

Performance

The Performance curriculum is designed to ignite our students' creativity and passion and promote a lifelong love of the Arts. Within Drama, Music and Dance, students are given the opportunity to explore the world around them through the practical application of a wide range of styles, techniques and the study of practitioners. Students are encouraged to develop their group work skills as well as make independent decisions. Throughout the Performance curriculum, the emphasis is on practical work and the development of performance skills and technique.

How is the curriculum planned?

The curriculum within all three areas of Performance at Key Stage Three is designed to increase confidence, leadership and group work skills as well as building on technique and application through both Key Stages.

The Admiral Lord Nelson School Music curriculum is about experiencing live and digital music through creativity and performance. Musicianship skills such as playing instruments, reading notation, analysing and listening to music are taught through practical projects.

Students improvise and compose their own music, drawing on their experience with different musical styles from western and world music traditions. Students use music technology to record, edit, loop, notate and sequence music.

In Dance the curriculum is designed to promote students' ability to feel comfortable with how their bodies move and aims to develop self-confidence and self-esteem. The key aims are to empower independent and creative learners who are able to appreciate dance as a form of expression and develop an understanding about what makes a good performance through the exploration of a range of styles, techniques and professional works.

The curriculum in Drama is associated with play, especially play that involves pretending to be someone else. This act of 'play' is an important element of children's learning. The curriculum gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Key Stage 3 develops the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, communication and critical thinking through the practical exploration of different genres, styles and performances. Drama education is particularly closely allied to other art subjects and to English. It supports their teaching of English by developing communication skills, through practical exploration of texts and stimuli.

All departments have a progress ladder at Key Stage 3 which reflects the BTEC assessment criteria building performance technique, creating work, focus and skills development. Students are encouraged to reflect on their own development and constantly target set to improve their work and build confidence. At Key Stage 4 students can study a BTEC Technical Award in any of the three areas, the courses build on prior knowledge and explore a range of professional works as well as allowing students to develop their own performance techniques.

The Performance curriculum is designed to enrich students' cultural capital through the experiences of live performances, professional work, visiting venues and inviting in professional artists to work with our students. As an Artsmark Platinum school, we are committed to developing these experiences for students at every available opportunity.



How is the curriculum delivered/taught?

The focus in all three areas of Performance is on the development of practical skills and technique along with the sharing of work and celebration of success. Within Drama, Dance and Music, lessons are both theoretical and practical and are centred on developing a range of knowledge, skills and techniques that not only will prepare students for Key Stage 4 and beyond but are also invaluable across all other subject areas. Students are taught how to engage imaginatively and intellectually with all art forms and conventions through scripted and devised performances, listening to and performing music and creating their own dance as well as the re-creation of professional work.



A range of activities take place across performance with each scheme of learning developing the knowledge, skills and technical language that have been explored in prior learning. Students are given immediate feedback on their performance work and supported whilst creating and developing work at every stage which is always focused on improving their work and challenging their creativity. Peer learning is a vital part of Performance, students are expected to feedback on each other's work and act upon feedback received. Students are frequently used as "experts" to deliver warm ups, direct short performances or lead small groups.

Independent Learning at Key Stage 3 is participation and all students are required to join a club which promoted their social and cultural education.

Technical vocabulary is displayed throughout the faculty and used at all levels. Students are required to use very specific vocabulary at BTEC level so this is introduced early, explained and explored and linked to other words and areas of the curriculum. A glossary is shared within student assessment booklets at Key Stage 3 and throughout BTEC portfolios at Key Stage 4.

Students complete research projects at Key Stage 4 into all areas of Performance and the industry so are encouraged to read and research as much as possible. It is a formal part of their assessment to present their findings and teach others about a chosen area. Students are expected to view live theatre, listen to Music and experience live Dance as frequently as possible both to support their formal arts education but also as an on-going approach to raising cultural capital.

How is the curriculum assessed?

Assessment is on-going and feedback is constant. The nature of Performance is that it exists within the moment so verbal feedback is key for development. Students in Key Stage 3 are assessed through their practical performance work. Students complete a practical project at the end of each scheme of learning. This could be a workshop or a polished performance. They are marked using the criteria on the Drama progress ladder which they then use to set targets to develop their skills further. Students are assessed on their use of a range of techniques, how they work as part of a group, how well they can devise, compose and create work and perform back to an audience. These criteria all link directly to BTEC courses at Key Stage 4.

In Key Stage 4 students can follow the Edexcel BTEC Tech Awards. The courses are assessed through three components which require the study and understanding of professional works, the industry and developing their own performance skills in their chose discipline. All courses are assessed through a mixture of performance, written projects and examinations.

Careers within the Performing Arts?

A career within the Performing Arts is not just all about performing - within creative industries only a small percentage are actual performers. Obviously, people have careers as actors, comedians, musicians, dancers and singers. Performance jobs are not just in the theatre or on TV, performers work at festivals, in education, on cruise ships and at theme parks. There are jobs behind the scenes too, such as sound technician, props manager or hair and make-up artist, administration, box office and promotions.

At Admiral Lord Nelson School, we work closely with our local colleges and arts venues so that all students are aware of their options beyond Key Stage 4. Portsmouth College and Southdowns come in to school to offer workshops and taster sessions for students as part of our curriculum offer in all three subject areas. The Portsmouth Guildhall run their Creative Roadshow from Admiral Lord Nelson School highlighting all career pathways within the industry through practical workshops. We regularly visit our local colleges to see performance work and encourage work experience in local venues.

