Subject Policy: Performing Arts

Updated: September 2023

Next Update: September 2024

Rationale – *What is the evidence base for selected strategies and curriculum choices?*

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. Please review our Teaching and Learning Policy for further information on our whole school approach and evidence informed practice. We have selected 3 subject specific areas of focus to highlight our evidence informed practice, as follows:

Group Work as an Incentive for Learning

Pupils attending Woodlane may come to school with a range of barriers to learning. Some of these areas of needs can be found in the following areas:
- communication and interaction
- cognition and learning,
- social, emotional and mental health
- sensory and physical

Therefore, through our Drama lessons, we aim to create an environment which is enjoyable and stimulating. We encourage the use of group work as it becomes a positive experience which results in successful learning. "Group work as an incentive for learning" allows pupils to develop the key skills in the areas of needs listed above. This allows pupils to learn something and are more motivated to achieve. Group work at Woodlane involves collaborative learning which always includes interaction, collaboration and utilization of the groups' competences. At Woodlane, we encourage collaborative work as it promotes both academic achievement and collaborative abilities (Johnson et al. 2004).

Hammar Chiriac (2014) stated that pupils learned more different things when working in groups than they would have if working alone. Hammar Chiriac (2014) also stated the following benefits of group work as an incentive:

- *Group work increases efficiency.*
- *Improves cooperation in the classroom.*
- *Students learn to inquire, share ideas, clarify differences, problem-solve and construct new understandings.*
- *Students help one another.*

Visual Supports for Behaviour in Students with Autism

Some pupils attending Woodlane may have a primary diagnosis of Autism. We aim to support our pupils with the use of visuals. Visual supports are an important form of communication that helps individuals with autism to increase understanding of verbal language and nonverbal communications. It can also help pupils with self-regulation. *"The use of visuals can provide the support necessary to greatly improve a child's*

understanding and ability to communicate, helping children be more active, independent and successful participants in their lives" (Dudek, 2022). Teaching pupils how to self-regulate is an important aspect of pupils' becoming independent and being aware of their emotions and behaviours. Therefore, in our Performing Arts lessons, we use a range of visuals to support our pupils, such as:

- First/then visual schedule
- Visual reminders of their classroom expectations
- Visual choice board
- Visual timetable
- Lesson menu

Music as Emotional Regulation

Working with young people with a range of needs requires a wide variety of strategies to support emotional regulation. Many pupils at Woodlane, regardless of their literacy or numeracy skills, can be highly creative and interested in the arts. This interest can often create a positive route to de-escalation of anger and anxiety, and emotional regulation.

A large scale study from 2007, by Saarikallio and Erkkila (Society for Education, Music and Psychology Research) looked at the benefits to children for music as a way to emotionally regulate. The study was called, 'The role of music in adolescents' mood regulation'. *"Music provided the adolescents with relaxing, energizing and revitalizing experiences"* and that the young people stated that they regularly used music for *"relaxation in the evenings and providing energy in the mornings."* This link between mood and music is at the heart of it's use. When asked why they used music in this way, children in the study reflected, *"when there was silence their minds easily started straying. Music filled the silence, and helped the adolescents to forget about disturbing feelings and thoughts that kept going round and round in their heads."*

"Music was an effective way of releasing anger, but also sadness and depression. Music worked as a reflective surface through which sad emotions could be expressed." However the study went further by noting that within activities such as drumming, young people found a considerable release of emotion and this discharged the emotional pressure they may have been feeling. *"Music gave form to negative emotions, helped the adolescents to release them and made them feel better."*

Music is used at Woodlane firstly through structured Music lessons, with pupils able to use techniques such as body percussion to engage physically and emotionally with music. Music is listened to and examined, and pupils create songs using instruments and digital devices, which they often find an extremely positive process. Outside of music lessons, many teachers use music in the form of mindfulness and meditation at various

points in a lesson. Music is used in our sensory room, with selections made based on the need and arousal state of the pupil. It is also used at the office when a pupil presents with more acute anxiety and, alongside the therapy dogs, forms a key part of the emotional regulation of the pupils.

Intent – *What is Woodlane aiming to achieve through its Performing Arts curriculum?*

- To develop a love of the Music and Drama.
- To develop the habit of listening to Music widely and for enjoyment.
- To use Music and Drama in order to support and enhance social interaction.
- To engage pupils through multi-sensory lessons.
- To develop communication skills to express pupils' emotions and thoughts through a range of creative techniques.
- To develop literacy skills through lyric based song writing projects.
- To engage with Music as a therapeutic medium, developing pupils' skills for emotional self-regulation.

Implementation – *How is the Woodlane Performing Arts delivered?*

Curriculum Delivery

- Pupils have full access to Performing Arts (Music and Drama) which is differentiated to meet pupils' learning needs and styles.
- The Performing Arts curriculum is designed to be challenging, appropriate to each pupil's stage of development.
- The Music Curriculum offers opportunities for cross-curricula learning, to ensure pupils make significant personal development, including:
  - ✓ Theme Day Workshops;
  - ✓ End of Year Talent Show;
  - ✓ After school and lunchtime Music Club;
  - ✓ Individual Instrumental lessons or targeted sessions;
  - ✓ Engagement with Tri-borough Music Hub activities and events;
  - ✓ Communication development through Drama and Music elements i.e. spoken language activities, song writing projects and assembly performances.
- The KS3 Performing Arts curriculum is taught through:
  - ✓ Bi-weekly 50-minute Music lessons with a Music teacher for all KS3 pupils.
  - ✓ Bi-weekly 50-minute Drama lessons with the Transition Leader for those pupils in Year 8 and 9.

- ✓ Weekly 50-minute Drama lessons with the Transition Leader, supported by the Speech and Language Therapy team, for those pupils in Year 7.
- ✓ Pupils in the Nurture Class have an additional 50-minute music/communication sessions lesson weekly to work on key communication elements from their EHCP.
- The skill of performing is important to us, we therefore also provide pupls will opportunities to perform or contribute to school assemblies and when appropriate events such as a talent show year.
- We provide additional extra-curricular activities including:
  - ✓ After school music club;
  - ✓ Lunchtime music club;
  - ✓ Music and Performance activities in the playground, (stage area) weekly;
  - ✓ Opportunities for pupils to 'dress up' as characters from books in World Book Day events, or take part in role-play activities, e.g. assume the role of an interviewer through PSCHE - Careers Learning.

Teaching and Learning

- Our pupils are taught by a specialist musician who has experience working with SEND pupils. The school employs this teacher through the Tri-Borough Music Hub to ensure appropriate support and line management is in place.
- Teachers delivering Drama sessions have a wide range of skills and expertise at using drama to support delivery of the curriculum learning.
- The Performing Arts curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation is implemented when required.
- In Performing Arts we have a 3-tiered approach to supporting a pupil's learning, including:

  Universal – this is the teaching your child will receive from the Music subject teacher and will include adaptations to match learning needs. All classes:

  - ✓ The opportunity to learn performance-based skills on a range of musical instruments.
  - ✓ The opportunity to learn basic song writing and music production techniques.
  - ✓ Develop listening and communication skills with practical group work in both Drama and Music.
  - ✓ Are supported by a trained classroom teacher.
  - ✓ Have approximately 10 pupils per class to ensure there is a high level of support available from the teacher and TA;
  - ✓ Are multi-sensory;

- ✓ Have opportunities to use tools and technology to support and enhance their progress and enjoyment, including Garage band music production software and video cameras to evidence work.
- ✓ Developing skills to help pupils with social and emotional needs (such as ASD) access music as a therapeutic medium.
- ✓ Maximise progress by using the assessment program B-squared.

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes. Interventions may include:

- ✓ Certificate based qualifications through the AQA unit award scheme.
- ✓ One to one instrumental or vocal lessons for named pupils.
- ✓ One to one help with performance skills and encouragement to perform in public settings.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

Assessment

- Pupils collate class books, where they showcase their best work and progress over time in Music and Drama. Evidence of these activities is also available cross-curricular where it takes place in different lessons, e.g. PSCHE – Careers Learning.
- Pupils complete work on iPad/Computers that is stored and accessible at times of assessment or to showcase achievement with parents/key professionals.
- Our bespoke Flight Path is used to track the progress of pupils in Performing Arts and determine expected outcomes from different starting points.
- Performing Arts teachers use a range of formative and summative assessment procedures to assess progress and attainment, including:
  - ✓ daily marking;
  - ✓ self/peer assessment;
  - ✓ AQA unit award scheme
  - ✓ B-Squared etc.

Impact *– What difference is the Performing Arts curriculum making on pupils?*

- The vast majority of pupils meet or exceed their expected progress in Music
- Where pupils take a qualification, the vast majority meet or exceed their expected outcomes.
- Pupils identified as gifted and talented are encouraged to continue their learning within Performing Arts past KS3. These pupils may take a qualification, such as Unit Award Scheme.
- Pupils are well-prepared for the next stage of their education.
- Performing Arts is embedded across the school and feeds into all subjects. Excellent progress in this subject has a significant benefit for pupils in all other subjects, such as English.
- Pupils develop a love of performance and their confidence has been shown to increase throughout their time.
- Functional skills and life-skills are embedded in the Performing Arts curriculum and are personalised for each pupil. This supports pupils to make the leap to post-16 provision and meets their needs when entering the world of work.

Appendix

Performing Arts Curriculum Map – *What will the pupils learn and when?*

Term	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Key Stage 3 Music	Bi-weekly 50-minute Music lessons with a Music teacher for all KS3 pupils.		Bi-weekly 50-minute Music lessons with a Music teacher for all KS3 pupils.		Bi-weekly 50-minute Music lessons with a Music teacher for all KS3 pupils.	
Content	**Body Percussion and Untuned Instruments** Students will learn to mark the beat with body actions, such as clicking, clapping and stamping and follow a simple graphic score and develop a shared musical vocabulary around beats and rests. Pupils will meet a number of key targets including: • Responding to signals for start and stop • Feeling the pulse & marking the beat by counting • Following a simple graphic score • Marking the beat with body actions (such as clap, pat, stamp, etc) • Understanding basic notation • Encouraging listening to one another and if necessary to stop, listen and re-join the group • Developing awareness of musical notation. • Singing a song (Three Little Birds – Bob Marley) – starting and stopping percussion playing.		**Focus on singing and creativity/composing** Students will use the skills developed in the Autumn Term and move towards greater autonomy in their music creation. Pupils will meet a number of key targets including: • Vocal warm-ups and games Writing a song from scratch linked to class topic. • Vocalizing base lines and modelling sounds of instruments • Using Beat box • Introducing instruments and combining singing and playing		**Focus on music instruments and technology** Students will use the skills developed in the previous two terms and incorporate a wider variety of instruments and technology to make and record their own compositions. Pupils will meet a number of key targets including: • Continuing to explore instruments and creating own compositions on instruments. • Using music technology (GarageBand) to make beats and soundscapes. • Create and record pupil's backing tracks • Creating pupil's own piece of music, accompanied by own GarageBand beat	
Skills / **All**	- Listens to and engages with a range of music - Holds and plays classroom instruments generally correctly - Investigates how to make sounds on different instruments - Improvises a simple rhythm - Selects an instrument by function e.g. striking/shaking to make a sound - Identifies personal preferences for songs - Evaluates music they've heard using simple words - Performs in a group - Starts playing or singing at the correct time in a familiar song or piece of music		- Creates sounds to accompany a story, picture, feeling, etc. - Sings songs with and without an accompaniment - Mouths or chants the words in time with an accompaniment		- Creates a musical sequence which has a beginning and an end - Creates a short musical sequence that combines long and short sounds - Successfully uses basic features in GarageBand	

Most	- Listens to and comments simply on a variety of instrumental and vocal music - Performs a solo - Changes dynamics when playing an instrument in the course of the music - Starts playing or singing at the correct time in a familiar song or piece of music - Composes music with symbols to represent long/short sounds - Claps back short rhythmic patterns of four beats which include rests - Sings songs with and without an accompaniment - Creates a pattern which shows a contrast in dynamics - Determines between one strand or more than one strand of music when listening to music - Listens to recorded and live music for a short period, commenting simply on musical elements - Rehearses with others in small group	- Says a chant mostly in time with others - Watches and follows the conductor to know how and when to play, e.g. faster, louder, to stop or start playing - Communicates about music they like, commenting on musical elements - Sings songs, says chants and rhymes with others - Sings songs confidently with others - Demonstrates awareness of pitch when following the shape of a melody whilst singing - Follows the conductor's lead - Performs in a group, keeping a steady pulse	- Creates a beat using music technology. - Creates a soundscape using music technology. - Performs a rhythm to a given pulse
Some	- Controls the level of dynamics when playing a tuned or untuned instrument - Sings songs confidently with others - Performs a short piece alone and in a group with symbols as support - Performs a rhythm to a given pulse - Demonstrates awareness of pitch when following the shape of a melody whilst singing - Communicates about the structure of music they hear in simple terms, e.g. repeating chorus in a song - Plays a range of untuned classroom instruments musically (swap) - Performs a short piece alone and in a group with symbols as support - Plays or claps from their simple notation, e.g. graphical - Follows the conductor's lead - Performs in a group, keeping a steady pulse	- Pinpoints the different sections of a song, e.g. chorus, verse - Listens to and discusses a genre of music, e.g. songs from different countries, folk songs - Discusses how a piece of music reflects its purpose - Sings back a melody from a song they have heard	- Explores sounds through software - Selects and combines sounds they want in their compositions, e.g. type of instruments and how they are played through software

Term	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Nurture Class Music	Bi-weekly 50-minute Music lessons with a Music teacher for all pupils within both KS3 and KS4 Nurture Classes.		Bi-weekly 50-minute Music lessons with a Music teacher for all pupils within both KS3 and KS4 Nurture Classes.		Bi-weekly 50-minute Music lessons with a Music teacher for all pupils within both KS3 and KS4 Nurture Classes.	

Content	• Introduction to the basics of music:
	   o rhythm
	   o dynamics
	   o tempo.
	• Learning to take part in musical activities and stopping/starting correctly.
	• Building confidence with singing familiar and unfamiliar songs.
			• Exploring instruments more deeply.
			• Building up expressive and technical skills on instruments.
			• Building listening skills and audience behaviour.
					• Exploring music technology through beat-making.
					• Expressing preferences about music.	

Skills		Autumn A / Autumn B	Spring C / Spring D	Summer E / Summer F
	All	- Stops and starts when the music begins and finishes - Shows some control with an instrument - Plays a range of classroom instruments in the manner that has been demonstrated, e.g. hit, shaken, plucked - Imitates an action with their instrument to play loudly or quietly - Starts and stops performing in response to a signal from the conductor	- Makes a range of sounds on an instrument - Creates sounds on an instrument in response to a word, e.g. plays fast notes to "Run", slow notes to "Walk", etc.	- Explores sound using a simple computer program - Starts and stops performing in response to a signal from the conductor
	Most	- Experiments with moving to music in different ways - Participates in action rhymes and songs - Sings familiar songs with others, starting and stopping at the correct time - Holds and plays classroom instruments generally correctly - Investigates how to make sounds on different instruments	- Demonstrates appropriate audience behaviour, e.g. listening quietly - Experiments with moving to music in different ways - Sorts a group of instruments into those which are plucked, banged or blown with support	- Communicates about how the music makes them feel - Experiments with moving to music in different ways
	Some	- Repeats a rhythmic pattern - Improvises a simple rhythm	- Suggests how to play an instrument they are unfamiliar with - Selects an instrument by function e.g. striking/shaking to make a sound	- Expresses simple reasons why they like or dislike a piece of music, e.g. too fast, too slow

Term	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Nurture Class Drama	**Drama:** Once per week All 'Drama' (Social Skills) sessions in Year 7 are planned and delivered jointly by the Nurture Class and a member of the Speech and Language Therapy Team. Please note that the following plan is used as a guideline and that adaptations may be made on a termly basis to meet the specific needs of the pupils in Year 7 in order to respond to clinical needs and/ or targeted outcomes for the year group.		**Drama:** Once per week All 'Drama' (Social Skills) sessions in Year 7 are planned and delivered jointly by the Nurture Class and a member of the Speech and Language Therapy Team. Please note that the following plan is used as a guideline and that adaptations may be made on a termly basis to meet the specific needs of the pupils in order to respond to clinical needs and/ or targeted outcomes for the groups.		**Drama:** Once per week All 'Drama' (Social Skills) sessions in Year 7 are planned and delivered jointly by the Nurture Class and a member of the Speech and Language Therapy Team. Please note that the following plan is used as a guideline and that adaptations may be made on a termly basis to meet the specific needs of the pupils in order to respond to clinical needs and/ or targeted outcomes for the groups.	
Content	**Self-managers** - Organisation - Speaking and listening skills - Personal space - Emotions - Identify and use self / other regulatory strategies to support emotional regulation - Problem solving and choices	**Group cohesion and Team working** - Expected and unexpected communication skills and behaviours - Collaboration towards a common goal - Take on different roles within a group / activity - Resolve issues to reach common outcomes - Supportive feedback	**Conversation Skills** - Conversations - Topics of shared interest, 'The Green Zone' - Questions and commenting - Showing people, you are interested; verbal and non-verbal communication	**Friendships** - Making friend files - Levels of friendships - How communication changes depending on the person - Asserting self	**Reflective learners** - What is my communication and learning profile? - What strategies help me to communicate and learn? - Understanding myself and others	
Skills / **All**	- Will organise themselves using the supports available e.g. visual timetable, lesson menus, organisational checklists as appropriate - Categorise concrete and visually represented communication / behaviour / choices using A (expected) B (unexpected) framework - Label concrete emotions - Identify the communication skills needed to show 'whole body listening' i.e. eyes looking, ears listening, stack your blocks and brain thinking - Participate in small group work, attending for 3-4 turns to reach a common goal - Give a compliment using communication board / language scripts		- List their preferred topics from choices provided - Use frameworks to share their topics of choice with others - Ask a question or make a comment using supports e.g. chat board / language script - List what they like in a friend (attributes) from a choice - Group people according to their relationship with them: family, friend, school staff - Understand and use basic phrases to agree or say no with friends		- Identify their skills from the list provided - Make a communication profile listing their strengths and needs	

Most	- Be able to organise themselves with minimal prompting following on from teaching sessions - Identify and talk about 'expected' and 'unexpected' communication / behaviours/ choices relating to personally relevant examples provided - Categorise problems according to severity; small, medium and large - Identify strategies to support when problems arise - Label emotions and identify regulatory strategies to go with target emotions - Respond to regulatory choices provided by adults - Participate in small group work, showing 'active listening' - Give a compliment to a peer	- Share and listen to partners preferred topics of conversation - Identify shared topics of interest - Use questioning and commenting to show interest in others using supports e.g. question, comment and compliment scripts - Understand and demonstrate thinking of others during conversation - Maintain a topic for at least 2 turns - List what they like in a friend (attributes) - Group important people in their lives into different relationship categories - Discriminate between positive and negative attributes in a friend according to a setting - Identify and role play different ways to agree or say no with friends	- Identify their skills from the list provided - Make a communication profile listing their strengths and needs - Identify strategies that support them from choices provided
Some	- Be able to organise themselves independently following session - Respond positively to change, seeking advice and support when needing to manage their emotions - Show flexibility and use self / other regulation strategies to support their transition to their new school - Discuss and explore how to transfer problem solving skills to other contexts within their school or home community - Explore similar emotions words and be able to scale them i.e. happy/ ecstatic - Be able to self-monitor and use regulatory strategies to support self when emotionally dysregulated - Reflect on own self and adapt emotional responses based on feedback provided by adults - Be able to demonstrate active listening and collaboratively work to complete a task with a common outcome the duration of the task	- Understand what makes a successful conversation - Use questioning and commenting to show interest in others by using question, comment and compliment - Initiate and maintain a conversation with someone on a topic not of their choosing - Maintain topic with minimal support - Adapt their communication style, both verbal and non-verbal skills according to their listener and setting - Describe a friend (attributes) - Understand and talk about the different levels of friendships - Identify ways they can assert themselves with friends according to a context	- Explore their skills and identify strategies that supports their communication and learning profile - Present their communication profile listing their strengths and needs

Term	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
KS3 Drama	Bi-weekly 50-minute Drama lessons with the Transition Leader for those pupils in Year 8 and 9. Weekly 50-minute Drama lessons with the Transition Leader, supported by the Speech and Language Therapy team, for those pupils in Year 7.		Bi-weekly 50-minute Drama lessons with the Transition Leader for those pupils in Year 8 and 9. Weekly 50-minute Drama lessons with the Transition Leader, supported by the Speech and Language Therapy team, for those pupils in Year 7.		Bi-weekly 50-minute Drama lessons with the Transition Leader for those pupils in Year 8 and 9. Weekly 50-minute Drama lessons with the Transition Leader, supported by the Speech and Language Therapy team, for those pupils in Year 7.	
Content	**Self-managers** - Organisation - Speaking and listening skills - Personal space - Emotions - Identify and use self / other regulatory strategies to support emotional regulation - Problem solving and choices	**Group cohesion and Team working** - Expected and unexpected communication skills and behaviours - Collaboration towards a common goal - Take on different roles within a group / activity - Resolve issues to reach common outcomes - Supportive feedback	**Group cohesion and Team working** - Expected and unexpected communication skills and behaviours - Collaboration towards a common goal - Take on different roles within a group / activity - Resolve issues to reach common outcomes - Supportive feedback	**Conversation Skills** - Conversations - Topics of shared interest, 'The Green Zone' - Questions and commenting - Showing people, you are interested; verbal and non-verbal communication -	**Friendships** - Making friend files - Levels of friendships - How communication changes depending on the person - Asserting self	**Reflective learners** - What is my communication and learning profile? What strategies help me to communicate and learn? - Understanding myself and others

		Skills – All
- Will organise themselves using the supports available e.g. visual timetable, lesson menus, organisational checklists as appropriate - Categorise concrete and visually represented communication / behaviour / choices using A (expected) B (unexpected) framework - Label concrete emotions - Identify the communication skills needed to show 'whole body listening' i.e. eyes looking, ears listening, stack your blocks and brain thinking - Participate in small group work, attending for 3-4 turns to reach a common goal - Give a compliment using communication board / language scripts	- List their preferred topics from choices provided - Use frameworks to share their topics of choice with others - Ask a question or make a comment using supports e.g. chat board / language script - List what they like in a friend (attributes) from a choice - Group people according to their relationship with them: family, friend, school staff - Understand and use basic phrases to agree or say no with friends (continue with various skills from Autumn A and B)	- Identify their skills from the list provided - Make a communication profile listing their strengths and needs

Most	- Be able to organise themselves with minimal prompting following on from teaching sessions - Identify and talk about 'expected' and 'unexpected' communication / behaviours/ choices relating to personally relevant examples provided - Categorise problems according to severity; small, medium and large - Identify strategies to support when problems arise - Label emotions and identify regulatory strategies to go with target emotions - Respond to regulatory choices provided by adults - Participate in small group work, showing 'active listening' - Give a compliment to a peer	- Share and listen to partners preferred topics of conversation - Identify shared topics of interest - Use questioning and commenting to show interest in others using supports e.g. question, comment and compliment scripts - Understand and demonstrate thinking of others during conversation - Maintain a topic for at least 2 turns - List what they like in a friend (attributes) - Group important people in their lives into different relationship categories - Discriminate between positive and negative attributes in a friend according to a setting - Identify and role play different ways to agree or say no with friends	- Identify their skills from the list provided - Make a communication profile listing their strengths and needs - Identify strategies that support them from choices provided	
Some	- Be able to organise themselves independently following session - Respond positively to change, seeking advice and support when needing to manage their emotions - Show flexibility and use self / other regulation strategies to support their transition to their new school - Discuss and explore how to transfer problem solving skills to other contexts within their school or home community - Explore similar emotions words and be able to scale them i.e. happy/ ecstatic - Be able to self-monitor and use regulatory strategies to support self when emotionally dysregulated - Reflect on own self and adapt emotional responses based on feedback provided by adults - Be able to demonstrate active listening and collaboratively work to complete a task with a common outcome the duration of the task	- Understand what makes a successful conversation - Use questioning and commenting to show interest in others by using question, comment and compliment - Initiate and maintain a conversation with someone on a topic not of their choosing - Maintain topic with minimal support - Adapt their communication style, both verbal and non-verbal skills according to their listener and setting - Describe a friend (attributes) - Understand and talk about the different levels of friendships - Identify ways they can assert themselves with friends according to a context	- Explore their skills and identify strategies that supports their communication and learning profile - Present their communication profile listing their strengths and needs	