

Creative, Expressive and Performing Arts

Vision Statement

The Creative, Expressive and Performing Arts play a vital role in enabling young people to enhance their creative talent and develop their artistic skills. Through experiencing CEPA, students recognise and represent feelings and emotions of others and themselves, thus enhancing the development of students' personal, social and cultural identity. CEPA subjects teach about recognising and valuing the variety and vitality of culture locally, nationally and globally.

The Creative, Expressive and Performing Arts subjects teach students to be creative and express themselves in different ways. Students learn to develop personal and social skills through an appreciation of different cultures, values, identities and ideas. Students are given a high degree of control over their own learning as they manage information, make decisions and solve problems. This draws upon their experience of the world and then extends it, engaging feelings and imagination, and encouraging creativity both individually and in groups. CEPA lessons involve controlled opportunities to explore, develop and express ideas and concepts which will help to make sense of reality and the world in which we live.

Transition from Key Stage 2

Our Year 7s have a wide variety of experiences in the Creative, Expressive and Performing Arts. To ensure a smooth transition for all students, a bridging unit is used that develops the necessary key skills in Drama and Music, taking into account the wide range of students' needs and experiences. This unit allows us to establish the range of skills that students arrive with, and plan effective strategies to provide the most effective curriculum opportunities.

Assessment and Progress at Key Stage 3

Formative and summative assessment is used to monitor and assess the progress of students in Key Stage 3. Through continuous observations in lessons, students receive feedback in verbal and written form, in addition to CEPA Key Stage 3 Target Sheets. These allow students to regularly track their own progress and identify the necessary steps to achieve their full potential.

Grade collections will report if a pupil's progress shows that they are '**on track**' for achieving both the '**expected standard**' at the end of years 7 to 9 and their own **personal GCSE target**. If a pupil continues to make the necessary progress towards the end of year '**expected standards**' then they will be '**on track**' to meet the **national expectation at GCSE** which is **grade 5**.

Drama

At KS3 students participate in a wide range of drama activities and evaluate their own and others' contributions. Students are taught to use a variety of dramatic techniques to explore ideas, issues, texts and meanings. They use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays (for example through dialogue, movement and pace). The range of drama activities include: improvising and working in role, devising, scripting and performing in plays and discussing and reviewing their own and others' performances.

Year 7 Drama

Pupils should be able to:

- Perform and discuss a still image
- Perform and discuss a mime
- Discuss and fairly confidently use:
 - Body language
 - Eye contact
 - Facial expressions
 - Gesture
 - Levels
- Develop knowledge and understanding of Greek Theatre and Pantomime
- Develop empathy skills in order to use for performance
- Turn story into a piece of theatre
- Read/act from text
- Perform in front of an audience
- Watch performances and begin to form vocabulary in order to comment on them
- Use basic space and movement
- Discuss/evaluate other pupils work and write/discuss the work of others
- Be familiar with drama terminology
- Understand how to write a storyboard/script
- Work collaboratively to create performance work
- Develop drama techniques and strategies for anticipating, visualising and problem-solving in different learning contexts

Year 8 Drama

Pupils should be able to:

- Build on skills and knowledge developed in Year 7
- Know and use improvisation as a rehearsal and performance tool
- Improvise from text
- Know and use flashbacks
- Know and use still images
- Develop skills in stage combat
- Use characterisation and status
- Write in role
- Use music for performance
- Act/read/interpret text
- Perform in front of an audience
- Watch a performance offering positive feedback to others
- Discuss/evaluate own work and the work of others
- Use drama terminology verbally and in written accounts
- Develop knowledge and understanding of Elizabethan Theatre and Melodrama
- Develop the dramatic techniques that enable them to create and sustain a variety of roles

Year 9 Drama

Pupils should be able to:

- Build on skills and knowledge developed in Year 8
- Develop knowledge and understanding of naturalistic and non – naturalistic drama
- Read/act/interpret text in greater detail for performance
- Devise a performance piece from a stimulus
- Improvise in much greater detail, often in response to a text
- Perform in front of an audience
- Watch a performance, offering positive comments alongside advice to improve
- Write in role (diary accounts, reports, letters)
- Use drama terminology in written accounts and verbally
- Develop empathy skills in response to true events
- Develops skills in characterisation and status
- Consider the impact of their work on the audience
- Use rehearsal time efficiently
- Reflect on their participation in drama and identify areas for their development of dramatic techniques, e.g. *keep a reflective record of their contributions to rehearsal and performance.*
- Convey action, character, atmosphere and tension when scripting and performing plays
- Explore and develop ideas, issues and relationships through work in role; **collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.**

Music

Music is a unique form of communication that can change the way pupils feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop pupils' competence as learners and increase their self-esteem. Music education encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. Music can influence pupils' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing pupils' ability to work with others in a group context.

Music learning develops pupils' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgments about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.

At Key Stage 3, students will experience performance activities in a range of contexts within and beyond the classroom. They will learn to use staff notation and other relevant notations in a range of musical styles, genres and traditions and also how to consider contextual influences that affect the way music is created, performed and heard. Students also learn about the role of music and musicians in society.

By the end of Year 7 most pupils should be able to:

- Recognize and explore the ways sounds can be combined and used expressively.
- Experiment with sounds to make their own music expressive music.
- Sing in tune with expression.
- Perform rhythmically simple parts that use a limited range of notes.
- Improvise a short melody.
- Describe how the Elements of Music have been used to make a piece of music expressive.
- Combine several layers of sound with awareness of the combined effect.

By the end of Year 8 most pupils should be able to:

- Identify and explore the relationship between sounds and how music reflects different intentions.
- Maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect, while performing.
- Improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.
- Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.
- Suggest improvements to my own and others' work, commenting on how intentions have been achieved.

By the end of Year 9 most pupils should be able to:

- Identify and explore musical devices and how music reflects time, place and culture.
- Select and make expressive use of tempo, dynamics, phrasing and timbre.
- Perform significant parts from memory and from notations, with awareness of their own contribution such as leading others, taking a solo part or providing rhythmic support.
- Improvise melodic and rhythmic material within given structures, use a variety of notations, and compose music for different occasions using appropriate musical devices.
- Make subtle adjustments to fit my own part within a group performance.
- Use relevant notations to plan, revise and refine material
- Analyse and compare musical features.
- Evaluate how venue, occasion and purpose affect the way music is created, performed and heard.
- Make improvements to my own and others' work in the light of the chosen style.