

| Curriculum Overview Plan | | Subject: Performing Arts | |
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| | <i>What will they learning, why and in what order?</i> | | |
| Curriculum Intent Statement | <p>Our purpose and objective in the Performing Arts faculty is to nurture passionate, imaginative and inquisitive individuals, who see the world from an artistic perspective, enjoying and exploring past and present art forms generated from an array of different cultures. The Performing Arts curriculum prepares students to become independent and creative individuals. A range of topics and themes allow students to develop an understanding and appreciation of the arts. The themes are explored through a range of different creative styles, practitioners and mediums. Furthermore, the Performing Arts curriculum promotes a sense of self-worth, encourages confidence, resilience and develops relationships. Students are introduced to a range of opportunities to develop their expertise through extra-curricular activities including the school musical, Shakespeare for Schools Festival, and concerts and events within the local community allowing them to develop their professionalism within the Performing Arts sector</p> | | |
| | Coverage, content, structure and sequencing | | |
| | Year 7 | Year 8 | Year 9 |

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| <p>Expert Students</p> <p>Key Learning/ knowledge and skills including local context</p> | <p>Dance</p> <p>1)SKILLS FOR PERFORMANCE</p> <p>KNOWLEDGE, UNDERSTANDING AND SKILLS FOR PERFORMANCE</p> <p><u>PHYSICAL SKILLS AND ATTRIBUTES</u> Posture, Alignment, Balance, Coordination, Control</p> <p><u>MENTAL SKILLS AND ATTRIBUTES</u> (During performance) Commitment, Concentration, Confidence, Movement memory</p> <p><u>EXPRESSIVE SKILLS</u> Projection, Focus, Spatial awareness</p> <p><u>MENTAL SKILLS AND ATTRIBUTES</u> (Process) Systematic repetition, Rehearsal discipline</p> <p><u>SAFE WORKING PRACTICES (Process)</u> Warming up, Cooling down</p> <p>2)APPRECIATION SKILLS</p> <p>KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK</p> <p>The meaning of relevant performance terminology The meaning of relevant choreography terminology</p> <p>3) CHOREOGRAPHY SKILLS</p> <p>KNOWLEDGE, UNDERSTANDING AND SKILLS FOR CHOREOGRAPHY:</p> <p><u>PROCESS</u> Improvisation, Generate,</p> <p><u>CHOREOGRAPHIC DEVICES</u></p> | <p>Dance</p> <p>1)SKILLS FOR PERFORMANCE</p> <p>KNOWLEDGE, UNDERSTANDING AND SKILLS FOR PERFORMANCE</p> <p><u>PHYSICAL SKILLS AND ATTRIBUTES</u> Posture, Alignment, Balance, Coordination, Control</p> <p><u>MENTAL SKILLS AND ATTRIBUTES</u> (During performance) Commitment, Concentration, Confidence, Movement memory</p> <p><u>EXPRESSIVE SKILLS</u> Projection, Focus, Spatial awareness</p> <p><u>MENTAL SKILLS AND ATTRIBUTES</u> (Process) Systematic repetition, Rehearsal discipline</p> <p><u>SAFE WORKING PRACTICES (Process)</u> Warming up, Cooling down</p> <p>2)APPRECIATION SKILLS</p> <p>KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK</p> <p>The meaning of relevant performance terminology The meaning of relevant choreography terminology</p> <p>3) CHOREOGRAPHY SKILLS</p> <p>KNOWLEDGE, UNDERSTANDING AND SKILLS FOR CHOREOGRAPHY:</p> <p><u>PROCESS</u> Improvisation, Generate,</p> <p><u>CHOREOGRAPHIC DEVICES</u></p> | <p>Dance</p> <p>1)SKILLS FOR PERFORMANCE</p> <p>KNOWLEDGE, UNDERSTANDING AND SKILLS FOR PERFORMANCE</p> <p><u>PHYSICAL SKILLS AND ATTRIBUTES</u> Posture, Alignment, Balance, Coordination, Control, Flexibility, Mobility, Strength, Stamina, Extension, Isolation</p> <p><u>TECHNICAL SKILLS</u> Action content , Dynamics, Spatial content , Timing content</p> <p><u>MENTAL SKILLS AND ATTRIBUTES</u> (During performance) Commitment, Concentration, Confidence, Movement memory</p> <p><u>EXPRESSIVE SKILLS</u> Projection, Focus, Spatial awareness</p> <p><u>MENTAL SKILLS AND ATTRIBUTES</u> (Process) Systematic repetition, Mental rehearsal, Rehearsal discipline, Planning a rehearsal, Response to feedback, Capacity to improve</p> <p><u>SAFE WORKING PRACTICES (Process)</u> Warming up, Cooling down, Nutrition, Hydration</p> <p>2)APPRECIATION SKILLS</p> <p>KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK</p> <p>The meaning of relevant performance terminology The meaning of relevant choreography terminology</p> |
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| | <p>Motif and development, Unison and canon</p> <p>Drama</p> <p><u>PERFORMANCE SKILLS</u> KNOWLEDGE AND UNDERSTANDING OF VOCAL AND PHYSICAL SKILLS FOR PERFORMANCE Action, levels, Facial expressions, gesture, body language Projection, tone, clarity</p> <p><u>SKILLS AND ATTRIBUTES (Rehearsal Process)</u> Rehearsal discipline, focus, collaboration, sequencing, storytelling, taking direction, improvising</p> <p><u>SKILLS AND ATTRIBUTES (During performance)</u> Commitment, Collaboration, Confidence, Movement memory, freeze frames, flashback</p> | <p>Motif and development, Unison and canon</p> <p>Drama</p> <p><u>PERFORMANCE SKILLS</u> KNOWLEDGE AND UNDERSTANDING OF VOCAL AND PHYSICAL SKILLS FOR PERFORMANCE Facial expressions, gesture, posture, Projection, tone, clarity, pitch, dramatic pause</p> <p><u>SKILLS AND ATTRIBUTES (Rehearsal Process)</u> Blocking taking direction, exploring a range of stimuli, devising, collaboration, imagination, planning, timing to create tension and suspense</p> <p><u>SKILLS AND ATTRIBUTES (During performance)</u> Commitment, Confidence,</p> | <p><u>3) CHOREOGRAPHY SKILLS</u> KNOWLEDGE, UNDERSTANDING AND SKILLS FOR CHOREOGRAPHY: PROCESS Research, Improvisation, Generate, Selection, Development,</p> <p><u>CHOREOGRAPHIC DEVICES</u> Motif and development, Repetition, Contrast, Unison and canon</p> <p><u>COMMUNICATION OF CHOREOGRAPHIC INTENT</u> Moods, Meanings, Ideas, Themes</p> <p>Drama</p> <p><u>PERFORMANCE SKILLS</u> KNOWLEDGE AND UNDERSTANDING OF VOCAL AND PHYSICAL SKILLS FOR PERFORMANCE Facial expressions, gesture, body language, gait, physicality and contact work Projection, tone, clarity, pitch, accent, emphasis</p> <p><u>SKILLS AND ATTRIBUTES (Rehearsal Process)</u> Understanding theatre genres and style, exploring professional works, applying stylistic methods and relevant techniques, script work, following stage directions, developing a character</p> |
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| | <p><u>TRANSFERABLE SKILLS</u> Developing self esteem Speaking and listening collaboration Problem solving</p> <p><u>APPRECIATION SKILLS</u> KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK The meaning of relevant performance terminology The application of appropriate techniques used to create theatre The collaboration between performers The communication of ideas</p> <p><u>Music</u> SKILLS FOR PERFORMANCE KNOWLEDGE, UNDERSTANDING AND SKILLS FOR PERFORMANCE Accuracy, technical control, expression and interpretation.</p> | <p>Movement memory, narration, imagination choral speaking, audience awareness</p> <p><u>TRANSFERABLE SKILLS</u> Building self esteem Confident speaking and developing oracy Leadership skills collaboration Planning and mapping ideas</p> <p><u>APPRECIATION SKILLS</u> KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK The meaning of relevant performance terminology The application of relevant techniques used to create devised theatre The collaboration between performers The communication of ideas and how these are interpreted</p> <p><u>Music</u> SKILLS FOR COMPOSITION KNOWLEDGE, UNDERSTANDING AND SKILLS FOR COMPOSITION Creativity and development of musical ideas. Technical control of musical elements and resources. Structure and stylistic coherence.</p> | <p><u>SKILLS AND ATTRIBUTES (During performance)</u> Demonstrating specific features of styles, application of relevant techniques, audience awareness, audience interaction, communicating meaning, sustaining a role</p> <p><u>TRANSFERABLE SKILLS</u> Building on prior knowledge Confident speaking and developing oracy Analyzing and evaluating Decision making Stating opinions Giving and following instructions</p> <p><u>APPRECIATION SKILLS</u> KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK The meaning of relevant performance terminology The understanding how relevant techniques relate to specific genre and styles The meaning of creative intention The understanding of contextual influence The communication of ideas and how these are interpreted</p> <p><u>Music</u> APPRECIATION SKILLS Developing the knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><u>MUSICAL CONTEXTS</u></p> |
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| | <p><u>ACCURACY</u> Ability to perform with accurate pitch and rhythm whilst sustaining the tempo. Learning how to follow performance directions whilst maintaining a fluent performance.</p> <p><u>TECHNICAL CONTROL</u> Secure knowledge of how to use an instrument correctly whilst considering intonation where appropriate. Controlling the sonority of the instrument and projecting well.</p> <p><u>EXPRESSION AND INTERPRETATION</u> Performing with expression whilst keeping in the chosen style. Communicating well with the audience and maintaining interest. Developing a rapport with other performers.</p> <p><u>APPRECIATION SKILLS</u> KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK The meaning of relevant performance terminology</p> | <p><u>CREATIVITY AND DEVELOPMENT OF MUSICAL IDEAS</u> Creating effective ideas that offer creative development. Developing content skillfully and contrasting tone colour and moods.</p> <p><u>TECHNICAL CONTROL OF MUSICAL ELEMENTS AND RESOURCES</u> Choosing elements and resources effectively. Using a wide variety of musical elements skillfully. Using resources in a controlled way.</p> <p><u>STRUCTURE AND STYLISTIC COHERENCE</u> Organising music effectively and presenting musical ideas well. Creating music within a chosen brief and creating music that is fully coherent.</p> <p><u>APPRECIATION SKILLS</u> KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK The meaning of relevant performance terminology and the meaning of relevant composing terminology</p> | <p>Discovering the purpose and intention of composers, performers and those who commission music. The effect of the occasion, audience and choice of venue. How music is created, developed and performed in different social, historical and cultural contexts.</p> <p><u>MUSICAL LANGUAGE</u> Reading and writing simple notation. Using roman numerals for chords. Using musical vocabulary related to:</p> <ul style="list-style-type: none"> • Musical Forms and Devices • Music for Ensemble • Film Music • Popular Music |
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| <p>Assessment</p> <p>How will you assess the impact of teaching?</p> | <p><u>Demonstrate and Connect</u></p> <p>Time will be allocated over a sequence of lessons/work to allow learners opportunities to progress along the rubric. Opportunities will take place at the end of lessons to demonstrate progress and the opportunities then given at the beginning of the following lesson to reflect and improve</p> <p>All staff use a 'demonstrate markbook to identify attainment of skills in practical lessons</p> <p>Demonstrate activities in KS3 practical lessons is generally a demonstration of the skills learnt during the lesson. For example when working on Blues music with a focus on the bassline then the learner plan may look like this:</p> <p>The demonstrate task would look at what they have completed within the lesson. This could be verbally or more likely demonstrated through performance. The connect activity the following week would work on this as a starting point to develop where appropriate.</p> <p>In some practical lessons, demonstrate tasks use the 4 differentiation colours when questioning pupils and work is marked then ragged red / amber / green to show learners understanding</p> <p><u>Self and Peer Assessment and Critique</u></p> <p>KS3 peer assessment happens throughout a lesson. They will watch or listen to each other's work at regular intervals with a particular focus and feedback to the performer. Live feedback is a key feature of all practical lessons. Feedback also happens at the end of every lesson with a more formal performance. Feedback can demonstrate general appreciation of the performance</p> | <p><u>Demonstrate and Connect</u></p> <p>Time will be allocated over a sequence of lessons/work to allow learners opportunities to progress along the rubric. Opportunities will take place at the end of lessons to demonstrate progress and the opportunities then given at the beginning of the following lesson to reflect and improve</p> <p>All staff use a 'demonstrate markbook to identify attainment of skills in practical lessons</p> <p>Demonstrate activities in KS3 practical lessons is generally a demonstration of the skills learnt during the lesson. For example when working on Blues music with a focus on the bassline then the learner plan may look like this:</p> <p>The demonstrate task would look at what they have completed within the lesson. This could be verbally or more likely demonstrated through performance. The connect activity the following week would work on this as a starting point to develop where appropriate.</p> <p>In some practical lessons, demonstrate tasks use the 4 differentiation colours when questioning pupils and work is marked then ragged red / amber / green to show learners understanding</p> <p><u>Self and Peer Assessment and Critique</u></p> <p>KS3 peer assessment happens throughout a lesson. They will watch or listen to each other's work at regular intervals with a particular focus and feedback to the performer. Live feedback is a key feature of all practical lessons. Feedback also happens at the end of every lesson with a more formal performance. Feedback can demonstrate general appreciation of the performance</p> | <p><u>Demonstrate and Connect</u></p> <p>Time will be allocated over a sequence of lessons/work to allow learners opportunities to progress along the rubric. Opportunities will take place at the end of lessons to demonstrate progress and the opportunities then given at the beginning of the following lesson to reflect and improve</p> <p>All staff use a 'demonstrate markbook to identify attainment of skills in practical lessons</p> <p>Demonstrate activities in KS3 practical lessons is generally a demonstration of the skills learnt during the lesson. For example when working on Blues music with a focus on the bassline then the learner plan may look like this:</p> <p>The demonstrate task would look at what they have completed within the lesson. This could be verbally or more likely demonstrated through performance. The connect activity the following week would work on this as a starting point to develop where appropriate.</p> <p>In some practical lessons, demonstrate tasks use the 4 differentiation colours when questioning pupils and work is marked then ragged red / amber / green to show learners understanding</p> <p><u>Self and Peer Assessment and Critique</u></p> <p>KS3 peer assessment happens throughout a lesson. They will watch or listen to each other's work at regular intervals with a particular focus and feedback to the performer. Live feedback is a key feature of all practical lessons. Feedback also happens at the end of every lesson with a more formal performance. Feedback can demonstrate general appreciation of the performance</p> |
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| | <p>Peer and self assessment is mostly facilitated via the rubric</p> <p>Learners will be encouraged to use subject specific terminology during discussions</p> <p>Learners are encouraged to successfully articulate where they are now against the rubric and what they must do specifically to improve and achieve the higher criteria</p> <p>Activities may include initialling the rubric or verbally discussing current attainment and next steps</p> <p>All students are encouraged to give <u>Skilled feedback to self</u> (informed critique) They will know how to improve and will routinely reflect. Excellent questioning of themselves</p> <p><u>Summative Assessment.</u> Teachers keep a record of learners progress with a mark book which is ragged as red, amber green. Learners also complete an assessment at the end of each unit of work, presenting practical work to the teacher and class.</p> <p>Facilitated via the rubric and IAMs (Internal Assessment Marksheets)</p> <p>Teachers use these as a tool for giving individual feedback to both learners and groups</p> <p>Teachers use these to assist with setting targets and next steps</p> | <p>Peer and self assessment is mostly facilitated via the rubric</p> <p>Learners will be encouraged to use subject specific terminology during discussions</p> <p>Learners are encouraged to successfully articulate where they are now against the rubric and what they must do specifically to improve and achieve the higher criteria</p> <p>Activities may include initialling the rubric or verbally discussing current attainment and next steps</p> <p>All students are encouraged to give <u>Skilled feedback to self</u> (informed critique) They will know how to improve and will routinely reflect. Excellent questioning of themselves</p> <p><u>Summative Assessment.</u> Teachers keep a record of learners progress with a mark book which is ragged as red, amber green. Learners also complete an assessment at the end of each unit of work, presenting practical work to the teacher and class.</p> <p>Facilitated via the rubric and IAMs (Internal Assessment Marksheets)</p> <p>Teachers use these as a tool for giving individual feedback to both learners and groups</p> <p>Teachers use these to assist with setting targets and next steps</p> | <p>Peer and self assessment is mostly facilitated via the rubric</p> <p>Learners will be encouraged to use subject specific terminology during discussions</p> <p>Learners are encouraged to successfully articulate where they are now against the rubric and what they must do specifically to improve and achieve the higher criteria</p> <p>Activities may include initialling the rubric or verbally discussing current attainment and next steps</p> <p>All students are encouraged to give <u>Skilled feedback to self</u> (informed critique) They will know how to improve and will routinely reflect. Excellent questioning of themselves</p> <p><u>Summative Assessment.</u> Teachers keep a record of learners progress with a mark book which is ragged as red, amber green. Learners also complete an assessment at the end of each unit of work, presenting practical work to the teacher and class.</p> <p>Facilitated via the rubric and IAMs (Internal Assessment Marksheets)</p> <p>Teachers use these as a tool for giving individual feedback to both learners and groups</p> <p>Teachers use these to assist with setting targets and next steps</p> |
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| <p>Confident Communicators</p> <p>Key Tier 2 and 3 Vocabulary</p> | <p>Tier 2: Word of the week and command words used within lessons</p> <p>Tier 3: (Subject Specific Vocabulary) Dance AQA Subject specific vocabulary</p> <p>Drama AQA GCSE DRAMA subject specific vocabulary</p> <p>Music Subject specific key words pages 48 - 50</p> | <p>Tier 2: Word of the week and command words used within lessons</p> <p>Tier 3: (Subject Specific Vocabulary) Dance AQA Subject specific vocabulary</p> <p>Drama AQA GCSE DRAMA subject specific vocabulary</p> <p>Music Subject specific key words pages 48 - 50</p> | <p>Tier 2: Word of the week and command words used within lessons</p> <p>Tier 3: (Subject Specific Vocabulary) Dance AQA Subject specific vocabulary</p> <p>Drama AQA GCSE DRAMA subject specific vocabulary</p> <p>Music Subject specific key words pages 48 - 50</p> |
| <p>Future Ready</p> <p>Careers encounters and aspirational cultural capital opportunities</p> | <p>The modules covered will aid progression and development of skills required to opt for GCSE Dance, Drama or Music. In year 7, the main focus is on PERFORMANCE skills but they will 'touch upon' other creative skills In all 3 subject areas, students will learn to perform, create and analyse – the skills required for GCSE. They will learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts and develop independent rehearsal skills</p> | <p>The modules covered will aid progression and development of skills required to opt for GCSE Dance, Drama or Music. In year 8, the main focus is on COMPOSITION/DEVISING skills but they will 'touch upon' other essential performance skills In all 3 subject areas, students will learn to perform, create and analyse – the skills required for GCSE. They will learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts and develop independent rehearsal skills</p> | <p>The modules covered will aid progression and development of skills required to opt for GCSE Dance, Drama or Music. In year 9, the students will explore the set professional works on the GCSE specifications. In all 3 subject areas, students will learn to perform, create and analyse – the skills required for GCSE. They will learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts and develop independent rehearsal skills</p> |
| <p>Dartmoor Mindset</p> <p>Respect:</p> <p>Resilience:</p> <p>Responsibility:</p> | <p><u>Students in Performing Arts will:</u></p> <p>Participate for a sustained period in a project or production to demonstrate commitment to team tasks and events.</p> <p>Feel respected and confident to take risks</p> | <p><u>Students in Performing Arts will:</u></p> <p>Participate for a sustained period in a project or production to demonstrate commitment to team tasks and events.</p> <p>Feel respected and confident to take risks</p> | <p><u>Students in Performing Arts will:</u></p> <p>Participate for a sustained period in a project or production to demonstrate commitment to team tasks and events.</p> <p>Feel respected and confident to take risks</p> |

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| | <p>Create a culture to celebrate success which is not forced</p> <p>Love celebration and praise and want to be involved in celebration events</p> <p>Take a sense of pride, belonging and identity in school events</p> <p>Be involved in local events to enhance cultural capital to open doors and give pupils confidence in wider society</p> <p><u>TO DEVELOP RESPECT</u> the six key areas of development that contribute to building a student's cultural capital are covered in Schemes of learning:</p> <ol style="list-style-type: none"> 1) Personal Development. 2) Social Development, including political and current affairs awareness. 3) Physical Development. 4) Spiritual Development. 5) Moral Development. 6) Cultural development. <p><u>TO DEVELOP RESILIENCE</u>, the Ron Berger's Austin's butterfly approach will be used to continually improve our thinking. Work is never finished and there is always room for improvement.</p> <p>We will</p> <p>Encourage belief that Ideas can evolve and change.</p> | <p>Create a culture to celebrate success which is not forced</p> <p>Love celebration and praise and want to be involved in celebration events</p> <p>Take a sense of pride, belonging and identity in school events</p> <p>Be involved in local events to enhance cultural capital to open doors and give pupils confidence in wider society</p> <p><u>TO DEVELOP RESPECT</u> the six key areas of development that contribute to building a student's cultural capital are covered in Schemes of learning:</p> <ol style="list-style-type: none"> 1) Personal Development. 2) Social Development, including political and current affairs awareness. 3) Physical Development. 4) Spiritual Development. 5) Moral Development. 6) Cultural development. <p><u>TO DEVELOP RESILIENCE</u>, the Ron Berger's Austin's butterfly approach will be used to continually improve our thinking. Work is never finished and there is always room for improvement.</p> <p>We will</p> <p>Encourage belief that Ideas can evolve and change.</p> | <p>Create a culture to celebrate success which is not forced</p> <p>Love celebration and praise and want to be involved in celebration events</p> <p>Take a sense of pride, belonging and identity in school events</p> <p>Be involved in local events to enhance cultural capital to open doors and give pupils confidence in wider society</p> <p><u>TO DEVELOP RESPECT</u> the six key areas of development that contribute to building a student's cultural capital are covered in Schemes of learning:</p> <ol style="list-style-type: none"> 1) Personal Development. 2) Social Development, including political and current affairs awareness. 3) Physical Development. 4) Spiritual Development. 5) Moral Development. 6) Cultural development. <p><u>TO DEVELOP RESILIENCE</u>, the Ron Berger's Austin's butterfly approach will be used to continually improve our thinking. Work is never finished and there is always room for improvement.</p> <p>We will</p> <p>Encourage belief that Ideas can evolve and change.</p> |
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| | <p>Create the culture of having the next step.</p> <p>Respond to feedback in a positive manner.</p> <p>Share Rubrics and assessment criteria and ensure that students know how to act on feedback.</p> <p>Developing skills in being independent and seeking improvements for themselves.</p> <p><u>TO DEVELOP RESPONSIBILITY</u></p> <p>We will</p> <p>Apply independent working skills and take ownership of own learning.</p> <p>Feel respected and confident to take risks</p> <p>Create learner modelling opportunities</p> | <p>Create the culture of having the next step.</p> <p>Respond to feedback in a positive manner.</p> <p>Share Rubrics and assessment criteria and ensure that students know how to act on feedback.</p> <p>Developing skills in being independent and seeking improvements for themselves.</p> <p><u>TO DEVELOP RESPONSIBILITY</u></p> <p>We will</p> <p>Apply independent working skills and take ownership of own learning.</p> <p>Feel respected and confident to take risks</p> <p>Create learner modelling opportunities</p> | <p>Create the culture of having the next step.</p> <p>Respond to feedback in a positive manner.</p> <p>Share Rubrics and assessment criteria and ensure that students know how to act on feedback.</p> <p>Developing skills in being independent and seeking improvements for themselves.</p> <p><u>TO DEVELOP RESPONSIBILITY</u></p> <p>We will</p> <p>Apply independent working skills and take ownership of own learning.</p> <p>Feel respected and confident to take risks</p> <p>Create learner modelling opportunities</p> |
| <p>Student Leadership</p> | <p>Within lessons, we will</p> <p>Promote and encourage events that promote debates - encourage opinions</p> <p>Create opportunities for challenges, team and individual competitions – X Factor, Talent Shows</p> <p>Music events - Oldfolks/Daton church/Derby and Joan</p> <p>Organise an Annual production - Allocate roles and responsibilities within production teams</p> <p>Allocate Subject ambassadors to lead and deliver enrichment – reintroduce badges</p> | <p>Within lessons, we will</p> <p>Promote and encourage events that promote debates - encourage opinions</p> <p>Create opportunities for challenges, team and individual competitions – X Factor, Talent Shows</p> <p>Music events - Oldfolks/Daton church/Derby and Joan</p> <p>Organise an Annual production - Allocate roles and responsibilities within production teams</p> <p>Allocate Subject ambassadors to lead and deliver enrichment – reintroduce badges</p> | <p>Within lessons, we will</p> <p>Promote and encourage events that promote debates - encourage opinions</p> <p>Create opportunities for challenges, team and individual competitions – X Factor, Talent Shows</p> <p>Music events - Oldfolks/Daton church/Derby and Joan</p> <p>Organise an Annual production - Allocate roles and responsibilities within production teams</p> <p>Allocate Subject ambassadors to lead and deliver enrichment – reintroduce badges</p> |

The Darton Mindset underpins all our core principles and practice = Responsibility, Respect, Resilience.