



Haydock High School Performing Arts Department

– Drama -

Learning Overview

Aims of the Department

The Performing Arts department at Haydock High School is a fully inclusive and thriving department which provides opportunities for all students to develop a love of learning in a collaborative, autonomous, exciting and supportive environment. The department has access to state of the art music technology with 2 suites of Apple Mac computer stations set up with garage band software. The tutor room and 5 practice rooms are fully equipped with keyboards, a full samba kit, a class set of ukuleles, drum kits and a wide selection of guitars and amplifiers which are used regularly to develop ensemble skills. Drama and dance lessons take place in the theatre and studio which have large performance spaces, stage and lighting to give our students an engaging environment in which to devise and perform. Through high levels of tutor commitment, the department prides itself on core ethos of high standards of performances opportunities of which are regularly delivered within school and the local community.

Performing Arts is all around us. It has the power to transform young people's lives, to build confidence, self-esteem and enjoyment. From picking up an instrument at school, to developing a character, to learning how to choreograph with a range of dance styles, problem solve a range of stimuli, to compose popular music, from jamming with friends in a homemade band to devising a piece of innovative theatre; the opportunities to create Performing Arts from the conventional to the unconventional can open up a world of expression and creativity and can lead to a huge variety of different employment opportunities.

Students at Haydock are encouraged to participate and collaborate with others to build on their social and communication skills which will enable them to reflect, evaluate and improve their talent. Students gain a deeper understanding of music from other traditional cultures or traditions and experience different styles of drama and dance during lessons. Performing Arts develops students' ability to be creative and confident and provides the opportunity to build on prior skills in individual and group performances by developing accuracy, expression and communication. Students gain a deeper understanding of the work they perform and create through studying a variety of styles, genres and practitioners.

The curriculum model and topics, at all key stages, adopts and promotes independent and inclusive learning as the epicenter to all teaching and learning pedagogy. This key emphasis on autonomous learning prepares the learner not only to excel academically but to ensure the necessary skills are embedded for future employment. This also provides the necessary stretch and challenge for learners at all abilities.

Music and drama is taught across Key Stage 3 for 1 hour each a week on a curriculum in years 7 and 8, through participation in a range of genres and activities. Students follow an innovative skills based curriculum which is designed to develop their knowledge and understanding through the integration of performing, creating, listening, reviewing and evaluating.



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Music topics include – The Basics, Group Singing, Blues, Class Bands, Pop Project, Samba, and Keyboard Skills. Drama topics include – Acting Skills and Techniques, Melodrama, British Values, Show Reel, Script Writing, Developing Voice, Practitioners and Conventions, Boy in the Striped Pyjamas and exploring roles within Performance and Creative Arts and Blood Brothers

Students are taught through various stimuli and are assessed individually against the mastery skills criteria within the strands of performing, composing/devising and understanding.

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Year 9, 10 & 11

At KS4, vocational courses (music, acting and dance) are offered as option choices for students who have a passion and enjoyment whatever their experience. The courses allow students to explore and develop theories, knowledge, skills and techniques through vocational workshops and practical application. The advantages of technical learning allows wider choice of units which support the individual skills more appropriately.

In years 9 and 10, music students follow the Level 2 RSL Music Practitioners (performing approach) course. It allows students to develop an interest and skills in the area of music performance. It is broken down as follows:

Unit 1 - Instrumental Study (internal assessment 40%)

Unit 2 – Musical Knowledge (internal assessment 20%)

Unit 3 – Live Music Performance (external assessment 40%)

Year 11 is the final year for music students to complete the Pearson BTEC Level 1/Level 2 First Award in Music. It is broken down as follows:

Unit 1 The Music Industry (External Assessment 25%)

Unit 2: Managing a Music Product Internal (Internal synoptic assessment 25%)

Unit 3: Introducing Music Composition (Internal assessment 25%)

Unit 4: Introducing Music Performance (Internal assessment 25%)



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In Dance, students follow the BTEC Tech Award in Performing Arts (dance approach). This allows students to develop an interest and skills in a range of dance styles. This is broken down as follows:

Component 1 – Exploring the Performing Arts (internal assessment 30%)

Component 2 – Developing skills and techniques in the Performing Arts (internally assessed 30%)

Component 3 – Responding to a brief (external assessment 40%)

In acting, students follow the BTEC Tech Award in Performing Arts (acting approach). This allows students to develop an interest and skills in a range of acting styles. This is broken down as follows:

Component 1 – Exploring the Performing Arts (internal assessment 30%)

Component 2 – Developing skills and techniques in the Performing Arts (internally assessed 30%)

Component 3 – Responding to a brief (external assessment 40%)

Curriculum Beyond the Classroom

The Performing Arts department provides a wealth of opportunities for students to perform inside and outside of the school community. The current extra-curricular programme includes:

Choir

Rock School

Whole School Production

KS3 and KS4 Drama Group

KS3 Dance Club

Voice Lab

Samba Band

Keyboard Choir



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Peripatetic teachers also provide 1:1 music tuition which takes place during the school day free of charge to students studying level 2 music.

In the new year, the department will offer invitations to a European concert tour, where the students will have the opportunity to perform to large audiences in exquisite locations.

Performing arts staff at Haydock are highly experienced and committed to ensure that the standards of teaching and learning are at the forefront of the students' education. Both teaching staff and support staff working with the department are encouraged to develop subject knowledge and continue their professional development through a range of avenues such as examination board training sessions on new and existing specifications, attending the St Helens performing arts network meeting to share best practice and becoming EQA/standards verifier for our KS4 examining boards. We encourage our staff to continue to partake as practitioners in their spare time these include choreographing, casting directing, artistic directing, vocal coaching and most importantly, performing, to ensure tutors are up to date with the latest industry developments Haydock High regularly participates in local community events such as the Holocaust Memorial Services, Remembrance Day events, and faith groups. We collaborate regularly with local primary and high schools at external events.

Extra-Curricular

Students also have opportunities to audition for the annual large scale musical theatre production at Haydock. Recent productions include *Our Day Out* and *Blood Brothers*. Students are starting rehearsals for the hit musical *Joseph and the Amazing Technicolor Dreamcoat* which will be performed in the near future. Other performance opportunities include Haydock's Got Talent, The Greatest Dancer, Battle of the Bands, Federation Curriculum Celebration and the annual Summer and Christmas concerts.