



**Woodlane High School**

achieving success in a nurturing environment

# **Subject Policy: Performing Arts**

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**Next Update: September 2022**

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### **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 Music Club;
  - ✓ Individual Instrumental lessons or targeted sessions;
  - ✓ 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 lessons.
- Pupils in Year 7 have an additional drama lesson weekly, supported by the SaLT.
- Pupils in the Nurture Class have their own music lesson weekly and do not join the rest of the school's cohort.
- Where a pupil is identified as gifted and talented, further targeted support including timetabled lessons, may be provided.
- Where a pupil has a need that can be supported through music-based provision, e.g. Music therapy, this may be explored.
- The Performing Arts curriculum is designed to build and expand on previous skills and subject knowledge, over KS3. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate

- new knowledge into larger ideas (view our Performing Arts curriculum map in Appendix).
- We offer qualifications in Music, which are selected to appropriately challenge, based on each pupil's stage of development, including:
    - ✓ Certificate based Music Unit qualification (AQA Unit Award Scheme) at Level 1, Entry Level or Pre-Entry Level.
  - The skill of performing is important to us, we therefore also run an annual talent show at the end of the academic year which provides pupils to perform to the school and parents. We also encourage performances throughout the year in assemblies.
  - We provide additional extra-curricular activities including:
    - ✓ After school music club

### **Teaching and Learning**

- Our pupils are taught by a specialist musician who has experience working with SEND pupils and has worked in the music industry.
- The Music curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation is implemented when required.
- In Music 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.
- ✓ Are supported by a classroom teacher
- ✓ Have a maximum of 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.
- ✓ 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.
- Pupils complete work on Ipads/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 Music and determine expected outcomes from different starting points.
- Music 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 Music 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
<b>Year 7</b>	<p><b>Drama:</b> Once per week All 'Drama' (Social Skills) sessions in Year 7 are planned and delivered jointly by the Transition Team 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.</p>				<p><b>Drama:</b> Once per fortnight A continued focus on identifying and reflecting on communication.</p> <p><b>Music:</b> Once per fortnight Introduction to music lessons through kinaesthetic elements.</p>	
<b>Content</b>	<p><b>Drama:</b> <b>Self-managers</b></p> <ul style="list-style-type: none"> <li>- Organisation</li> <li>- Speaking and listening skills</li> <li>- Personal space</li> <li>- Emotions</li> <li>- Identify and use self / other regulatory strategies to support emotional regulation</li> <li>- Problem solving and choices</li> </ul>	<p><b>Drama:</b> <b>Group cohesion and Team working</b></p> <ul style="list-style-type: none"> <li>- Expected and unexpected communication skills and behaviours</li> <li>- Collaboration towards a common goal</li> <li>- Take on different roles within a group / activity</li> <li>- Resolve issues to reach common outcomes</li> <li>- Supportive feedback</li> </ul>	<p><b>Drama:</b> <b>Conversation Skills</b></p> <ul style="list-style-type: none"> <li>- Conversations</li> <li>- Topics of shared interest, 'The Green Zone'</li> <li>- Questions and commenting</li> <li>- Showing people you are interested; verbal and non-verbal communication</li> </ul>	<p><b>Drama:</b> <b>Friendships</b></p> <ul style="list-style-type: none"> <li>- Making friend files</li> <li>- Levels of friendships</li> <li>- How communication changes depending on the person</li> <li>- Asserting self</li> </ul>	<p><b>Drama:</b> <b>Reflective learners</b></p> <ul style="list-style-type: none"> <li>- What is my communication and learning profile?</li> <li>- What strategies help me to communicate and learn?</li> <li>- Understanding myself and others</li> </ul> <p><b>Music:</b> <b>Beatboxing/Chair drumming/Electric drum kit</b></p> <ul style="list-style-type: none"> <li>- Introduction to basic beatboxing technique</li> <li>- Introduction to chair drumming</li> <li>- Introduction to using the drum kit</li> </ul>	
<b>Skills</b>	<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Will organise themselves using the supports available e.g. visual timetable, lesson menus, organisational checklists as appropriate</li> <li>- Categorise concrete and visually represented communication / behaviour / choices using <b>A</b> (expected) <b>B</b> (unexpected) framework</li> <li>- Label concrete emotions</li> <li>- Identify the communication skills needed to show 'whole body listening' i.e. eyes looking, ears listening, stack your blocks and brain thinking</li> <li>- Participate in small group work, attending for 3-4 turns to reach a common goal</li> <li>- Give a compliment using communication board / language scripts</li> </ul>		<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- List their preferred topics from choices provided</li> <li>- Use frameworks to share their topics of choice with others</li> <li>- Ask a questions or make a comment using supports e.g. chat board / language script</li> <li>- List what they like in a friend (attributes) from a choice</li> <li>- Group people according to their relationship with them: family, friend, school staff</li> <li>- Understand and use basic phrases to agree or say no with friends</li> </ul>		<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Identify their skills from the list provided</li> <li>- Make a communication profile listing their strengths and needs</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Recognise how to use 'Boots and Cats' to make a basic beatbox</li> <li>- Play a simple single element of a chair drum kit with occasional accuracy</li> <li>- Sit in the correct position on the drum kit and hold two drum sticks in the correct technique</li> </ul>	

<b>Most</b>	<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Be able to organise themselves with minimal prompting following on from teaching sessions</li> <li>- Identify and talk about 'expected' and 'unexpected' communication / behaviours/ choices relating to personally relevant examples provided</li> <li>- Categorise problems according to severity; small, medium and large</li> <li>- Identify strategies to support when problems arise</li> <li>- Label emotions and identify regulatory strategies to go with target emotions</li> <li>- Respond to regulatory choices provided by adults</li> <li>- Participate in small group work, showing 'active listening'</li> <li>- Give a compliment to a peer</li> </ul>	<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Share and listen to partners preferred topics of conversation</li> <li>- Identify shared topics of interest</li> <li>- Use questioning and commenting to show interest in others using supports e.g. question, comment and compliment scripts</li> <li>- Understand and demonstrate thinking of others during conversation</li> <li>- Maintain a topic for at least 2 turns</li> <li>- List what they like in a friend (attributes)</li> <li>- Group important people in their lives into different relationship categories</li> <li>- Discriminate between positive and negative attributes in a friend according to a setting</li> <li>- Identify and role play different ways to agree or say no with friends</li> </ul>	<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Identify their skills from the list provided</li> <li>- Make a communication profile listing their strengths and needs</li> <li>- Identify strategies that support them from choices provided</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Beat box a single element of a simple beat with some accuracy</li> <li>- Combine two elements of a chair drum kit with some accuracy</li> <li>- Play a single element of the drum kit with occasional accuracy</li> </ul>
<b>Some</b>	<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Be able to organise themselves independently following session</li> <li>- Respond positively to change, seeking advice and support when needing to manage their emotions</li> <li>- Show flexibility and use self / other regulation strategies to support their transition to their new school</li> <li>- Discuss and explore how to transfer problem solving skills to other contexts within their school or home community</li> <li>- Explore similar emotions words and be able to scale them i.e. happy/ ecstatic</li> <li>- Be able to self-monitor and use regulatory strategies to support self when emotionally dysregulated</li> <li>- Reflect on own self and adapt emotional responses based on feedback provided by adults</li> <li>- Be able to demonstrate active listening and collaboratively work to complete a task with a common outcome the duration of the task</li> </ul>	<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Understand what makes a successful conversation</li> <li>- Use questioning and commenting to show interest in others by using question, comment and compliment</li> <li>- Initiate and maintain a conversation with someone on a topic not of their choosing</li> <li>- Maintain topic with minimal support</li> <li>- Adapt their communication style, both verbal and non-verbal skills according to their listener and setting</li> <li>- Describe a friend (attributes)</li> <li>- Understand and talk about the different levels of friendships</li> <li>- Identify ways they can assert themselves with friends according to a context</li> </ul>	<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Explore their skills and identify strategies that supports their communication and learning profile</li> <li>- Present their communication profile listing their strengths and needs</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Beat box all elements of a simple beat with reasonable accuracy</li> <li>- Combine all three elements of a chair drum kit with reasonable accuracy</li> <li>- Play two or more elements including pedals on the drum kit with some accuracy</li> </ul>

Term	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E	
<b>Year 8</b>	<p><b>Music:</b> Once per week Pupils take part in session on the musical alphabet, learning about various instruments and how they are played, as well as exploring rhythm and tempo.</p>		<p><b>Drama:</b> Once per fortnight Drama is used to teach key skills within PSCE lessons. Image in Action deliver RSE support, focusing on relationships, social skills, consent, appropriate/in-appropriate and legal issues.</p> <p><b>Music:</b> Once per fortnight Pupils take part in song writing and performance skills.</p>		<p><b>Drama:</b> Once per week Drama is used to teach key skills within PSCE lessons. Image in Action deliver RSE support, focusing on relationships, social skills, consent, appropriate/in-appropriate and legal issues.</p>		
<b>Content</b>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Recognising the similarities and differences for musical alphabet</li> <li>- Different parts/uses of: Keyboards, Guitar and Drums</li> <li>- Learning the importance of rhythm and tempo in music</li> </ul>		<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Exploring how to create a song using lyrics and chords</li> <li>- Mind mapping lyric ideas</li> <li>- Using key cards to write chord progressions</li> <li>- Using compositions to put together a performance</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Puberty, Changes and emerging feelings</li> <li>- Friendships, issues, conflicts and strengths from peers</li> <li>- Assertion, Consent and Coercion</li> <li>- Resilience, Trust, Seeking advice and support</li> <li>- Skills practice on assertion, consent and fudging</li> </ul>		<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Friendships and Feelings</li> <li>- Taking Risks, Keeping Safe Online (including Sexting)</li> <li>- Trust and Support, Resilience and Assertion</li> <li>- Anti Bullying, Consent and Coercion</li> <li>- Fudging, and Assertion</li> </ul>		
<b>Skills</b>	<b>All</b>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Recognise the musical alphabet</li> <li>- Recognise different instruments sound different to each other</li> <li>- Begin to recognise the concept of Rhythm</li> <li>- Begin to recognise the concept of Tempo</li> </ul>		<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Recognise elements of song writing</li> <li>- Recognise the role of chords and lyrics in song writing</li> <li>- Start to play a simple chord structure of two chords with occasional accuracy</li> <li>- Sing or rap simple lyrics with occasional accuracy</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- I know what puberty is</li> <li>- I can describe qualities of a good friend</li> <li>- I understand what consent is</li> <li>- I know who I can go to for help</li> </ul>		<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- I understand the terms friendships and feelings</li> <li>- I can describe different feelings</li> <li>- I understand how to stay safe online</li> <li>- I know who I can talk to if I am concerned about my safety</li> <li>- I can identify what bullying is</li> </ul>	
	<b>Most</b>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Identify the musical alphabet goes from A-G and repeats</li> <li>- Name the different instruments</li> <li>- Follow a basic beat with some accuracy</li> <li>- Clap back a basic rhythm with some accuracy</li> </ul>		<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Understand how song writing elements combine and work together</li> <li>- Copy a simple chord sequence of two or more chords to make their own song</li> <li>- Play simple chord sequences with some accuracy</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- I can describe how my body changes during puberty</li> </ul>		<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- I can describe different forms of friendships and different feelings that people have</li> <li>- I have a basic understanding of risk, and can describe how to stay safe online</li> <li>- I know what sexting is and have an understanding of legal and illegal</li> <li>- I can describe various ways to find support</li> <li>- I can identify what bullying is and a range of ways to support those being bullied</li> </ul>	

			<ul style="list-style-type: none"> <li>- I can describe different ways to maintain and repair relationships</li> <li>- I understand what coercion is and can demonstrate how to be assertive</li> <li>- I can demonstrate resilience when dealing with complicated issues</li> <li>- I understand what consent is and can demonstrate through role play</li> <li>- I can describe various ways to find support in a relationship</li> </ul>	
	<b>Some</b>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Understand the pitch changes as you play through the alphabet</li> <li>- Play basic instruments in the classroom in a musical fashion</li> <li>- Follow a basic beat with precision</li> <li>- Clap back a basic rhythm with precision</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Start to explore lyrical ideas using mind maps</li> <li>- Rearrange a simple chord sequence to make their own song</li> <li>- Play longer chord sequences with musicality</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- I understand that I will go through body changes, and experience new feelings/emotions during puberty, and can describe how these can be managed</li> <li>- I can describe the strengths of people in healthy relationships and have explored different forms of conflict resolution</li> <li>- I am confident and understand assertion, consent and coercion</li> <li>- I know a range of sources I can explore for advice in a relationship and which I can trust</li> <li>- I have demonstrated a range of skills when dealing with complicated issues</li> </ul>	<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- I have a good knowledge of different forms of friendships and can describe in depth the different feelings and emotions related to friendships</li> <li>- I can identify when to take calculated risks and when it is not safe to do so</li> <li>- I can explain to others, various ways to stay safe online</li> <li>- I know a range of sources I can explore for advice in a relationship and which I can trust</li> <li>- I can describe what bullying is, and identify suitable ways to prevent bullying and support those who experience bullying</li> <li>- I have demonstrated a range of skills when dealing with complicated issues</li> </ul>

Term	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E	
<b>Year 9</b>	<b>Music:</b> Pupils take part in session on musical notation alphabet, develop a deeper understanding of various instruments and how they are played, as well as exploring rhythm and tempo.		<b>Music:</b> Pupils take part in song writing and performance skills.  <b>Drama:</b> Drama is used to teach key skills within PSCE lessons. Image in Action deliver RSE support, focusing on relationships, social skill, consent, appropriate/in-appropriate and legal issues.		<b>Drama:</b> Drama is used to teach key skills within PSCE lessons. Image in Action deliver RSE support, focusing on relationships, social skill, consent, appropriate/in-appropriate and legal issues.		
<b>Content</b>	<b>Music:</b> - Beginning to recognise standard music notation - Using Keyboards, Guitar and Drums to make music - Learning how different rhythms work together and beginning to create your own.		<b>Music:</b> - Exploring how to create a song using lyrics and chords - Mind mapping lyric ideas - Using key cards to write chord progressions  <b>Drama:</b> - Healthy and Unhealthy relationships - Who can I trust? Safe friends, Risks - Consent and Coercion and The Law - Keeping Safe, Being Assertive, Awareness of online grooming - Developing relationships, emerging sexual feelings		<b>Drama:</b> - Unhealthy relationships, spotting the signs - Grooming, how to support a friend - Trust and Risk in friendships and relationships - Personal Safety and Image Sharing - Fudging and Assertion		
<b>Skills</b>	<b>All</b>	<b>Music:</b> - Recognise the concept of music notation - Play classroom instruments with a basic technique and basic musical fashion - Understand the role of rhythms in music - Understand the concept of tempo		<b>Music:</b> - Understand how song writing elements combine and work together - Copy a simple chord sequence of two or more chords to make their own song - Play simple chord sequences with some accuracy  <b>Drama:</b> - I can identify a healthy relationship - I can identify a safe adult at home/school - I understand what consent is - I understand how to stay safe online - I have explored how my feelings may change		<b>Drama:</b> - I can identify a healthy and an unhealthy relationship - I understand that some people are unsafe to talk to or share information with online - I understand there are risks in friendship - I understand that image sharing on social media has risks - I can show assertion when dealing with my peers	
	<b>Most</b>	<b>Music:</b> - Start to identify the music notation elements - Play classroom instruments with good technique and in a musical fashion - Set their own tempo - Improvise a basic rhythm		<b>Music:</b> - Start to explore lyrical ideas using mind maps - Rearrange a simple chord sequence to make their own song - Play longer chord sequences with musicality  <b>Drama:</b> - I can identify differences between healthy and unhealthy relationships - I can identify safe adults when outside of the school - I can describe trust		<b>Drama:</b> - I can identify the warnings signs of an unhealthy relationships - I can identify the warning signs of grooming - I know who I can talk to if I have concerns about myself or a friend online - I know the legal issues around sharing images online	

		<ul style="list-style-type: none"> <li>- I am confident and understand assertion, consent and coercion</li> <li>- I understand various ways to stay safe online and can describe what grooming is</li> <li>- I can describe how relationships develop</li> </ul>	
<b>Some</b>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Play a variety of classroom instruments with a good technique</li> <li>- Name the notation elements correctly and begin understand their use</li> <li>- Improvise a longer rhythm using rests</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Write a verse and chorus of lyrics using mind mapped ideas</li> <li>- Create their own chord sequence using key cards and visuals</li> <li>- Record and layer song elements using recording equipment and iPad</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- I can identify the impact of a healthy and unhealthy relationship</li> <li>- I can identify safe and unsafe relationships</li> <li>- I have a clear understanding of safety online, grooming and the law</li> <li>- I have an understanding of different ways a relationship can develop</li> </ul>	<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- I can describe how I would support a friend if I suspected grooming</li> <li>- I can describe various risks related to relationships and how I can successfully manage them</li> <li>- I can describe the legal issues related to sharing images online and where I can find more information</li> </ul>