



# The Southfield Trust

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## The Lindfield School

### Curriculum Policy for

### Performing Arts

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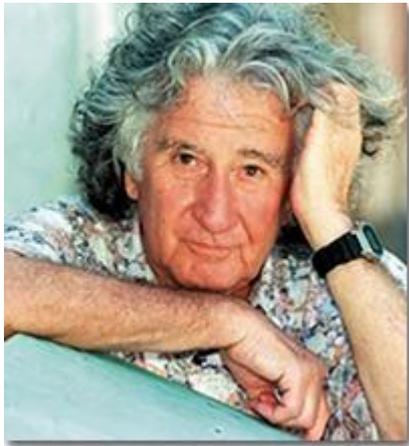
*The Lindfield School strives to provide a positive,  
safe and caring community where students are happy,  
Confident and successful.*

*We recognise and respect each student as an individual, celebrate their  
successes, raise their self- esteem and prepare them for their future by  
building on their strengths.*

*We aim to develop students' independence and empower them to  
become responsible young adults with the ambition to be lifelong  
achievers.*



*"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be human." (Oscar Wilde)*



*"Theatre is a universal language and so it should be used to speak of all human concerns." (Augusto Boal)*



*"The Theatre was created to tell people the truth about Life and Social situations." (Stella Adler)*

## Core Values of the Lindfield School

To give students the skills to:

- pursue a love of learning into adult life
- communicate confidently and effectively
- develop their independence in order to succeed in adult life
- form and maintain appropriate positive relationships
- promote their own physical and emotional health & well-being

## Subject Aims



Students are encouraged to:

- use performing arts to express thoughts and feelings through singing, dance and drama
- to develop an understanding of human concerns, relationships and interactions
- to develop understanding and empathy in social situations
- develop social communication through the use of voice techniques, body language and physical gesture
- acquire a critical and subject specific vocabulary through reflecting on and appraising their own work and the work of others

- embrace learning outside the classroom through theatre and performance
- promote and develop
  - collaboration
  - problem-solving
  - emotional intelligence and awareness
  - awareness of self and others
  - spatial awareness
  - physical fitness and relaxation
  - trust, self-discipline and raising self esteem
  - sensory perception,
  - aesthetic appreciation



## Outline of the Curriculum

**In Key Stage 3**, students have the opportunity to be entered for Arts Award accreditation in Performance and/or Production. To pass Bronze Arts Award, learners are required to create an individual arts log or portfolio which demonstrates how they meet the following requirements:

- the learner's development of interests, knowledge and skills through active participation in any art form (Theatre Arts, Performance Arts, Visual Arts, Creative Arts)
- the learner's experience as an audience member of at least one arts event
- the learner's research into the work of an artist/craftsperson that inspires them
- the learner's experience of passing on an arts skill

This qualification works at the same standard as GCSE grades D–G/3–1.

**In Key Stage 4**, students have the opportunity to be entered for BTEC in Performing Arts Level 1 Award as follows:

Learners will find out about local and national performance venues. They will discover the types of shows that are performed and the variety of job roles that can be undertaken within these venues.

Learners will experience of taking part in a performance as a performer, designer or in a technical role and will explore some of the skills an actor uses when preparing for and performing a dramatic role.

Learners will achieve this through participation in practical workshops that lead to the performance of a piece

Learners will explore the skills used by musical theatre performers, combining dancing, acting and singing skills in workshops, rehearsals and performance.

## **Teaching & Learning**

In teaching performing arts we aim to:

- promote language development and increase confidence when speaking, therefore extending vocabulary through the adoption of different roles
- help students to develop a critical and subject-specific vocabulary through reflection and appraisal
- cultivate thinking skills such as information processing, sequencing, comparing, reasoning, enquiry, creativity and evaluation
- make students aware of career pathways, job opportunities and further education routes
- develop confidence in participating in theatre arts within our school community and outside communities.
- help students to recognise the more psychological side of theatre arts and respect the opportunity which it gives to channel their emotions and feelings, empathy, tolerance etc.
- develop an understanding of:
  - art forms in theatre, film and production roles
  - theatre etiquette and theatre practitioners
  - the social, moral and aesthetic aspects of theatre arts.

## Assessment

Assessment for Learning (AfL) runs alongside TLS Assessment Policy, and through it we aim to:

- provide information about a student's level of attainment in relation to the knowledge, skills and understanding elements of the National Curriculum
- provide a baseline against which to measure success and progress
- identify the learning needs of an individual student or a group of students
- inform planning
- assist the development of teaching strategies
- gather information for reporting purposes
- motivate students
- meet statutory requirements:

We use baseline assessments, reporting, Classroom Monitor, termly data tracking, student progress meetings, work scrutiny, moderation meetings, annual reviews and lesson observations

## Marking & Feedback

- performing arts journeys are evidenced and assessed in line with tIs planning, marking, recording and feedback policy
- learning objectives are visible in folders on marking sheet at the beginning of every term
- learning objectives are marked in book and on classroom monitor
- the journey is evidenced and assessed through folders, learning logs, classroom monitor, photographs and video footage, rehearsals and final performances
- learning objectives in folders match classroom monitor and learning logs
- marking work every other week (two weekly)
- all learning objectives, comments and marking codes are evidenced in learning logs and termly evidence sheets in folders
- development and comments and spirals code are used
- green progress stamps on all work and dated
- end of term share and review, enables students to reflect, review and share terms work.
- comments will relate to both academic and social progress



## Equality & diversity within the subject

We have a commitment to equality and diversity which embodies sensitive and ethical appreciation and recognition of cultural differences which:

- values and celebrates the diversity of society within school community and beyond
- expresses a commitment to access and equity
- demonstrates ethical beliefs, conduct and behaviour
- respects human dignity through the recognition of each person's/group's cultural rights
- appreciates the importance of cross-cultural knowledge
- demonstrates acceptance of cultural diversity
- promotes identifying and eliminating unlawful and unfair discrimination
- encourages and champions diversity both within our school and in the activities we undertake
- promotes a positive and harmonious working and creative environment in which all individuals are treated with respect, are able to give of their best

**Forum theatre** is a form of interactive theatre developed by the late Brazilian theatre director, Augusto Boal, as part of his 'theatre of the oppressed'. Forum theatre empowers the audience to actively explore different options for dealing with shared problems and motivates them to make positive changes in their own lives. For a community made up of people from different cultures, traditions and religions, forum theatre could be used as a way of interrogating the prevailing attitudes and the treatment of citizens from multicultural backgrounds.

We promote forum theatre as a highly effective tool in work with young people, which can help them to identify, explore and challenge instances of oppression in their own lives and the lives of others.



## Links to SMCS

**Spiritual:** Students develop an awareness of self and others, personality, character, soul, spirit, atmosphere and feeling through performing arts. Character, personality, and empathy are all explored through social situations created in improvisational role play and scripted theatre.

**Moral:** In performing arts and theatre we explore morals and social etiquette which provokes debate with students on social situations, people and the world we live in. This allows students to share points of view in a non-judgemental way, all views are shared and valued and students are encouraged to develop their own views as well as listen to others discussing and sharing. Historical research into characters and their way of life is an important part of drama.

**Cultural:** Cultures locally and afar are explored through music, dance and drama. We explore cultures also through the use of multicultural puppetry. We research and explore movements, music, relationships historical context, social context to relate to characters within drama scripts.

**Social:** Students in drama are taking part in a rehearsal for real life. People, places, feelings/emotions, atmosphere, situations and social structures are all a part of drama. Exploring social conventions from years before and years ahead are all part of drama. Historical and political contexts are explored through all drama. Interpersonal and intrapersonal skills are gained through the use of drama.

## **Links to Children's Rights**

- Article 13 – The right to freedom of expression
- Article 14 – The right to freedom of thought

## **Links to investors in Careers**

- BTEC Unit of work that focuses on Employability Skills
- Visits to theatres and performance venues
- Visits from outside performers and stage crew
- Visits to higher education/theatre schools
- Interview techniques and CV preparation

## **Links to LOtC**

- Visits to theatres and performance venues
- Visits from outside performers and stage crew
- Visits to higher education/theatre schools
- Performing in local schools/hospitals/nursing homes
- Performance in the community

## **Links to other school initiatives/quality marks**

- Artsmark/ Arts Award