



St. Joseph's Catholic High School



Living, Loving and Learning through Christ

Curriculum Intent

Department: Performing Arts

We aim to deliver the Mission Statement of the school by:

- Reinforcing the key values of the JPP and in particular to be eloquent, curious, learn with intent, wise and active.
- The curriculum allows students to learn new skills and realise talents whilst developing character and resilience. This is achieved through the study of the three key areas of music, dance and drama. Transferrable skills learnt through the study of Performing Arts give students tools to become lifelong learners by being adaptive, independent and confident.
- The curriculum is ambitious by offering challenge to students at all levels as well as covering a range of topics to ensure a breadth of knowledge is acquired. Topics are carefully selected to enhance students cultural understanding in areas such as world music, world dance and the Western Classical tradition.
- How is your curriculum planned and sequenced to ensure the aims and objectives of the SIP's are achieved
- Students experiences are varied at KS2 therefore all units are differentiated to support students at all levels. This allows for stretch and challenge for AGT students and support for those who need it in order to develop skills.
- The music curriculum is delivered in different ways depending on the primary school. Some schools have a specialist teacher where others do not. Furthermore, some feeder schools have a rich extracurricular offer to compliment learning, including small group tuition and wider access.

To achieve our Mission Statement, our curriculum:

- The curriculum is planned to allow students to take control of their learning, where appropriate, in order to encourage them to be independent learners who can strive for excellence in all lessons. By studying a variety of cultures music and dance and a variety of scripts in drama lessons, students are encouraged to be compassionate, loving and ambitious. Moreover, students often work in groups, further developing these core values.
- In KS3, students complete an extended piece of writing once per half term based on the topic they are studying. This is combined with peer and teacher assessment. This approach promotes and develops literacy, reading and oracy skills. Students also take part in verbal discussion in most lessons using key words in their responses. In drama lessons, students study scripts to further develop literacy, reading and oracy.
- SEND and disadvantaged students often thrive in the Performing Arts environment as the nature of work is largely practical. Where required, teacher support, specific student groupings, lesson differentiation and any other required support is implemented to support SEND and disadvantaged students as and where required. Miss Bennett is a Standards Verifier for BTEC Music and Production Arts and has been for over 10 years. This experience is valuable as it means that the standards expected for Level 2 courses can be shared as well as ideas for teaching and learning based on the work seen. Miss Baylis is an ECT and in the second year of training and therefore can share and develop new ideas and initiatives. The department also play an active role in local network meetings, sharing ideas with local Music and Drama teachers to help inform curriculum planning.
- Meta-cognitive strategies are important as they allow students to take control of their learning by having an awareness of the learning process. This is promoted by sharing learning objectives and outcomes with students and then allowing them to set their own target for lesson which is then reviewed at the end of the



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class. By giving students some accountability for their learning, they are encouraged to know, understand and apply more.

- By nature, Performing Arts develops skills over time therefore students are always building on prior knowledge. Misconceptions are challenged throughout lessons, through reviewing of work both formally and informally as well as through questioning.
- Timely and effective assessment is important as it allows starting points, knowledge, skills and understanding to be checked effectively. Students complete a skills audit at the start of units of work to gauge their skill level. This is repeated at the end of the units in order to check progress. Student practical work is monitored throughout lessons in order to check understanding and the correct application of skill. Assessment is in line with the school calendar, usually towards the end of units once students have had the opportunity to refine skills, knowledge and understanding.