

TMPF

Performing Arts

Policy

Performing Arts consists of Music, Dance and Drama and contributes to a broad and balanced arts provision for all pupils and are taught as part of the National Curriculum. The Moorlands Primary Federation believe that Performing Arts is a vehicle which allows children to use and develop their imagination and coordination as well as raising their self-esteem and building confidence. Performing Arts offers excellent opportunities to all children regardless of their academic and social backgrounds and abilities.

Aims and Objectives:

The opportunity to participate in Performing Arts is an excellent way of expressing oneself. It can enthuse and stimulate children in their learning and influence the personal development of children. Performing Arts reflects the culture and society that we live in and so the teaching of music, dance and drama from other cultures helps them to understand and respect the world we live in. Performing Arts plays an important part in helping children feel part of a community and opportunities, where possible, will be provided for the children to perform alongside other members of their community. This also enables them to enjoy and develop their performance skills and appreciate a wide variety of genres and begin to form opinions on these.

Curriculum Provision:

- Performing Arts lessons are planned to meet the requirements of the National Curriculum from Foundation stage through to Year 6.
- Drama is a key element of our Literacy curriculum and is used as a powerful teaching tool across the curriculum and allows children to develop their skills when speaking in front of an audience.
- Dance is taught as part of PE lessons and, where possible, children are given the opportunity to further develop their technique and learn other styles in afterschool classes.
- Music takes place as part of class timetables with varied themes that tie in with the children's topic work when possible.
- All children have the opportunity to perform for the parents and/or the wider community during the school year. Other opportunities are available for children through after school activities.
- We have a wealth of expertise in Performing Arts amongst our staff and this greatly enriches the curriculum opportunities that we can offer to our children.

Planning:

As Performing Arts is not a single subject in the National Curriculum, please refer to subject specific planning for Music, Literacy (Drama) and PE (Dance). Staff receive specific training based on their requests to inform their planning where necessary.

Assessment:

Teachers use AfL strategies to assess children in music, dance and drama during the appropriate lessons. Where possible, children's performances should be recorded and played back to them to allow them to analyse and build on their performance skills. Areas of the Literacy TMPF assessment grids relate to the drama aspect of Performing Arts and staff are aware of these. The Early Years TMPF assessment document incorporates all three

areas of Performing Arts; this is updated termly and reported to parents. Any extra-curricular opportunities that children take part in are logged in their Record of Achievement.

School Performances:

All children have the opportunity to perform in front of parents once a year. At St. Werburgh's Primary School, Great Wood Primary School and Bishop Rawle Primary School, Key Stage 1 perform in the Nativity performance and Key Stage 2 in the summer production in July. At The Valley Primary School and Dilhorne Primary School, all children have the opportunity to perform for parents twice a year; at Christmas and during the summer term. To ensure the highest possible standards and a slick and polished performance, some guidelines to work from are:

- Every child to have a line to say if they desire.
- Children to be given their lines a minimum of 3 weeks prior to the performance to ensure adequate time for them to learn lines.
- Regular rehearsals to allow children to understand when they are to come on and off stage, when they should say their lines and where songs and dances take place during the performance. This allowing a polished performance with little need for adult intervention during the performance.
- Members of staff to be visible and towards the back of the performance space when prompting so that children's voices are directed to them.
- All introductions and post-finale notices or 'thank-yous' are to be led by the children. This could be a member of the cast or children from another year group e.g. During the KS1 Nativity, KS2 children could introduce and close the performance.
- Staff intervention during the performance should be kept to a minimum. Prompting children only where necessary and in a subtle, appropriate manner to ensure that they don't lose confidence during their performance or affect the flow of the performance.
- Where possible, children not performing should be off stage to give a professional quality to the performance.
- Transitions where children are entering and exiting the stage should be managed effectively; it should remain part of the performance and in-keeping with the style.
- Backdrops and props should be in keeping with the production and reflect the theme and setting of the performance.

Performing in a venue:

Where possible, children have the opportunity to perform at different venues e.g. theatres. Often, there is rehearsal time scheduled for these in order for children to familiarise themselves with a new performance space. Time should be taken during these rehearsals to ensure that children understand where to stand and, if creating a dance piece, ensuring that children know where to move so that the stage is filled and patterns are clear; thus creating a polished performance. Should a rehearsal not be provided, rehearsals leading up to the performance should pay particular attention to entrances and exits, if using a space with wings, in order for children to be aware of where they come on and off stage. Children should also have the opportunity to look at the performance space in order to familiarise themselves as much as possible prior to the performance.

Extra-curricular activities:

All of our children have equal access to lunchtime and after school clubs which develop engagement in Performing Arts. Afterschool clubs are designed for enjoyment but also to develop children's technique. At times, activities may form part of a rehearsal process and work up to a performance. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. No child is excluded from an educational visit because of SENDs or medical needs.

Resources:

- All schools have access to a hall and staging
- Sound systems
- Music lessons taught by specialist teachers.
- Training provided by specialist staff.
- Radio mics
- Microphones with a stand
- Video camera
- Other venues e.g. the Church are also available.

Monitoring and review:

The Performing Arts Leader and other specialist staff are able to support staff in their teaching of Performing Arts. These staff strive to keep their subject knowledge current and up to date. Each term, relevant planning should be sent to the Performing Arts Leader to ensure coverage of performing arts (particularly drama).