

**Curriculum Overview Plan****Subject: Performing Arts***What will they be learning, why and in what order?***Curriculum Intent Statement**

Our purpose and objective in the Performing Arts department which includes Dance, Drama and Music, 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 an X Factor, Collaborative events with Primary schools, celebration performances and concerts and events within the local community allowing them to develop their professionalism within the Performing Arts sector

Coverage, content, structure and sequencing

**Year 10****Year 11**

**Expert Students**

Key Learning/  
knowledge  
and skills including  
local context

**GCSE Dance (Year 1)**

**To examine Skills for Performance and Appreciation including:**

**1)SKILLS FOR PERFORMANCE- KNOWLEDGE, UNDERSTANDING AND SKILLS FOR PERFORMANCE**

**PHYSICAL SKILLS AND ATTRIBUTES**

Posture, Alignment, Balance, Coordination, Control, Flexibility, Mobility, Strength, Stamina, Extension, Isolation

**TECHNICAL SKILLS**

Action content , Dynamics, Spatial content , Rhythmic content, Timing content, Movement in a stylistically accurate way

**MENTAL SKILLS AND ATTRIBUTES (During performance)**

Commitment, Concentration, Confidence, Movement memory

**EXPRESSIVE SKILLS**

Projection, Focus, Spatial awareness, Phrasing, Facial expression, Musicality, Sensitivity to other dancers, Communication of choreographic intent

**SAFE WORKING PRACTICES**

Safe execution  
Warming up, Cooling down, Nutrition, Hydration

**MENTAL SKILLS AND ATTRIBUTES (Process)**

Systematic repetition, Mental rehearsal, Rehearsal discipline, Planning a rehearsal, Response to feedback, Capacity to improve

**2)APPRECIATION SKILLS - KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK**

The meaning of relevant performance terminology  
The contribution of performance skills to the audience's understanding of a dance

**GCSE Dance (Year 2)**

**To examine Skills for Choreography and Appreciation including:**

**1) CHOREOGRAPHY SKILLS - KNOWLEDGE, UNDERSTANDING AND SKILLS FOR CHOREOGRAPHY:**

**PROCESS**

Research, Improvisation, Generate, Selection, Development, Structuring, Refining and synthesising

**CHOREOGRAPHIC DEVICES**

Motif and development, Repetition, Contrast, Highlights, Climax  
Manipulation of number, Unison and canon

**STRUCTURING DEVICES AND FORM**

**PERFORMANCE ENVIRONMENTS**

**ACTION CONTENT**

Travel, Turn, Elevation, Gesture, Stillness, Use of body parts, Floorwork, Transfer of weight

**DYNAMIC CONTENT**

**SPATIAL CONTENT**

Pathways, Changes in level, Size of movement, Patterns, Directions, Spatial design

**RELATIONSHIP CONTENT**

Lead and follow, Mirroring, Action & reaction, Accumulation, Complement and contrast, Counterpoint, Contact, Formations

**AURAL SETTING**

**COMMUNICATION OF CHOREOGRAPHIC INTENT**

Moods, Meanings, Ideas, Themes, Style/style fusion

**2)APPRECIATION SKILLS**

The meaning of relevant choreography terminology  
The contribution of choreography skills to the audience's understanding of a dance

### **GCSE Music Year 1**

The Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study.

#### **1)SKILLS FOR PERFORMANCE- KNOWLEDGE, UNDERSTANDING AND SKILLS FOR PERFORMANCE:**

##### **Technical control**

- Developing the correct instrumental techniques and intonation where appropriate
- Using sonority control and the use of contrast
- Controlled projection
- Appropriate pace and fluency

##### **Accuracy of rhythm and pitch**

- Accuracy of pitch and rhythm
- Developing techniques for more control of accuracy
- Appropriate tempo and maintaining it

#### **KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK**

The meaning of relevant performance terminology  
The contribution of performance skills to the audience's understanding of a dance  
The meaning of relevant choreography terminology  
The contribution of choreography skills to the audience's understanding of a dance

#### **KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF PROFESSIONAL DANCE WORKS**

Choreographer's approach to the development of the work  
Features of production including, staging, lighting, properties (Props), costume, dancers, aural settings and dance for camera  
Choreographic intent including mood, meaning, ideas, theme, style.  
Choreographic content including movement content, structuring devices and form and choreographic devices

### **GCSE Music Year 2**

#### **1)SKILLS FOR PERFORMANCE- KNOWLEDGE, UNDERSTANDING AND SKILLS FOR PERFORMANCE:**

##### **Expression and Interpretation**

- Performing within a given style
- Communication and maintaining audience interest throughout a performance
- Communicating and interacting with other performers to create a well-balanced performance
- The effective use of dynamics
- Developing stylistic awareness
- Performing with empathy (in ensemble playing)

#### **2)SKILLS FOR COMPOSITION - KNOWLEDGE, UNDERSTANDING AND SKILLS FOR COMPOSITION:**

##### **Structure and stylistic coherence**

- Using performance directions to improve communication

**2)SKILLS FOR COMPOSITION - KNOWLEDGE, UNDERSTANDING AND SKILLS FOR COMPOSITION:**

**Creativity and the development of musical ideas**

- Creating initial ideas that are highly effective and provide the development of the music.
- Developing content skilfully and effectively.
- Creating contrasts of colours, tone and moods

**Technical control of musical elements and resources**

- Choosing instruments and technology effectively where appropriate
- Using the elements of music carefully yet creatively to achieve intended effects
- Skilfully controlling resources, including technology.

**3)APPRECIATION SKILLS - KNOWLEDGE, UNDERSTANDING AND SKILLS FOR APPRAISING:**

The use of musical elements will form the basis of all music teaching at this and other levels. These include:

- melody
- harmony
- tonality
- form and structure
- dynamics
- sonority
- texture
- tempo
- rhythm
- Metre

**Musical Contexts**

- Organising music with the intention of presenting musical ideas effectively.
- Developing style and character using the elements of music.
- Responding to a brief effectively to create a well-rounded piece.
- Creating a fully coherent and highly effective composition.

**3)APPRECIATION SKILLS - KNOWLEDGE, UNDERSTANDING AND SKILLS FOR APPRAISING:**

**Musical Contexts**

- Studying how music is created, developed and performed in different social, historical and cultural contexts.

**Musical Language**

- Reading and writing key signatures to four sharps and flats
- Musical vocabulary related to areas of study

- Understanding the purpose and intention of composers, performers and those who commission music.
- Looking at the effect of the occasion, audience and choice of venue on the way music is composed and performed.

#### Musical Language

- Reading and writing treble and bass clef staff notation in simple time.
- Reading treble and bass clef staff notation in compound time.
- Roman numerals for chords I, ii, iii, IV, V and vi in a major key.
- Contemporary chord symbols for chords within a major key e.g. C, Dm, Em, F G(7) and Am.

#### **GCSE Drama Year 1**

##### **Knowledge and Understanding – Skills for Performance**

- Characteristics of performance text(s) and dramatic work(s)
- Social, cultural and historical contexts
- How meaning is interpreted and communicated
- Drama and theatre terminology and how to use it appropriately
- The roles and responsibilities of theatre makers in contemporary professional practice

##### **Creating Devised Drama**

Students will learn how to create and develop ideas to communicate meaning in a devised theatrical performance, collaborating in groups, developing ideas through workshops and responding to a stimulus.

Students will draw on and demonstrate a practical understanding of the subject content listed in [Knowledge and understanding](#).

Students must develop their ability to:

- carry out research
- develop their own ideas

#### **GCSE Drama Year 2**

##### **Knowledge and Understanding – Skills for Performance**

##### **Area of study - Set Play**

Students will study and explore practically **one** set play chosen from a list provided by AQA

Study will be targeted at:

- developing knowledge and understanding (as described in [Knowledge and understanding](#)) of the characteristics and context of the whole play
- exploring ideas for how the play may be interpreted practically.
- Exploration of design elements, theatre style, techniques and genre
- Page to stage enquiry, making links between practical and theory to support understanding and develop exam technique

##### **Texts in Practice – Practical Assessment**

Each student must choose to be assessed as a:

- performer

- collaborate with others
- Develop vocal and physical skills through practical workshops
- rehearse, refine and amend their work in progress
- analyse and evaluate their own process of creating devised drama.

For assessment, students will produce an individual Devising log documenting their devising process and an analysis and evaluation of their contribution.

### **Performing Devised Drama**

Students will learn how to contribute to devised drama in a live theatre context for an audience.

Students must draw on and demonstrate a practical understanding of the subject content listed in [Knowledge and understanding](#).

They must develop their ability to:

- create and communicate meaning
- realise artistic intention in devised drama.

For assessment, students must perform a devised duologue or group piece.

### **APPRECIATION SKILLS - KNOWLEDGE, UNDERSTANDING AND SKILLS FOR APPRAISING:**

Students are required to experience live performance – in which they are a member of the audience in the same performance space as the performers. Therefore, a visit to the theatre is required to provide an opportunity to see professional works which they can experience, enjoy and critique.

### **Live Theatre Production**

Students will learn how to analyse and evaluate the work of live theatre makers (performers and/or designers). Students should aim to understand productions in terms of the relevant content listed in [Knowledge and understanding](#) and in addition consider:

- how the play has been interpreted in the production seen and what messages the company might be trying to communicate

Students will learn how to contribute to text-based drama in a live theatre context for an audience.

Students will draw on and demonstrate a practical understanding of the subject content listed in [Knowledge and understanding](#).

They will develop their ability to:

- interpret texts
- create and communicate meaning
- realise artistic intention in text-based drama.

For assessment, students will perform two contrasting extracts from one play which contrasts to the set play studied in Component 1

### **APPRECIATION SKILLS - KNOWLEDGE, UNDERSTANDING AND SKILLS FOR APPRAISING:**

#### **Live Theatre visit**

To support understanding of set text a theatre trip or streaming of live theatre will provide learners with an opportunity to deepen their knowledge on character and relationships within a play.

- possible cross curricular links with English if Blood Brothers is studied in both subjects – again widening their knowledge and supporting understanding, increasing exam success.

#### **Professional Actor meet and Greet**

-performance workshop and interview. An opportunity for learners to meet and work with a professional actor and interview them to support their studies. Questions linking to performance and professional theatre as well as knowledge on set text and possible careers within the Arts.

- the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers
- the design skills demonstrated in the production and how successfully meaning was communicated to the audience through design.

To aid their analysis students should carry out background research into the production. They may read the play and reviews of the production and should develop an understanding of:

- the plot and characters
- specific features or hallmarks of the style/genre of the production
- the context of the play/production.
- 
- plays
- physical theatre
- theatre in education
- musical theatre

<p><b>Assessment</b></p> <p>How will you assess the impact of teaching?</p>	<p style="text-align: center;"><b><u>Assessment:</u></b></p> <p><b><u>Demonstrate and Connect</u></b></p> <p><b><u>Practical Lessons</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• All staff use a 'demonstrate markbook' to identify attainment of skills in practical lessons. Work is marked then ragged red / amber / green to show learners understanding</li> <li>• 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.</li> </ul> <p><b><u>Theory Lessons</u></b></p> <ul style="list-style-type: none"> <li>• Opportunities will be timely and planned for and learners will be given sufficient time to reflect upon or improve their work at the beginning of lessons. Questioning based on work covered in previous lesson is used as a strategy to connect</li> <li>• At KS4 Music, the skills would be demonstrated through a listening activity. For example, we may focus on a particular element of music during the lesson and the demonstrate task would consist of a listening question using this element of music. The connect activity at the start of the next lesson would consist of the use of a video to develop the learning and then another attempt at the question. Alternatively, guidance would be given based on the RAG with links to more help.</li> <li>• Demonstrate/connect activities will take place most lessons</li> </ul> <p><b><u>Self and Peer Assessment and Critique</u></b></p> <p><b><u>Practical Lessons</u></b></p>	<p style="text-align: center;"><b><u>Assessment:</u></b></p> <p><b><u>Demonstrate and Connect</u></b></p> <p><b><u>Practical Lessons</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• All staff use a 'demonstrate markbook to identify attainment of skills in practical lessons. Work is marked then ragged red / amber / green to show learners understanding</li> <li>• 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.</li> </ul> <p><b><u>Theory Lessons</u></b></p> <ul style="list-style-type: none"> <li>• Opportunities will be timely and planned for and learners will be given sufficient time to reflect upon or improve their work at the beginning of lessons. Questioning based on work covered in previous lesson is used as a strategy to connect</li> <li>• At KS4 Music, the skills would be demonstrated through a listening activity. For example, we may focus on a particular element of music during the lesson and the demonstrate task would consist of a listening question using this element of music. The connect activity at the start of the next lesson would consist of the use of a video to develop the learning and then another attempt at the question. Alternatively, guidance would be given based on the RAG with links to more help.</li> <li>• Demonstrate/connect activities will take place most lessons</li> </ul> <p><b><u>Self and Peer Assessment and Critique</u></b></p> <p><b><u>Practical Lessons</u></b></p>
---	---	--



- Peer and self assessment is mostly facilitated via the rubric
- Learners will be encouraged to use subject specific terminology during discussions
- 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
- Activities may include initialling the rubric or verbally discussing current attainment and next steps
- All students are encouraged to give Skilled feedback to self (informed critique) They will know how to improve and will routinely reflect. Excellent questioning of themselves is encouraged

### Theory Lessons

- Where possible facilitated via the rubric
- Learners can self/Peer initial the learning they think they have achieved in each lesson and date it
- KS4 will use the marking criteria to assess each other's work and will give feedback to identify next steps.
- Self/Peer Assessment of short exam questions will be done in green pen. Learners then have opportunity to correct in green any errors made
- Learners respond to teacher feedback in greenpen in their logs / research folder and exercise books.
- For longer answer questions the Self/Peer Assessment Marking Grid will be used, where learners are to identify WWW's/EBI's in own/others work against set criteria. Learner comments should have direct reference to the criteria on the grid.
- Critique opportunities are given - Kind, helpful, specific

### Summative Assessment.

#### Practical Lessons

- 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.

- Peer and self assessment is mostly facilitated via the rubric
- Learners will be encouraged to use subject specific terminology during discussions
- 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
- Activities may include initialling the rubric or verbally discussing current attainment and next steps
- All students are encouraged to give Skilled feedback to self (informed critique) They will know how to improve and will routinely reflect. Excellent questioning of themselves is encouraged

### Theory Lessons

- Where possible facilitated via the rubric
- Learners can self/Peer initial the learning they think they have achieved in each lesson and date it
- KS4 will use the marking criteria to assess each other's work and will give feedback to identify next steps.
- Self/Peer Assessment of short exam questions will be done in green pen. Learners then have opportunity to correct in green any errors made
- Learners respond to teacher feedback in greenpen in their logs / research folder and exercise books.
- For longer answer questions the Self/Peer Assessment Marking Grid will be used, where learners are to identify WWW's/EBI's in own/others work against set criteria. Learner comments should have direct reference to the criteria on the grid.
- Critique opportunities are given - Kind, helpful, specific

### Summative Assessment.

#### Practical Lessons

- 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.

- Facilitated via the rubric and IAMs (Internal Assessment Marksheets) Teachers use these as a tool for giving individual feedback to both learners and groups and these also assist with setting targets and next steps

### **Theory Lessons**

- Colour coded Marking (Pink/amber/green) will be used for longer answer questions with additional colours/numbers relating to the EBI's
- On longer answer questions (specifically in GCSE) questions are marked using mark schemes and specification descriptors so students are aware of exactly how their marks have been awarded

### **Dance - GCSE**

#### **Summative assessment of:**

Performance of set solo phrases  
 Duet/trio/small group/whole class performance  
 Critical appreciation of own work  
 Section A and B of Exam paper

### **Drama –GCSE**

Internal Assessment - Component 2 - Devising Drama  
 Devising Drama (Practical)  
 Devising Log (Written)  
 Group performances  
 Marked by Teacher and Moderated by AQA  
 Critical appreciation of own work  
 Section B and C of Exam

### **Music - GCSE**

#### **Summative assessment of:**

Solo performance  
 Ensemble performance  
 Rondo Dance Composition

- Facilitated via the rubric and IAMs (Internal Assessment Marksheets) Teachers use these as a tool for giving individual feedback to both learners and groups and these also assist with setting targets and next steps

### **Theory Lessons**

- Colour coded Marking (Pink/amber/green) will be used for longer answer questions with additional colours/numbers relating to the EBI's
- On longer answer questions (specifically in GCSE) questions are marked using mark schemes and specification descriptors so students are aware of exactly how their marks have been awarded

### **Dance - GCSE**

#### **Pupils will be assessed on:**

Performance of set solo phrases  
 Duet/trio/small group/whole class performance  
 Choreography  
 Knowledge and understanding of choreographic processes and performing skills  
 Critical appreciation of own work  
 Critical appreciation of professional works

### **Drama-GCSE**

Written Exam – Component 1 –Understanding Drama

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

Practical Exam – Component 3 – Texts in Practice (Practical)

Scripted extract 1  
 Scripted extract 2  
 Monologues of duologues  
 Marked by AQA visiting Examiner

### **Music - GCSE**

#### **Summative assessment of:**

Solo performance

	Appraisal exam paper Bach Focus	Ensemble performance Composing to a brief and free composition Appraisal exam paper Bach and Toto Focus
<p><b>Confident Communicators</b></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 <a href="#">AQA   Subject specific vocabulary</a></p> <p>Drama <a href="#">AQA GCSE DRAMA subject specific vocabulary</a></p> <p>Music <a href="#">Subject specific key words pages 48 - 50</a></p>	<p>Tier 2: Word of the week and command words used within lessons</p> <p>Tier 3: Dance <a href="#">AQA   Subject specific vocabulary</a></p> <p>Drama <a href="#">AQA GCSE DRAMA Subject Specific Vocabulary</a></p> <p>Music <a href="#">Subject specific key words pages 48 - 50</a></p>
<p><b>Future Ready</b></p> <p>Careers encounters and aspirational cultural capital opportunities</p>	<p><b><u>Dance GCSE</u></b> This specification will aid progression to undertake further Post-16 courses in Dance and Performing Arts eg. A-Level Dance or BTEC National Diploma in Dance or Performing Arts, moving to Degree Level for Higher Education (HE). The new specification bridges the gap between GCSE and A-level, giving students the skills and experience to better prepare them for the demands of A-level if they choose to progress with their study.</p> <p><b><u>Drama GCSE</u></b> This specification ensures continuity for students progressing from GCSE Drama to AS and A-level Drama and Theatre. Students who go on to AS or A-level are already familiar with studying a whole set text for the written paper. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. All of these aspects feature in the AS and A-level as well as the GCSE. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. Possible careers range from performers in Theatre and Television, Acting and Presenting,</p>	<p><b><u>Dance GCSE</u></b> This specification will aid progression to undertake further Post-16 courses in Dance and Performing Arts eg. A-Level Dance or BTEC National Diploma in Dance or Performing Arts, moving to Degree Level for Higher Education (HE). The new specification bridges the gap between GCSE and A-level, giving students the skills and experience to better prepare them for the demands of A-level if they choose to progress with their study.</p> <p><b><u>Drama GCSE</u></b> This specification ensures continuity for students progressing from GCSE Drama to AS and A-level Drama and Theatre. Students who go on to AS or A-level are already familiar with studying a whole set text for the written paper. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. All of these aspects feature in the AS and A-level as well as the GCSE. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. Possible careers range from performers in Theatre and Television, Acting and Presenting, Teaching, Directing, Theatre Design, Media, Journalism, Photography, Youth work and Community Arts.</p>

	<p>Teaching, Directing, Theatre Design, Media, Journalism, Photography, Youth work and Community Arts.</p> <p><b><u>Music GCSE</u></b>  The course can open doors to a range of education and employment pathways. Studying these courses teach that being a musician isn't the only career in music – other options include being a sound technician, community musician, music therapist, teacher, or private tutor, or a range of careers in the music industry, in a concert hall or music venue. There is also work in film, TV, theatre, radio, arts administration, or creative education.</p>	<p><b><u>Music GCSE</u></b>  The course can open doors to a range of education and employment pathways. Studying these courses teach that being a musician isn't the only career in music – other options include being a sound technician, community musician, music therapist, teacher, or private tutor, or a range of careers in the music industry, in a concert hall or music venue. There is also work in film, TV, theatre, radio, arts administration, or creative education.</p>
<p><b>Darton Mindset</b>  <b>Character Education</b>  <b>Respect:</b>  <b>Resilience:</b>  <b>Responsibility:</b></p>	<p><b><u>Students in Performing Arts will:</u></b></p> <p>Participate for a sustained period in a project or production to demonstrate commitment to team tasks and events.</p> <p>Show an interest in volunteering and service to others</p> <p>Lead workshops/after school classes with younger year groups</p> <p>Feel respected and confident to take risks</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>Show consideration and respect towards others. Will be given opportunities to 'work' in the school</p> <p>Take a sense of pride, belonging and identity in school events</p> <p>Demonstrate good manners and courtesy when dealing with the public - Job roles within productions</p> <p>Lead workshops in Primary schools</p> <p>Be involved in local events to enhance cultural capital to open doors and give pupils confidence in wider society</p>	<p><b><u>Students in Performing Arts will:</u></b></p> <p>Participate for a sustained period in a project or production to demonstrate commitment to team tasks and events.</p> <p>Show an interest in volunteering and service to others to break down social barriers</p> <p>Feel respected and confident to take risks</p> <p>Be given the responsibility and ownership of performances</p> <p>Allowed the opportunity to manage self and others</p> <p>Show consideration and respect towards others. Will be given opportunities to 'work' in the school</p> <p>Take a sense of pride, belonging and identity in school events</p> <p>Demonstrate good manners and courtesy when dealing with the public - Job roles within productions</p> <p><b><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:</b></p> <ol style="list-style-type: none"> <li>1) Personal Development.</li> <li>2) Social Development, including political and current affairs awareness.</li> </ol>

**TO DEVELOP RESPECT** the six key areas of development that contribute to building a student's cultural capital are covered in Schemes of learning:

- 1) Personal Development.
- 2) Social Development, including political and current affairs awareness.
- 3) Physical Development.
- 4) Spiritual Development.
- 5) Moral Development.
- 6) Cultural development.**

**TO DEVELOP RESILIENCE**, 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.

We will

Encourage belief that Ideas can evolve and change.

Create the culture of having the next step.

Respond to feedback in a positive manner.

Share Rubrics and assessment criteria and ensure that students know how to act on feedback.

Developing skills in being independent and seeking improvements for themselves.

**TO DEVELOP RESPONSIBILITY**

We will

Apply independent working skills and take ownership of own learning.

Feel respected and confident to take risks

3) Physical Development.

4) Spiritual Development.

5) Moral Development.

**6) Cultural development.**

**TO DEVELOP RESILIENCE**, 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.

We will

Encourage belief that Ideas can evolve and change.

Create the culture of having the next step.

Respond to feedback in a positive manner.

Share Rubrics and assessment criteria and ensure that students know how to act on feedback.

Developing skills in being independent and seeking improvements for themselves.

**TO DEVELOP RESPONSIBILITY**

We will

Apply independent working skills and take ownership of own learning.

Feel respected and confident to take risks

Ensure students are given opportunity to lead specific activities in lessons like Warm-ups & mini-plenaries

Introduce subject Ambassadors (SAS!) (with badges) who are responsible for representing subjects on open evenings, whole school events, leading enrichment etc

Give responsibility for bringing in stimuli for starting points.

	<p>Ensure students are given opportunity to lead specific activities in lessons like Warm-ups &amp; mini-plenaries</p> <p>Introduce subject Ambassadors (SAS!) (with badges) who are responsible for representing subjects on open evenings, whole school events, leading enrichment etc</p> <p>Give responsibility for bringing in stimuli for starting points.</p> <p>Create learner modelling opportunities</p>	<p>Create learner modelling opportunities</p>
<p><b>Student Leadership</b></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>Ensure Component 3 style brief is linked to community needs</p> <p>Allocate Subject ambassadors to lead and deliver enrichment – reintroduce badges</p> <p>Co-ordinate Primary Transition projects - Pupils to lead workshops in other schools</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>Ensure Component 3 style brief is linked to community needs</p> <p>Allocate Subject ambassadors to lead and deliver enrichment – reintroduce badges</p> <p>Co-ordinate Primary Transition projects - Pupils to lead workshops in other schools</p>

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