



Performing Arts & Creative Digital Skills

Unless the theatre can ennoble you, and make you a better person, you should flee from it.

Constantin Stanislavski

The Performing Arts and Creative Digital Skills curriculum aims to cultivate each pupil's ability to express themselves clearly and authentically through various artistic and digital mediums. We believe that developing these skills empowers our pupils, by providing them with the tools to communicate their unique voices and perspectives with confidence. This empowerment fosters a sense of agency and self-worth, which is crucial for their personal and academic growth

Curriculum Intent

To provide students with opportunities for:

1. Self-Expression and Communication

Equip pupils with the skills to express themselves effectively and creatively across different mediums and to diverse audiences.

For example, in Key Stage Three, students will be performing Drama and music pieces, both live and in other formats such as video. **In years 10 and 11**, they will be scaffolded to respond to real-life industry-standard creative briefs, learning to pitch their ideas to secure funding for their projects. These hands-on industry type of experiences will also provide them with new prospects in the ever-expanding creative industries. They also learn presentational skills that align with the **English curriculum aims**, by enhancing students' **Speaking and Listening** and Oracy.

2. Ownership and Agency

Encourage pupils to take ownership of their creative expressions, fostering a sense of agency and confidence in their abilities.

For example, in Key Stage Three, students are required to reflect on a variety of local and global issues through Drama, providing a safe space for them to express their views and ideas. These global issues include topics such as Fair Trade, Gang and Knife violence affecting our community, amongst other relevant topics. In year 10, they are scaffolded to explore issues with more advanced Drama techniques. In year 11, they will develop skills in raising local and global issues, developing their views and using the performing arts as a vehicle for change. This will be reflected in the choice for the exam board, which will provide assignment briefs that will require them to do so.

3. Continuous Improvement

Provide opportunities for pupils to practice, refine, and enhance their creative skills through structured and supportive activities.

For example, although timetable lessons form the basis for the implementation of the curriculum, students attend studio sessions at a local recording studio. They often use the Performing Arts space facilities during break, lunchtime and after school, to enhance their performances.

4. Developing Cultural Awareness and Appreciation

We. develop pupils' understanding of various cultural forms of expression and the importance of respecting and valuing diverse voices, by encouraging them to share Performing Arts practices inherent to their own background

For example, we carefully chose our exam boards to ensure these address the cultural diversity of our pupils when setting assignments. Students are encouraged to share music and performative elements from their own culture.

Curriculum Map & Progression of Skills

In year 11, the WJEC Level 1/2 Vocational Award in Performing Arts aims to develop students' understanding and skills in the performing arts sector, focusing on practical application and theoretical knowledge. Here are the skills and knowledge areas covered by this qualification. In Performing Arts, we plan backwards, looking at the skills required to succeed in year 11 and those transferable skills that students can apply in another subject when resuming their mainstream education and they are equipped for the careers of today and the future.

PS1. Performance Skills: Students will learn various performance techniques applicable to different genres and styles. This includes understanding how to engage with an audience, use of space, and conveying character or emotion effectively through performance.

PS2. Production Skills: Knowledge of the technical aspects of production such as lighting, sound, set design, and stage management. This ensures students can contribute to all elements of a performance, not just acting or performing.

CP3. Creating Performances: Students will gain skills in creating and developing performance pieces, including devising original works and interpreting existing texts. This involves collaborative work, creativity, and innovation.

U1. Understanding the Performing Arts Industry: A broad understanding of how the performing arts industry operates, including the roles and responsibilities within it, career opportunities, and the business aspects of the industry.

RS. Reflective Practice: The ability to reflect on their own work and that of others to improve performance and production skills. This includes critical analysis and constructive feedback.

HS. Health and Safety: Awareness of health and safety practices in the performing arts environment to ensure safe working practices in rehearsal and performance settings.

CS. Communication Skills: Effective communication, both verbal and non-verbal, with peers, directors, and audiences. This also includes teamwork and collaboration skills essential for working in the performing arts.

Key Stage Three	Year 1		Key Stage Three	Year 2	
Autumn 1	Introduction to Performing Arts & Creative Digital Skills	PS1 U1 RS.	Autumn 1	ChildNet Film Competition	HS.
Autumn 2	Introduction to Applied Digital Skills	U1. CS PS2	Autumn 2	Script Writing & Film	CP3.PS2
Spring 1	GarageBand	CP3 PS1	Spring 1	DAW (Digital Audio Workstations)	CP3.
Spring 2	RAP	PS1 CP3	Spring 2	Music Promotion and Social Media Advertising	CP3. U1.
Summer 1	SHANK by Vincent	PS1. CS.	Summer 1	Charlie and The Chocolate Factory	CS.
Summer 2	L8R Series	RS. HS. CS.	Summer 2	Project Live Performance	CP3.PS2

Year 10		
AUT 1	The World of Commedia	PS1 CS
AUT 2	Alotta Chocolate	PS1 CS RS
SP 1	Music Technology	S1 CP3
SP 2	Music Production	CP3 PS1
SUM 1	Drama Text- BAng Bang You're Dead	RS S1 U1 RS.
SUM 2,	Intro to PAM	S1 U1 RS.U1

Year 11		
AUT 1	Introduction To Performing Arts	PS1 PS2 CP3 U1 RS HS CS.
AUT 2	Unit 1 Performing	PS1 PS2 CP3 U1 RS HS CS.
SP 1	Unit 2 Creating	PS1 PS2 CP3 U1 RS HS CS.
SP 2	Unit 3 Performing Arts in Practice	PS1 PS2 CP3 U1 RS HS CS.
SUM 1	Coursework Catch up and Re-takes	

Performing Arts Skills

Acting: Developing skills in character analysis, emotional expression, and stage presence.

Voice Training: Learning how to project, control, and modulate one's voice for the stage.

Singing: Developing vocal technique and performance skills for musical theatre or vocal performances.

Improvisation: Practising the art of spontaneous performance and creativity.

Script Analysis: Understanding and interpreting scripts for theatre or film.

Stagecraft: Learning about stage design, lighting, sound, and set construction.

Movement and Choreography: Creating and performing choreographed routines for dance or theatre.

Theatrical Makeup and Costume Design: Gaining expertise in creating character looks and costumes.

Directing and Production: Understanding the principles of directing and producing theatre productions.

Assessment

- **Teacher Assessment - observation of performances**

Students are assessed on their ability to perform in various aspects of the performing arts, such as acting, or singing. This can include both solo and group performances.

- **Rehearsal and Process Journals:** Students may keep journals documenting their rehearsal processes, reflecting on their progress, and setting goals.
- **Peer and Self-Assessment:** Encouraging students to assess their own and their peers' performances, providing constructive feedback and self-reflection.
- **Learn how to take on board other's feedback and make changes.**
- **Pitching projects for funding opportunities (real-life scenarios)**

Adaptive Teaching & Trauma-Informed Practice

We encourage students to explore and express their interest in The Performing Arts and Creative digital Skills through alternative means such as visual arts, writing, or design. This allows them to engage with the subject matter in a way that aligns with their preferences.

We provide opportunities for students to collaborate in mixed-ability groups. This can help less keen actors work with those who are more enthusiastic, fostering a supportive and inclusive learning environment.

We offer additional reading materials, documentaries, or online resources related to Performing Arts for students who prefer self-directed research over practical performance.

We create a choice-based curriculum where students can select from different performing arts disciplines including production such as costume, stage design, hair and make-up

Literacy

In our approach to promoting literacy in Performing Arts and Creative Digital Skills, we recognize the significance of language and communication as essential tools. Here's how we promote literacy is embedded in these creative disciplines:

- 1. Promoting Script Analysis:** We foster literacy by emphasising the importance of understanding scripts and texts in performing arts. We encourage students to explore character dialogues, storylines, and subtexts. By doing so, we enable them to comprehend and convey the intended message effectively.
- 2. Encouraging Critical Reflection:** In creative digital skills, we promote literacy through critical reflection. We guide students to analyze and interpret visual and digital content. This analytical approach helps them gain a deeper understanding of design choices, storytelling techniques, and the impact of their work.
- 3. Enhancing Vocabulary:** Literacy is closely linked to an expansive vocabulary. In the performing arts, we encourage students to explore and incorporate a wide range of words and phrases into their performances.
- 4. Fostering Written Expression:** In both fields, we foster literacy by encouraging written expression. Whether it's writing character biographies, scene descriptions, or project documentation, we stress the importance of clear, coherent, and expressive writing as a way to communicate ideas and intentions.
- 5. Interdisciplinary Learning:** We believe that literacy is enhanced when students draw connections between performing arts and digital skills. By exploring the synergy between these

disciplines, students develop a multifaceted literacy that enables them to engage with diverse forms of creative expression.

6. Exploring Technical Jargon: In the digital skills domain, we introduce students to technical jargon and terminology commonly used in creative digital industries. Understanding this specialized language enhances their ability to communicate effectively with colleagues and collaborators.

7. Collaboration and Communication Skills: Both performing arts and digital skills rely on collaboration and communication. We foster literacy by emphasizing the importance of clear and concise communication in group projects, rehearsals, and team-based digital initiatives.

8. Incorporating Multimodal Literacy: In the digital skills aspect, we teach students how to convey information and ideas through multimedia. This includes using images, video, and interactive elements to communicate effectively in a visually-driven digital world.

9. Exposure to Industry Standards: In both fields, we provide students with exposure to industry standards and best practices. Understanding industry-specific terminology and expectations is crucial for success, and it enhances their overall literacy within their chosen discipline.

10. Encouraging Exploration: Above all, we encourage students to explore and experiment. Literacy is not just about mastering words but also about finding one's unique voice and style in these creative domains.

In essence, fostering literacy in Performing Arts and Creative Digital Skills is about equipping students with the tools to express themselves, understand their craft, and effectively communicate their creative ideas to others. This approach empowers them to thrive in these dynamic and expressive fields.

Useful Link: <https://nationalyouthartstrust.org.uk/about/links/>

Numeracy

Fostering numeracy skills in the context of Performing Arts and Creative Digital Skills involves developing a strong grasp of mathematical concepts and their application in these creative disciplines.

1. Budgeting and Financial Literacy We teach students to manage budgets and understand the financial aspects of creative projects. This includes cost estimation, fundraising, and budget allocation for productions or digital projects.

2. Timing and Rhythm In the performing arts, timing and rhythm are fundamental. Students develop numerical literacy by understanding time signatures, counting beats, and synchronising actions with music or choreography.

4. Technology and Tools In the creative digital skills domain, students use numeracy to work with various digital tools and software. This includes understanding pixel dimensions, frame rates, resolutions, and aspect ratios.

5 . Data Analysis For digital marketing campaigns and audience engagement in the creative digital world, students analyse data to make informed decisions. Numeracy is essential for interpreting statistics and metrics.

6. Script and Scene Analysis In the performing arts, students often break down scripts and scenes mathematically. They analyse character interactions, stage directions, and timing to create cohesive performances.

7. Sound Engineering Numeracy plays a role in sound engineering and mixing for live performances or digital media. Students manipulate audio tracks, understanding frequencies, decibels, and signal processing.

8. Lighting Design in theatre and digital media relies on numerical calculations to achieve the desired ambience and effects. Students calculate lighting angles, colour temperatures, and intensity.

9. Geometry in Set Design Understanding geometric principles is crucial for creating complex set designs in theatre or 3D environments in digital media. Students apply concepts like angles, symmetry, and proportions.

10. Projections and Visual Effects In creative digital skills, numeracy is essential for creating visual effects and projections. Students work with coordinates, vectors, and mathematical algorithms to achieve desired visual results.

SMSC

In the context of performing arts and creative digital skills education, promoting Social, Moral, Spiritual, and Cultural (SMSC) development is essential for fostering well-rounded and responsible individuals. Here's how SMSC aspects are integrated into Performing Arts and Creative Digital Skills.

Social Development (S):

- 1. Collaborative Projects:** We encourage students to work together on creative projects, fostering teamwork and interpersonal skills. This reflects the social aspect of SMSC.
- 2. Peer Feedback and Critique:** We promote a culture of constructive feedback, where students learn to give and receive feedback respectfully, enhancing their social interactions.
- 3. Audience Interaction:** When performing or presenting digital work to an audience, students engage socially, developing the ability to connect with and respond to viewers or spectators.
- 4. Diversity and Inclusion:** We explore and celebrate diversity in creative works, reflecting the importance of inclusivity and social understanding.

Moral Development (M):

- 1. Ethical Considerations:** We encourage discussions about the moral and ethical choices made in scripts, narratives, or digital content. This helps students reflect on the moral implications of their creative decisions.
- 2. Character Development:** In the performing arts, students delve into the moral dilemmas and choices of characters, which can spark moral discussions and introspection.
- 3. Responsibility and Professionalism:** We teach students about the responsibilities and

ethical standards within the creative industries, including issues related to copyright, attribution, and professionalism.

Spiritual Development (S):

1. Artistic Expression: We encourage students to explore and express their inner thoughts and emotions through their creative work, aligning with the spiritual aspect of SMSC.

2. Exploration of Themes: In the performing arts, students may delve into spiritual or philosophical themes, fostering a deeper understanding of spirituality and personal values.

3. Mindfulness and Reflection: We incorporate mindfulness and self-reflection practices to help students connect with their inner selves and find inspiration for their creative endeavours.

Cultural Development (C):

1. Cultural Awareness: We explore and celebrate cultural diversity in creative works, teaching students to respect and appreciate different cultural backgrounds and perspectives.

2. Historical Context: In both performing arts and creative digital skills, understanding the **historical context of various art forms and styles is important to appreciate cultural influences.**

3. Cultural Representation: We promote accurate and sensitive representation of different cultures in creative works, reflecting the cultural dimension of SMSC.

By integrating SMSC principles into performing arts and creative digital skills education, we not only nurture creative talents but also help students become socially responsible, morally aware, spiritually engaged, and culturally sensitive individuals. This holistic approach enhances their personal growth and enriches their creative expression.

We encourage students to complete homework projects. This consists of a series of tasks to expand on the learning of the classroom and can be completed in any order and at students' own pace throughout the term without a due date. These can be found in Google Classroom

Applied Digital Skills

What is applied digital skills?

Project-based curriculum

Applied Digital Skills is an online, project-based learning curriculum. Each lesson asks students to actively apply their learning of digital skills to help them solve real-world problems. Students watch videos that instruct them step-by-step how to build digital projects from scratch. Students who complete a lesson will have a project that demonstrates their academic learning, such as an infographic or an interactive story, or career readiness, such as a CV or a portfolio.

Example projects are provided in each lesson plan on the [Applied Digital Skills website](#).

Free of charge, flexible and ready-to-use

The Applied Digital Skills curriculum is free of charge, with ready-to-use lessons for learners of all ages, from middle school students to adult learners. Each lesson has a series of videos that teach digital skills using Google Workspace applications, such as Docs, Sheets, and Slides. The videos allow students to move at their own pace, which provides opportunities for teachers to work with individual students, as needed.

Skills for school, work, and life

Digital skills help people use tools and applications to complete projects or tasks on a computer, tablet, or mobile device. These skills allow for easier communication, collaboration, creativity, and critical thinking through technology - and play an important role in preparing students and learners for the jobs of today and tomorrow.

Impact

- Pupils will develop a robust set of skills in both performing arts and digital media, enabling them to express themselves confidently and effectively.
- Increased self-esteem and sense of agency among pupils, particularly those from marginalized or at-risk backgrounds.
- Enhanced ability to work collaboratively and respect diverse perspectives.
- Preparedness for further education or careers in creative industries, supported by a portfolio of work showcasing their talents and skills.

By integrating performing arts and creative digital skills, we aim to create a dynamic and inclusive curriculum that not only enhances pupils' technical abilities but also supports their personal growth and empowerment.