



Music and Drama- Performing Arts Policy

Probus School

Overview:

Music and drama are integral parts of a broad and balanced arts provision for all pupils and are taught as part of the National Curriculum. These subject areas are highly motivating and rewarding for children as they provide invaluable opportunities to freely and creatively, communicate ideas and emotions. Drama and music allow pupils to experience different cultures and times as well as forging important links both with home, and the wider community. In turn, music and drama can help to develop a sense of group identity and unity as well as encouraging the development of individual skills and interests.

Aims:

At Probus School we aim to:

- Inspire and stimulate children's creativity.
- Provide opportunities to develop spiritual, moral, social and cultural understanding.
- Provide equal access and opportunities to all pupils.
- Develop confidence and self-esteem through creativity, singing, drama, playing and performing.
- Refine speaking, listening and observational skills, for example: listening and viewing responsively.
- Encourage active participation and involvement from all pupils.
- Expose children to a wide variety of music which spans history, cultures and styles.
- Provide opportunities for singing and playing musical instruments.
- Allow children to explore and understand how music is created, produced and communicated.
- Provide regular opportunities for children to present and perform to a range of audiences.
- Plan learning experiences which allow children to express feelings, ideas, experiences and beliefs.
- Develop subject specific, technical skills in both music and drama.
- Foster an enjoyment and appreciation for performing arts.

Teaching and Learning

Music

We aim to ensure that all children benefit from progressive and engaging music teaching. Music teaching is integrated into the Cornerstones Imaginative Learning Projects (ILPs) that all year groups base their half-termly topics on. The music aims and objectives that are included in these ILPs, are derived from the National Curriculum.

Evidence in the learning environment includes:

- Weekly, whole school singing assemblies
- Probus school Choir
- Peripatetic music teaching
- Music focussed Imaginative Learning Projects in some year groups
- Class visits to musical experiences (e.g. 'Primary Proms')
- Teaching of technical skills and terminology

- The development of instrumental and vocal skills which build on previous skills acquired
- Exposure to a wide range of music, for example during assemblies
- Use of First Access music funding

Drama

As outlined in the Spoken Language section of the National Curriculum for English, all pupils are 'enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.' Drama techniques such as creating roles, scripting and responding to performances, are taught and explored across the curriculum, as well as during discrete English lessons.

Evidence in our school learning environment includes:

- Scripting and performing plays
- Children working 'in role' to explore characters they have read about or are creating in their own writing
- Drama being taught through other subject areas (represented in children's Learning Process Books (LPBs) as photographs)
- Techniques such as hot-seating and freeze frames
- Opportunities to create and adapt roles
- Performance poetry
- Individual and group performances during whole school performances and celebrations e.g. Christmas, Poetry week and assemblies.
- Pupil evaluations of performances
- Visits by external theatre groups
- Weekly Performing Arts Club for all year groups

Assessment

Teachers use AfL strategies to assess pupil's skills and developments as they observe them during lessons. At the end of the year, a judgment is made in relation to musical skills and development in relation to the National Curriculum or Foundation Stage Framework and this is recorded in individual end of year reports for each pupil. Drama skills and development are reported as part of the English assessment for each pupil.

Resources

Cornerstones Imaginative Learning Projects (ILPs) The music aims and objectives that are included in these ILPs are derived from the National Curriculum.

Musical instruments are stored in a central location within school. Instrument storage is clearly labelled and organised.

All staff have access to Sing Up - an online Song Bank with accompanying teaching tools.

WOS (Words on Screen) Assembly and WOS occasions resources are on Staff:res for singing assemblies and other occasions.