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## Introduction

Performing Arts incorporates music and drama. Music is a universal language and a way for many of our pupils to develop communication skills and engage with others. It aims to teach children how to create a range of sounds using tuned and un-tuned instruments as solo pieces and in collaboration with others. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop an engagement with music, allowing them to compose and to listen to music from different times and cultures.

Drama incorporates elements of the English curriculum and is a tool used in many classes to develop pupils' spoken language through role play and to increase pupils' engagement in topics. We also have weekly drama sessions delivered by outside practitioners, where pupils work in groups across different classes, building their confidence and social interaction skills. Where possible we stage full productions to celebrate the pupils' achievements and have good attendance from parents, carers and the community.

## Implementation

Both music and drama are often used as tools to engage and involve pupils in other areas of the curriculum, for example in Lower School this may be singing a good morning song as part of a social routine and role playing 'shopping' to develop early number skills, whereas in Upper School this may be learning times tables through songs and role playing a Tudor feast. Alongside this pupils have opportunities to develop subject specific skills in discrete lessons, whether this is provided by the class teacher or an outside practitioner.

## Planning and Assessment

Performing Arts are most often included within topic planning, and even discrete skill based lessons are often linked to current topics. For Music teachers & practitioners are guided by the relevant National Curriculum for Music and assessment is completed on an informal basis. For drama teachers & practitioners are guided by the relevant National Curriculum for English, specifically the spoken language element, and as such it forms part of the English assessment process.

The exception to this may be when Performing Arts are being used to develop children's communication and interaction skills, for example in Intensive Interaction the sessions will be entirely led by the pupil and the adults will not focus on teaching a specific skill but on developing the fundamental skills of communication.

## Resources

We have a range of musical instruments that children can access and ICT also plays a large part of music lessons, for example using 'Garage Band' on the iPads or '2Create' on the laptops. Drama can be delivered without any resources, but sometimes using costumes and props can enhance the experience for pupils.

**Cross Curricular Links**

Many pupils have an affinity for Performing Arts and for them it can be a fantastic way to develop attributes such as confidence, self-esteem, resilience, creativity, spontaneity and team work. As mentioned above, Performing Arts can be used as a tool to deliver a wide range of subject content including Maths, English, Science, ICT and Humanities. The creativity involved also lends itself to links with other creative subjects such as Art and Design.