
- To promote performing arts in school.

The Role of the Subject Leader

- To promote performing arts in school.
- To provide a good example of the teaching of performing arts in the classroom.
- To ensure resources are available.
- To plan and implement future developments of performing arts through action plans.
- To review and monitor both the planning and teaching of music.
- To work alongside staff when required
- Attend relevant courses and disseminate information to staff
- Arrange INSET courses for staff
- Organise the acquisition of new resources
- Support colleagues
- Encourage parental involvement

Role of the Staff

- To ensure that performing arts is used in the classroom in line with the National Curriculum.
- With the support of the subject leader and head teacher to implement any changes in the teaching of performing arts.
- To ensure there is equality of opportunity in the teaching of performing arts.
- To inform the co-ordinator of any problems which may arise in the implementation of performing arts.
- Teach and assess the children in performing arts.

Role of the Governing Body

The governors will monitor the development and implementation of performing arts in school.

Review

This policy is to be reviewed every two years.

Name: Maxine Lonergan

Performing Arts Subject Leader January 2017.