

PE, Music and Drama Curriculum Statement

	PE Department	Music Department	Drama Department
Intent (Vision)	<p>In PE, our aims are for all students;</p> <ul style="list-style-type: none"> • To inspire a passion for PE • To display growth mind-set in order to overcome challenges. • Develop strong team work, cooperation and problem solving skills • An understanding of where numeracy and literacy skills are evident in physical activity and competition. • Understand the importance of leading an active lifestyle with regards to promoting physical, emotional and social wellbeing. • Gain a greater knowledge of the physiological, psychological and socio-cultural influences and aspects of the human body and sporting world. • A qualification to best prepare students for life after Fullbrook. • Develop students to have a firm moral compass and demonstrate respect, sportsmanship and leadership skills. 	<p>In Music, our aims for KS3 students;</p> <ul style="list-style-type: none"> • To develop an appreciation of a wide variety of Music. • To develop a knowledge of Music notation. • To give an opportunity to be involved in extra-curricular Music. • To develop performing and composing skills. • Encourage and increase numbers for KS4 Music. <p>For KS4 and KS5;</p> <ul style="list-style-type: none"> • To expand student's knowledge and appreciation of Music through the relevant exam course and wider listening. • Support students with their individual performing development. • To develop links with local Primary schools through visiting performances. 	<p>In Drama, our aims are for all students;</p> <ul style="list-style-type: none"> • To have a passion and resilience for performance and collaborative work • To cultivate strong performance skills, rooted in knowledge regarding the cultural relevance of the subject. • To provide Fullbrook and the wider community with a polished and professional looking production enabling opportunities for all to participate. • To have exposure to a variety of play-texts, ranging from historical relevance (Shakespeare/ Medieval/ Greek) to contemporary explorations. • Within plays explored, sensitivity to Social/Emotional/ Mental wellbeing to enhance resilience. • To be equipped with public speaking and presentation skills, supporting growth mind-set and boosting their self-esteem. • A qualification to best prepare students for life after Fullbrook.
Implement	<ul style="list-style-type: none"> • Broad programmes of study across Year 7-9 to cover a wide range of sporting disciplines including invasion games, problem solving, striking & fielding, net & wall games, exploring & communicating activities. • Tailored pathways for Year 10 & 11 to promote a greater depth of understanding of strategic, tactical awareness and decision 	<p>KS3;</p> <ul style="list-style-type: none"> • A catalogue of topics looking at different styles of Music, to listen, perform and compose in the style of. • Topics build upon prior learning to improve notation, performing, and analytical skills. 	<ul style="list-style-type: none"> • Schemes of work are planned and taught with mind to historical accuracy /chronologically to establish historical relevance, enabling students to see how theatre has progressed through time. • Four weekly structured singing, acting, band and dancing rehearsals collaborating towards a final production (6 months of rehearsal)

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	<p>making abilities in a variety of situations.</p> <ul style="list-style-type: none"> • Y9-11 GCSE PE and Level 2 Sport qualification. • Y12-13 A level PE and Level 3 BTEC Sport. • Targeted Easter revision. • Collaborative cross-GEP internal practical moderation. • Vast & extensive extra-curricular enrichment programme from Y7-13 to cater for social & intra & inter competition. • Using Profiles for Success and Aim Higher Profiles to help support disadvantaged students. • Elected Sports Captains. • Student Leadership roles in primary outreach sporting events e.g. Sports hall athletics (District & County). • Sports Presentation Evening to celebrate successes, excellence and promote a variety of sporting careers. • Use of social media (Twitter) to promote sporting achievements. • Change in Marking Policy to reduce workload and be more beneficial to the students. Allowing the students more time to respond to feedback and more time for teachers to plan engaging thought provoking lessons • Teaching & Learning representative to feedback on the latest pedagogy. 	<ul style="list-style-type: none"> • Run a full extra-curricular timetable of varied ensembles that all performers can engage with. • Sharing of KS3 scheme of work across the GEP. • Inspire a passion for Music through wider musical performances including assemblies, concerts, and external engagements. <p>KS4 and KS5;</p> <ul style="list-style-type: none"> • A spiral approach to course content for both KS4 and KS5. Interleaving of topics and skills learned. • Liaise with peripatetic teachers to enable students to access higher performance scores at KS4. <p>All students:</p> <ul style="list-style-type: none"> • Trips to develop musical appreciation linking to topics or courses. • Termly concerts and Music tour to celebrate extra-curricular ensembles. 	<ul style="list-style-type: none"> • Year 7 and 8 – a ‘foundation’ set of vocal and physical performance skills are set and established within each SOW, rooting student’s knowledge in the skills required later on. • Summative Assessment Blue/ Yellow Teacher Feedback Sheets, personalised with EBI and ‘performance notes’ from the teachers so students can clearly see what they are doing well on and what they need to work on. Students respond to this (INT Questions in log books) • Increased focus on developing literacy and embedding drama written skills early on in Year 9, as required for the final Year 11 exams (e.g. Key Word ‘Post-it note wall’) • More Able Playwriting Opportunity in collaboration with the English Dept / RGS and The National Theatre. • Drama Club extend opportunities for students to explore Drama and increases passion for the subject. • Primary School link with Jan Keating – E Lawrence attending Dress Rehearsal at New Haw Junior School in July 2019. • Reserved rehearsal spaces on a cyclical rota in Years 10, 11 & KS5 to support performance work. • Supportive formative marking policy in Year 10 Drama to enable students to access the higher banding criteria within their coursework: using rough booklets followed by structured lessons in computer rooms. This allows disadvantaged students the same equal opportunities to
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			<p>complete the coursework.</p> <ul style="list-style-type: none"> • Using Profiles for Success and Aim Higher Profiles to help support disadvantaged students – particularly within castings for GCSE and weekly groupings within KS3 lessons.
Impact	<ul style="list-style-type: none"> • Sporting Success: <ul style="list-style-type: none"> - District County and National – Football, Netball, Athletics, Cricket, Dance, Skiing. • Promoting positive impact on mental wellbeing. • Extra-curricular clubs are an opportunity for our disadvantaged students to attend for free. • Participation levels remain high at extra-curricular clubs and inter-house competitions. • High uptake for our Level 2 Certificate in Sport and GCSE PE qualification. • Results – GCSE <ul style="list-style-type: none"> ○ 9-4 = 75% ○ 9-5 = 57% ○ 9-6 = 37% ○ 9-7 = 22% ○ 9-8 = 11% ○ P8 = -0.28 • Results – KS5 <ul style="list-style-type: none"> ○ A Level = 100% A*- C. ALPS 2 ○ AS Level = 100% Pass ○ L3 BTEC Sport = 100% Pass & all 	<ul style="list-style-type: none"> • Healthy involvement from students in ensembles. • Continue good uptake into GCSE Music from Year 8. • Encourage transition from GCSE into A Level Music/Music Technology. • Improving results at KS4. • Student’s communication and social development skills are improved. • Embedded student growth mindset and resilience in learning. • Links fostered with local Primary schools e.g. through Summer performance at New Haw Junior School, and Music performances at feeder schools. 	<ul style="list-style-type: none"> • Year 11 are the first cohort who went through the new three year GCSE. Devising (internally moderated grades) are considerably higher than the previous year group (on a two year course) and this amounts to much higher grades for 40% of the GCSE. • Year 9 GCSE Drama – have a much deeper understanding of the origins of Drama Theory and a greater resilience in performance. • As a result of the hard work and consistent teaching in Years 7 and 8, the Drama Department have secured two GCSE classes every year since 2014. <ul style="list-style-type: none"> ○ 2016/17 – 92% A* - C (old specification) ○ 2017/18 – 74% Grades 4 – 9. 35/42 made 3 LOP and above. Average LOP for cohort was 2.74 ○ Progress 8: -0.08. • In 2019/20 we are altering the order of SOWs taught in Year 9 and will begin with an exploration of Shakespeare and the historical acting style prevalent this the time. This is to establish resilience earlier on, which will be advantageous to performance in providing the building blocks for performance presentation. • Results – GCSE

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	<p align="center">above target grade.</p>		<ul style="list-style-type: none"> ○ – 74% Grades 4 – 9. ○ 35/42 made 3 LOP and above. ○ Average LOP for cohort was 2.74 ○ Progress 8: -0.08. ○ Strengths – <ul style="list-style-type: none"> ▪ Percentage of 9-4s ▪ Boys Upper Band ▪ LOP made considering cohort ▪ PP / SEND ○ Areas for development – <ul style="list-style-type: none"> ▪ Percentage of 9-5s ▪ Boys Lower Band (some Characters: LF/ DRP/ CE/ SB) ▪ PP Upper Band Boys ▪ PP & SEND ● High up take for F6, 22 students currently applied for 2019-20 ● One third of the 2018-19 Drama A-level cohort have accepted university places to study Drama related Degrees after Fullbrook.
<p>Implement due to 2017/18 Results</p>	<ul style="list-style-type: none"> ● Data Analysis using 4matrix from mocks ● Granular Approach – each year group is slightly different, make adjustments accordingly ● Constant Review – e.g. looking at changing the Schemes of Learning & updating how we teach examination specifications to suit the needs of the learner. 	<ul style="list-style-type: none"> ● KS4 homework and performance assessment policy to be amended. 	<ul style="list-style-type: none"> ●