



Padgate Academy

Department Directory  
Sport & Performance

## **Introduction**

Our department feels passionately that all students should be able to access high quality Sport and Performing Arts education which enables all students to meet their potential in these subject areas. Through a challenging but supportive curriculum we want to ensure all students leave Padgate Academy with lifelong skills and knowledge in Sport, Music and Drama which will support them in whatever path they choose after Key Stage 4. We also want to ensure students are able to explore and appreciate their world through these subjects as they develop their creativity, confidence and independence through high quality teaching and learning.

We want to enable all students to develop their self-confidence and resilience with a dynamic curriculum tailored to meet their needs and provide students with equality of opportunities. In doing so we are motivated to maintaining high standards of teaching and learning which we continue to reflect and build upon as a department, supporting each other along the way in developing new and exciting ways to engage students and allow them to meet their potential.

## **Purpose**

Across the department our purpose is to ensure all students have access to quality lessons in Drama, Music and PE incorporating a practical skills-based approach to all topics and activities.

In Music and Drama, we believe these subjects aren't just about creating the next generation of musicians and actors but create opportunities to work on life skills such as creativity, self-confidence and communication. We understand the importance of ensuring students are allowed to develop these skills to meet their potential not only in Drama and Music but across school.

In providing students with opportunities to express themselves through performing, we want students to have the resources to draw on to self-reflect and examine the aesthetics of the world around them and their own lives, enriching their experiences even after they have left school for further education or employment.

In PE we believe all students should be taught how to live a healthy lifestyle and create a desire for students to continue this beyond school. We want to empower students through knowledge and practical work that they can change their lives to become healthy people.

A broader vision from the department is to ensure students are equipped with the knowledge and ability to reflect and support their own social and mental health through practical and creative activities. In addition to this, as predominantly practical subjects, students will be given regular opportunities to develop their oracy and communication skills through peer assessments, self reflection and in class assessment through high quality questioning.

## **Curriculum**

Our curriculum will further support and develop the skills and knowledge acquired at primary school through the Key Stage 2 provision of Drama, Music and Physical Education. Through a cumulative process students will explore each subject in depth through well planned sequences of lessons which give clear consideration to content to facilitate good progress but also enable deeper understanding of the subject across the Key Stages.

Exploring the subjects in more depth the year 7 curriculum will bridge the gap between Primary and Secondary ensuring that staff provide support for activities students are already confident in or excel at, and create exciting new opportunities for students to explore subjects within the department utilising the extensive resources held within in the department for Performing Arts and Physical

Education which include a Dance Studio, Drama Studio with lighting, several music rooms equipped with orchestral, band, world instruments and music technology, astro facilities, track and field areas, netball, basketball and badminton courts, gym and sports hall and access to extensive outside areas within the grounds of the school.

Continuing this into years 8 and 9 students will explore these subjects through a range of topics and activities catering specifically for their skill set.

The curriculum aims to ensure students complete Key Stage 3 with the skills and knowledge they require to continue on to Key Stage 4 pathways in these subjects, but again acknowledging that students not continuing on this pathway will still gain valuable skills and knowledge for Key Stage 4 and beyond such as self-confidence through performance skills, resilience and trust from team work and the ability to reflect and improve their performance.

### **KS3/KS4**

At Key Stage 3 the curriculum will be matched against the national curriculum and will be taught across years 7,8 and 9. During this time students will begin to explore topics and activities which they will be given the opportunities to develop more fully at Key Stage 4.

At Key Stage 3 we will deliver as broad a range of activities as possible for students to build upon the work of Primary School and to ensure students are able to explore subjects fully in terms of practical opportunities.

Drama will build links with English in line with the National Curriculum expectation that students will be taught to read and understand increasingly challenging texts with opportunities for them to learn how to speak confidently and effectively through a range of drama skills. Students will explore Drama through Devising, Performing and Responding to a range of stimuli including scripts, local and national concerns and a range of practitioners. Students will be supported in using self reflection as they are guided through devised performances based on community based issues and concerns.

Music will develop students performing and composing skills through a range of music across historical periods, genres, styles and traditions. Developing the confidence to use their voice and creating opportunities to learn a musical instrument to a high standard of performance, students will understand and explore how music is created, produced and communicated. Continuing to be supported by the local Music Hub as a Music Mark school and Music Ambassador, students will benefit from this partnership through opportunities in the community and access to resources outside of school. Students will also be challenged and supported in developing their own opinions and decisions in group work and individual projects across a range of styles and traditions.

Physical Education will ensure that a healthy active lifestyle is promoted not just in lessons but through extra curricular sessions and outside of school (Duke of Edinburgh, external coaching courses, etc). A new focus on overall fitness levels and how students can challenge and improve these will be the main drive of the department. Students will continue to be offered a diverse range of activities including team and individual sports but will also be given opportunities to explore their fitness through dance, gymnastics and competitive activities such as Health and Fitness Day and local activities organised through our Secondary Schools Partnership.

All three subjects will ensure that whole school themes of teamwork, tenacity and trust are woven into all lessons, for example, through groupwork, planning and development of projects, working with their peers but also other members of their year group.

## Key Stage 3 Curriculum

### Drama 3 hours/fortnight half term

Year 7	Year 7	
	Improvisation	Baseline and confidence
	Soap Operas	Popular Culture
	Blood Brothers	Script
	Melodrama	Non Verbal
	Our Day Out	Script

Year 8	Year 8	
	Image as stimulus (Peer Pressure)	Devising
	Introduction to Physical Theatre	GCSE
	The Bomb (Kevin Dyer)	Script, other cultures
	Image as stimulus (Consequences of drinking)	Devising

Year 9	Year 9	
	Brecht	Devising
	Two (Jim Cartright)	Script
	Stimulus (Hit and Run)	Language of the role
	Theatre In Education (Drugs)	Social Issues - devising
	Physical Theatre	GCSE
	Skills Development workshops	

#### **National Curriculum (English) Links**

*Read easily, fluently with good understanding*

*acquire wide vocabulary*

*appreciate local playwrights*

*adapting language and style*

*speaking & listening - formal presentation*

*use of discussion in order to learn - ideas*

#### **Content**

*knowing the purpose, audience for and context*

*plot, characters*

*interpretations of the same text*

### Music Curriculum

#### 3 hours/fortnight half term

Year 7	Group 1
LP1	Voice Works & Wider Ops
LP2	
LP3	Carnival of the Animals & BBC Ten Piece
LP4	
LP5	Ostinato & Pentonic Compositions
LP6	

Year 8	
LP1	Film Music
LP2	4 Chord Trick Composition
LP3	Binary, Ternary & Rondo Form
LP4	Binary, Ternary & Rondo Form
LP5	Hooks and Riffs
LP6	Class Band

<b>Year 9</b>	
LP1	Blues
LP2	4 Chord Trick
LP3	Band Skills
LP4	Theme and Variation
LP5	Reggae
LP6	BTEC Project

**National Curriculum Links:**

*Musical Elements inc tonality/scale*

*Solo and Ensemble*

*Improv/Compose*

*Notations*

*Composer & Musicians*

*History and context*

**PE Curriculum**

<b>Year 7</b>	<b>Group 1</b>	Group 1	Group 2	Group 2
LP1	Baseline	Rugby	Baseline	Netball
LP2	Dance	Fitness	Dance	Fitness
LP3	Football	Tramp	Football	Tramp
LP4	Gymnastics	Netball	Gymnastics	Basketball
LP5	Athletics	Cricket	Dodgeball	
LP6	Rounders/Softball/Orienteering			

<b>Year 8/9</b>		1	2	3	4
LP1	Netball		Basketball		
LP2	Rugby		Handball		
LP3	Dance		Gymnastics		
LP4	Fitness		Circuits		
LP5	Athletics		Cricket		
LP6	Rounders/Softball/Orienteering				

**National Curriculum Links:**

*Develop technique and improve performance*

*Perform dances in a range of styles*

*outdoor/adventurous activities - intellectual and physical challenges*

*Analyse performances*

**Key Stage 4:**

**Year 10: BTEC Music** (Course Units TBC with SLE A.Clarke @Boteler Jul 19)

**Year 11: BTEC Music Practice:**

Comp 2: Music Skills Development

Comp 3: Responding to a Commercial Music Brief

**Year 11: BTEC Performing Arts (Dance)**

Comp 2: Component 2: Developing Skills and Techniques in the Performing Arts

Comp 3: Performing to a Brief (External)

### **Year 10: BTEC Sports Studies:**

Unit 1 - Fitness for Sport and Exercise (External Exam)

Unit 2 - Practical Sport

### **Year 11: BTEC Sports Studies:**

Unit 6 - Leading Sports Activities

Unit 3 – Applying the principles of Personal Training

### **Year 11: GCSE Drama:**

Unit 1: Devising Theatre including Portfolio

Unit 2 Study of Set Script (DNA)

Unit 2: 10 Minute performance of script (for set list) 'Too Much Punch For Judy'

Unit 3: Exam – Set script (DNA) and review of live theatre performance

### **Assessment**

Assessments should give an end of unit focus to all units of work in the department. They should also be used frequently in lessons to check understanding and progress against an end point of the work. In doing so staff will be able to use these opportunities to inform their own teaching and future planning of lessons.

At Key Stage 3 students will be tested in lessons as they complete practical activities with verbal feedback and coaching, a mainstay of the department. In addition to this staff will ensure assessments are accurate by moderating small samples of work during each other's lessons prior to inputting on SIMS for whole school purposes.

Staff will also ensure that work is available for work scrutinies through the use of peer assessments of performances alongside video evidence.

At Key Stage 4 students completing exam units will complete at least 2 assessments per term – one formative, one summative. Students will also access mock exams in preparation for their exam unit.

For coursework based content for BTEC and GCSE work staff will moderate work prior to submitting coursework for the exam board deadline. Students enrolled on PE/Sports Studies will be moderated in house at least, with Drama and Music continuing to develop links with TCAT to support moderation of work.

### **Marking and Feedback**

At Key Stage 3 there will be a common assessments completed through the use of a sample of peer and teacher assessments of videoed work which will cover a range of students each assessment. Assessments will be created by class teachers/subject specialists and will include regular moderation (each new activity) by other members of the department (PE moderating internally, Music and Drama moderating each other)

At Key Stage 4 students will receive regular marking and feedback of their work in line with school policy. Assessments will be marked with specific feedback given on how students can further their understanding and knowledge. Assessments will be stuck in exercise books and be clearly marked as assessments as well as to what unit/topic they are covering.

### Pedagogical Approach

Pedagogical Aspects comprehensively covering all aspects of Teaching, Learning and Assessment in your department:

Pedagogical Aspect	Purpose
Planning and differentiating	To ensure all lessons are planned to meet the needs of learners
Assessment	To develop students ability to reflect and improve work To ensure teachers are able to reflect on their own planning and delivery checking students understanding of the material All assessment will be moderated within subject areas (PE/Performing Arts)
Marking and Feedback	To ensure teachers address misconceptions and enable students to improve work
Questioning	To check learning and understanding of topics/activities To challenge students and help them make decisions on how to improve their work To engage students at all levels of ability
Developing oral literacy	Encourage appropriate use of language and development of vocabulary
Learning outside the classroom	Consolidate learning through meaningful extra curricular activities and opportunities for students to excel in their chosen specialism
Examination preparation	Develop a culture of revision and improve long term memory Enables students to access all questions on exam papers (key words to look for, how marks equate to level of detail to be included in the answer, etc)

### Units of Work and Assessment

Units of work should begin with intended learning outcomes linked to programmes of study and should build a progressive and sequential series to achieving these learning outcomes. Each unit of work should focus around teaching to the most able, differentiating downwards to establish different learning outcomes. Learning outcomes should be differentiated based on different starting points of students and their individual needs (informed by student data). Units of work should have built in assessments to assess learning of key concepts, knowledge, understanding and application of skills. At Key Stage 4 assessments should be modelled on actual terminal examination assessments.

### Individual Lessons

Each lesson should be themed around a **Key Learning Question** linked to the unit of work. Lessons should be differentiated in terms of their outcomes for different learners within the class. A structured approach to lesson delivery should be applied in order to support deep learning to take place. Activities/support should be differentiated to enable students to achieve learning outcomes within each lesson.

Lessons should also develop students ability to recall and retrieve previous information developing their memory skills and supporting them in ways to memorise information and subject knowledge. Modelling work and ensuring students have time to practice new skills in lesson will further embed subject knowledge and skills.

## Lesson Delivery

Every lesson in the department will ensure that whole school non-negotiables are included. In addition, subject specific additions to these non-negotiables are outlined below. However, as each lesson is also based on the available resources to staff and the specific topic to be covered delivery of lessons will see some variation across the department with regards some delivery. *For example, scripted work will begin with lesson read throughs of the script therefore frequent questioning and feedback would interrupt the flow of the read, in athletics staff will rotate around different disciplines, whereby retrieval tasks during 'Do Now' starters would not benefit the lesson content.*

<b>Beginning of lessons:</b>	
KS3: 'Do Now' starters at KS3 should ensure students are engaged with the lesson and also show an exploration of skills as well as prior knowledge. At KS3 this includes a physical warm up and inclusion of material from previous lessons.  Every lesson should have a Challenge Question which stimulates discussion amongst students.	KS4: 'Do Now' starter to begin each lesson including a retrieval task. Students should be regularly completing Do Now starters that cover all content covered thus far in the course (not just the prior lesson).  Every lesson should have a Challenge Question which students will begin to investigate further in the lesson
<b>During the lesson</b>	
Frequent questioning and feedback which includes challenge	Modelling a good exam answer include highlighting key words Provide frequent opportunities for students to complete extended writing activities
Time given to practice skills prior to the main task	Time given to practice answers prior to the main task

## Cultural capital

Students should have access to the same Drama, Music and Sport opportunities that young people across Warrington have both through lessons, extra-curricular activities, school led trips and external tutors. These experiences and opportunities should enrich their experiences of Drama, Music and Sport in school and encourage students to pursue their interests in a local context.

Staff will led trips to enable students to see high quality performances across the various disciplines. These will include local/sixth form Theatre performances, town/county level sporting performances and National orchestra concerts.

Students will have access to a range of extra-curricular clubs lead by members of staff across the department that will run after school throughout the week. These clubs will primarily run to support students who show a desire to improve or extend their skills, but will also enable teachers to provide additional intervention for students if appropriate.

In addition to this, students will be encouraged to access support from various organisations in Warrington such as the WASSP, Accent Music Hub, Higher Horizons and Plugged In. These organisations run to ensure students who don't have the financial support to develop their skills in Drama, Music and Sports will have access to funding and support to enable them to meet their potential.