



Benton Dene Primary School

Music & Performing Arts Policy

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"The arts are like your backbone. You may be able to survive without your backbone but what quality of life would you have?"

Sir Simon Rattle

Pupil Entitlement:

All children regardless of gender, race, culture, background and ability have an entitlement to arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative development needs to be taught with regards to children's abilities to ensure progress. Through effective teaching and participation in the performing arts, children are motivated, valued, challenged, supported and successful.

Overview:

The performing arts (dance, drama and music) provide invaluable opportunities for pupils to communicate their ideas and emotions through the exploration of physical and social interaction. Either taught discretely or as lenses through which other areas of the curriculum can be projected; dance, drama and music enable children to be freed from the more formal constraints of the school timetable. At Benton Dene Primary School, our intention is to inspire and stimulate children's creativity and imagination through the performing arts; giving them a means of both verbal and nonverbal communication. We aim to give children a unique way in which to understand and respond to the world, and to shape their environment.

Aims:

At Benton Dene Primary School we continually aim to raise the standards of performing arts education in school. We strive to give pupils the skills to enable them to participate effectively in a variety of performing arts activities and enable them to fulfil their creative potential. Pupils are encouraged to develop open, enquiring and explorative minds and to express themselves creatively through composition and performance. They are provided with high quality performing arts experiences and opportunities and artistic achievements are celebrated. We aim to ensure that children with special educational needs are given equal access so that a broad, balanced and exciting arts curriculum is accessible to all.

Key Principles:

Children benefit from a performing arts curriculum which;

- develops an awareness of the body as a medium of expression and communication through dance
- engages children in safe and secure contexts enabling them to make meaningful decisions, followed by appropriate analysis reflection and response through drama.
- ensures that pupils experience a range of coordinated and progressive musical activities

Participation opportunities:

At Benton Dene Primary, we show a strong commitment to the performing arts to ensure a full and rounded education for all pupils. There is an entitlement to a wide range of performing arts experiences for every pupil as part of, and in addition to, the curriculum.

- Weekly singing assemblies which feature age-specific as well as whole school songs
- Christmas Productions- combination of all Arts forms with shows presented by Nursery, Reception, Key Stage 1 & Key Stage 2. This ensures that all children in school participate in some way at this time of year
- Ongoing music lessons delivered by staff as well as visiting experts. The Wider Opportunities Scheme has enabled experts to visit whole classes and teach instruments such as Jumbie Pans and ukulele.
- Regular opportunities to study dance through PE sessions across the whole school
- Drama is taught primarily in English to enhance Speaking & Listening skills but it is used across the curriculum to enhance children's understanding. Children often record their work using technology, such as an iPad. This enables them to make use of the latest software in order to bring their work to life. For instance, there is a Green Screen available in school which can allow children to put themselves into any setting or location
- Optional peripatetic music tuition in a choice of guitar, drums, violin, flute and recorder
- Annual music celebration assemblies for children to showcase their progress in the above
- All year groups present at least 1 assembly each year giving all children an opportunity to present speaking, acting, dancing or musical skills to the whole school and parents
- In addition, children in year 5 present a production around Easter time each year. This is run as an extra-curricular club
- The Year 6 Leaver's Assembly currently takes the form of a production too
- KS2 Choir who perform regularly at events such as Christingle, Community Christmas Carols, Carol Singing, Angels of the North at the Sage and drama productions
- Religious assemblies/festivals involving drama, music, poetry, dance and art such as Christingle services, Harvest and Easter assemblies
- A large-scale Community Christmas Carols event in which the school invites all who attend as well as the wider community for a sing-a-long.
- Pyramid Music Festival at Longbenton High School
- A talent show, entered by audition, to give 'Gifted & Talented' children the opportunity to showcase their abilities
- Thanks to FOBS funding, every child in the school has been able to view at least 1 live theatre show each year via a visiting company to school
- Children also have the chance to visit London and see a West End show
- School trips to theatre, film and music events
- Community Steel Pan Band for adults to engage with the wider school community

Agreed principle-Dance:

Children benefit from a performing arts curriculum that develops an awareness of the body as a medium of expression and communication through dance.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- activities which develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness;
- opportunities to perform movements or patterns, including some from existing dance traditions;
- the exploration of moods and feelings through rhythmic responses to music and contrasts of speed, shape, direction and level;
- a range of stimuli to encourage the creation of simple characters and narratives, through dance.

TEACHERS WILL ENSURE THAT:

- lessons begin with a warm up and end with a cool down period in order to minimise the possibility of injury
- children wear clothing that in no way inhibits them when performing the essential movements of an activity
- lessons will build on previous work, matching the needs and skills of the children and being adapted according to the children's responses
- a range of teaching styles and group organisation are harnessed to enable every child to develop their movements to the best of their ability
- pupils learn to cope with success and limitations in performance
- opportunities are provided for the children to demonstrate and perform their work, showing evidence of progress over time.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- good organisation of lessons with clear learning objectives and aims
- proper and safe supervision of activities, with pupils having a clear understanding of ground rules and suitable selection of apparatus
- the teaching of dance through challenges appropriate to the pupils' age, stage and ability
- a dance curriculum which provides pupils with opportunities to develop an awareness of the body as a medium of expression and communication
- The promotion of concentration and learning through multisensory experiences and consequently an extension of communication skills.

Agreed principle-Drama:

Children benefit from a performing arts policy that engages children in safe and secure contexts enabling them to make meaningful decisions, followed by appropriate analysis, reflection and response through drama.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Drama as a lens through which other subject areas can be projected;
- Opportunities to create, adapt and sustain different roles, individually and in groups;
- The use of character, action and narrative to convey story, themes, emotions, ideas in plays the pupils devise and script;
- Dramatic techniques used to explore characters and issues;
- Evaluation of how they and others have contributed to the overall effectiveness of performances

TEACHERS WILL ENSURE THAT:

- The range of study includes, improvisation and working in role, scripting and performing in plays, responding to performances;
- Pupils participate in a wide range of drama activities, evaluating their own and others' contributions;
- Activities require children to use language and actions to explore and convey situations, characters and emotions;
- Lessons have a specific learning objective and a clear context to harness the pupils' enthusiasm and encourage them to integrate new knowledge and skills with those they have already acquired from school and home
- Drama is used as a tool to help children develop strategies to deal with problems and dilemmas, looking at them from different perspectives.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- drama conventions are used to build self confidence, develop the ability to interact positively with others, improve verbal and language skills, develop listening skills, create a sense of 'group', encourage appropriate responses and create awareness of both the immediate and the wider world around them;
- Pupils are encouraged to develop cognitive skills, their ability to interpret, to question and to respond;
- The use of drama as a teaching tool to access and explore a variety of subjects;
- The teaching of drama as a discrete subject and facilitator of personal, social and educational development.

Agreed principle - Music:

Children benefit from a performing arts curriculum that ensures the pupils experience a range of co-ordinated progressive musical activities.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Activities which develop awareness and appreciation of organised sound patterns, enabling each child to grow musically at their own pace;
- Opportunities to appraise, perform and compose music from a range of traditions, styles and cultures from other periods and places;
- The exploration of ideas, thoughts and feelings through music;
- The development of instrumental and vocal skills;
- The fostering of knowledge skills and understanding as pupils respond to musical and non-musical starting points;
- Relevant links being found with other areas of the curriculum, to widen and enrich the pupils' experiences;

TEACHERS WILL ENSURE THAT:

- Pupils are encouraged enjoy and respond to all aspects of music;
- listening and applying knowledge and understanding are developed through the interrelated skills of performing, composing and appraising;
- Lessons provide opportunities for pupils to practise rehearse and present performances with an awareness of the audience;
- A range of teaching styles and group organisation are harnessed to enable every child to develop musically to the best of their ability;
- Lessons build on previous work, matching the skills and needs of the children and are adapted according to the children's responses;
- Children explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary

IMPLICATIONS FOR THE SCHOOL WILL BE:

- A broad and balanced curriculum which caters for the individual talents, interests and abilities of every child;
- a music programme which brings together intellect and feeling and enables personal expression, reflection and emotional development, helping pupils understand themselves and relate to others, forging important links between home, school and the wider world;
- The encouragement of active involvement in different forms of amateur music making, both individual and communal, developing a collegiate atmosphere, self-discipline, creativity, aesthetic sensitivity and fulfilment;
- The use of music as a teaching tool to access and explore a variety of subjects.

Conclusion:

By continually providing a rich and varied performing arts programme, pupils at Benton Dene Primary School will acquire, develop and apply a broad range of knowledge, understanding and skills. It should enable pupils to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.