



# Policy for Performing Arts

## What is Performing Arts?

Performing arts encompasses music, drama, dance, film, debate and public speaking. We believe that performing arts is a vehicle which allows children to use and develop their imagination as well as enabling them to express a wide range of sentiments and emotions whilst developing skills for life. It helps raise the profile of the school and offers excellent opportunities to all children regardless of their academic/social backgrounds and abilities.

## Purpose of the policy

This policy reflects the values and philosophy in relation to the teaching and learning of the performing arts. It provides a framework within which all staff work. The policy is intended to be read in conjunction with other whole school policies.

## National Curriculum

Performing Arts is not included as a single subject in the National Curriculum. Therefore, please refer to the subject specific policies for the relevant programmes of study.

## School Organisation

### Staffing

Performing Arts is taught by class teachers and various members of staff who are professionals in their field. Furthermore, we welcome visiting peripatetic teachers and professionals to offer their tuition and expertise through workshops and assemblies.

### Music

Children are offered Music opportunities within the classroom as part of the National Curriculum which is delivered by a specialist music teacher. They also have the opportunity to receive free instrumental tuition through the provision of specialist teachers from the music service and in Year 4 through the uptake of the national wider opportunities scheme. So far they have had tuition in ukulele, brass, voice and African drums to name but a few.



### **Instrument Lessons**

Instrument lessons are offered within curriculum time to Key Stage 2 children in the following instruments: keyboard and guitar. All children are invited to audition for the instrument of their choice and are selected on their suitability for that instrument alone. Lessons are taught in small groups weekly for approximately 15-30 minutes.

### **Singing**

As a Platinum Sing-Up school we enjoy singing across the curriculum, taking part in Big Sing Days and Tickle Those Tonsils (where schools visit us for singing events). We also take part in Young Voices annually and The Mini and Big Sing (a local event).

### **Drama**

Drama is not a National Curriculum subject but is of high importance to St Thomas' curriculum. Drama has many cross curricular links and is incredibly important for improving children's self-esteem, confidence, speaking and listening, concentration and social skills.

Children are offered drama opportunities throughout the year for a half term with a professional actor, Mr Paul Simpson. They are also encouraged to attend drama club on a Saturday morning in school. Theatre visits are arranged annually.

### **Class Assemblies**

Every class from YR to Y6 has the opportunity of including drama within their class assemblies. This can be scripted, mimed or improvised.

### **School Productions**

ST Thomas' recognises the importance of school productions and as such, devotes some curriculum time for rehearsals and performances. Productions are organised by class teachers and assistants as well as the leadership team. Outside professionals are also invited to provide valuable expertise and experience. Productions are arranged for Reception, Upper KS2.

### **Dance**

Dance plays an important part within the P.E. curriculum and like Drama, is also accessed within class assemblies and within school productions. During P.E. lessons, children undertake Dance units of work for approximately 14 hours per year. We are keen to utilise outside agencies to provide themed days and events. Not only do children gain valuable dance coaching but such days also provide insight and experience into other cultures.



**Artsmark and Sing Up**

In July 2007,2009 and 2012, St Thomas' was awarded the highest rating of Artsmark Gold. Artsmark is a national award scheme, managed by the Arts Council England, which recognises schools with a high level of provision in the arts. We have also been successful in securing Platinum level SingUp.

**Planning**

As Performing Arts is not a single subject in the National Curriculum, please refer to the subject specific schemes of work for Music, English, P.E. for the relevant medium term plans.

**Use of Computing**

Computing has an important part to play in the Performing Arts. This can range from using recording equipment in music lessons, to utilising radio microphones in productions. Staff often enhance assemblies by designing and using presentation software or by creating films. Furthermore, music staff use Sibelius music software to assist in writing scores and arranging music for both staff and pupils. Mr Simpson also runs a film club for a gifted group of year 5 students weekly.

**Assessment**

Performing Arts is not included as a single subject in the National Curriculum. Therefore, please refer to the subject specific polices for Music, English, P.E. for the relevant assessment criteria. See the website for our expectations for speaking and listening.

**Inclusion and Equal Opportunities**

The area of Performing Arts has a particular responsibility to include all children regardless of their social or academic background. Selection for instrumental lessons is taken purely on pupils' suitability for that instrument and age appropriateness and not achievement in other curriculum areas or behaviour.

**Evaluation**

The Performing Arts Policy will be reviewed annually by the SLT

\*\*\*Signed on hardcopy

Headteacher: .....

Nominated Governor: .....



## APPENDIX A: HEALTH AND SAFETY

As Performing Arts is a largely practical subject, health and safety needs to be considered at all times. The following are a list of possible risks involved.

Risk	Ways to eliminate risk
Fingers trapped in piano	Ensure children are sensible near the piano and the lid is already open prior to use.
Children hit by beaters	Educate children about proper conduct prior to using percussion instruments. Manage class effectively by working in smaller groups if necessary.
Throat injury	Ensure children sing with correct technique and avoid shouting at all times. Ensure warm up activities are undertaken prior to singing activity.
Hearing injury	Ensure volume on playback devices are set appropriately.
Hands trapped in music stands	Ensure base of music stand is level on floor before adjusting height.
Music stand sections becoming detached and dropping on feet	Children to carry only one stand at a time and transport at an upward angle.
Instruments dropping on feet	Ensure that two children at a time lift heavy instruments.
Children hitting heads on tables if they are sitting on the floor	Ensure tables are moved back out of the way.
Other injuries	Ensure children warm up before dancing Where possible, move any equipment that is considered a risk to dancers

