



DANCE AND DRAMA POLICY

LOCATION: CURRICULUM HANDBOOK, DOCUMENT 7

Curriculum Intent for Dance and Drama (as part of the Performing Arts) at Abbey Court School

At Abbey Court School, pupils experience the arts for pleasure as well as to develop socially, physically and mentally. Pupils will explore their imagination and feelings in order to find individualised ways of expressing themselves to others; improving emotional, social and intellectual wellbeing. In drama, role-play supports language development and gives pupils opportunities to understand real life situations and how to respond to these appropriately. Performing in dance can have a positive impact on physiotherapy and MOVE programmes as it can be a motivating outlet, particularly encouraging those with movement aids such as walkers and standing frames to become more mobile and physically independent. Both Dance and Drama teach individuals about safe practices; help them to become aware of how to respond to instructions and follow rules such as wearing appropriate clothing and footwear.

Dance and Drama provide a method of enquiry, a motivating force, capitalising on children's play to unlock creativity challenging the mind and body. As pupils move through the school they are provided with Dance and Drama experiences from external colleges and universities varying from practical workshops to watching live performances at the theatre, locally and regionally, as well as meeting and interacting with other young people.

DANCE POLICY

I. Introduction

- I.1. At Abbey Court School all pupils have access to a dance curriculum based on the PE National Curriculum and developed through the Dance coverage plan and schemes of work.
- I.2. Dance is taught as a discrete subject and through cross-curricular links.
- I.3. Dance contributes to the physical development of each child, supporting and enhancing physical education through its heavy focus on technique and performance as well as emphasising the aesthetic and symbolic value of movement. It enhances a multi-sensory approach to education incorporating opportunities for physiotherapy such as Sherborne Developmental Movement. Dance plays a significant role in health and wellbeing as it combines physical activity, creativity and expression together, stimulating body and mind.
- I.4. Dance enriches the life of the pupils and school.

2. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people; therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, e.g. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exempla.

3. Rights Respecting Schools

Abbey Court School is a Gold Rights Respecting School and puts the 54 articles of the Unicef Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

4. Definition

- 4.1. Dance is an art, a practical activity and an intellectual discipline practiced in many different forms, benefitting individuals through its social, educative and therapeutic underpinning. Dance explores physical activity, human anatomy, the aesthetics and appreciation of movement supporting the study involved in physical education within the National Curriculum. Dance stimulates sight, touch and sound allowing pupils to access a multi-sensory education; it offers a variety of opportunities to explore different types of accompaniment, props and to watch pre-recorded and live dance performances. Practical sessions whether for therapeutic or educative reasons help pupils to become aware of their body and how they move encouraging individuality and independence.
- 4.2. At Abbey Court School, pupils have the opportunity to rehearse and perform dance material through live performances to an audience as well as performing for a video, disseminated around the school through plasma screens and assemblies. Through following rehearsal procedures, pupils have the opportunity to reflect on and refine the physical and technical aspects of their own performance; two skills that are embedded in all aspects of learning and accomplishment in day-to-day life.
- 4.3. This policy ensures that all pupils have their entitlement to Dance.

5. Aims

- 5.1. To provide opportunities for every pupil to be involved in a planned range of dance activities to support physical development. Aims in Dance are in line with Abbey Court School's aims and objectives in the Teaching & Learning policy.

- 5.2. Develop all three aspects of dance; performance, choreography and appreciation differentiated based on each individual in the school.
- 5.3. To develop physical mobility and physical independence.
- 5.4. To adopt best possible posture and appropriate use of body, strength, etc. (including support with individual MOVE programmes and supported equipment such as walkers and standing frames).
- 5.5. To introduce vocabulary naturally in context, where pupils can learn the use and meaning in relation to his / her behaviour in situations where they are physically active and / or their attention is engaged.
- 5.6. To learn about safe practices, responding to instructions, following rules, wearing appropriate clothing and footwear etc.
- 5.7. To use dance as an important cross curricula tool, supporting learning in Literacy, Numeracy, PSHE, PE and all subjects appropriate to the planned lesson.
- 5.8. To have the opportunity to perform for others formally and informally.
- 5.9. To plan dance activities to support the development of personal and social skills.
- 5.10. To provide experiences from external colleges, universities and colleges, varying from practical workshops to watching live performances.

6. Objectives

- 6.1. All class groups have timetabled dance sessions as part of their PE curriculum. These maybe discrete sessions or form part of cross curricula topics supporting work in other subjects.
- 6.2. Planned dance activities cover all areas of dance education, including aspects of performance, choreography and appreciation diluted to support the needs of pupils at Abbey Court School.
- 6.3. All pupils are given the opportunity to participate in school performances including plays, assemblies, class and department / whole school based productions regularly.
- 6.4. As part of the planned dance curriculum visits to theatre productions or visiting dance companies are arranged on a departmental or whole school basis.

7. Curriculum Planning

- 7.1. Lessons by the class teacher are based on the guidelines of the PE Nation Curriculum. Dance schemes of work for each Year Group ensure progression and coverage of dance across the whole age range.
- 7.2. Lesson time for Dance as a discrete lesson or cross curricular is timetabled by each class teacher in accordance with timings set out in the Teaching & Learning Policy.
- 7.3. Schemes of Work and recording are monitored by the Senior Management team and Subject Leader for Dance.

7.4. Dance enhances cross-curricular links and this is shown on termly plans of other curriculum areas.

8. Styles of teaching

8.1. The majority of activities are normally class teacher directed but may be planned with other teachers in a cross class or Key stage sessions/ units of work. The planned sessions give opportunity to progress onto pupil developed activities and then to pupil initiated activities as appropriate.

8.2. The class teacher will vary teaching styles to compliment and facilitate the pupils' educational needs and the type of dance activity, whether as a discrete subject or as a method supporting cross curricula teaching.

8.3. Teachers will follow a wide range of approaches such as using props to stimulate choreography, breaking down physical skills through the use of mirroring and incorporating the drama courtyard 'stage' and 'puppet show stand' to make the lessons enjoyable and challenging.

9. Styles of learning

9.1. Pupils will be working at times, individually, in pairs, small groups or whole class groups and across class groups for some dance activities and performances.

9.2. Pupils will be involved in a range of practical and structured activities to enable them to choreograph and perform dance as well as to appreciate and appraise performances according to their individual abilities.

9.3. Pupils are encouraged to evaluate their progress individually and as a group depending on the nature of the activity.

9.4. Pupils own experiences, interests and strengths are used to promote discussions develop speaking and listening skills and to generate ideas for dance sessions.

10. Assessment

10.1. Day to day assessment is via observation, discussion, recording and evaluation of sessions with staff and pupils. All these elements are used to inform the next stage of planning.

10.2. Planning, recording and evaluating work in dance is in accordance with the principles and procedures set out in Abbey Court School's Planning, Assessment Recording and Reporting Policy.

10.3. Whenever possible pupils are encouraged to be involved in assessment of their own work and each others.

11. Cross curricular links

- 11.1. As physical activity forms the basis of the whole curriculum, dance should be developed in diverse ways so that pupils can develop physically (mobility), socially (social skills, e.g., fair play, co-operation, helping partners), and emotionally (expression of feelings as happy, sad on winning or losing). Opportunities should be taken to develop cross-curricular links to provide diverse experiences. Dance should be used to motivate pupils in PE, working with others and maths; using creative activities to stimulate and develop whole-body awareness as well as spatial awareness. Dance can be used to motivate pupils who lack interest in physical activity through its strong relationship with music. The use of costume, props, sound and lighting particularly should be used to develop pupil's opportunities with theatre technical skills within music, science and design and technology.

12. Special Educational Needs and Differentiation

- 12.1. Approaches to dance are planned with reference to individual specific needs.
- 12.2. A differentiated approach to curriculum planning is essential to ensure that all pupils' needs are met; PMLD, SLD and high achievers. Targets are individually set to the abilities of each pupil, in accordance with Abbey Court Schools S.E.N policy.

13. Staffing (including support staff) and resources

- 13.1. Class Teachers are responsible for the planning and teaching of dance whether as a discrete subject on the timetable or as part of a cross curricular approach.
- 13.2. Class teachers are responsible for the management of and the involvement of support staff in dance sessions. Work experience students and volunteers will also be used to support learning activities within the dance curriculum.
- 13.3. Specific training for teachers and support staff is facilitated by the Senior Management Team advised by the Subject Leader for dance. This can be delivered in house by the subject leader at department or staff meetings or on external courses if required.
- 13.4. Teachers work in co-operation with physiotherapists to carry out or integrate areas of individuals physical disability programme into dance lessons where appropriate.
- 13.5. The Subject Leader for Dance is responsible for the overview of Dance resources within the designated budget and will bid for new resources annually in accordance with the requirements identified on the Dance action plan. This bid is submitted to the Senior Management Team prior to the new financial year.

14. Equal Opportunities

- 14.1. All pupils at Abbey Court School are given appropriate opportunities to access the PE curriculum in line with Abbey Court School's Equal Opportunities Policy.

15. Health and Safety

- 15.1. Teaching staff are responsible for the Health and Safety of all the pupils in their lessons. Lessons are delivered in a safe and supportive environment. Teachers develop, recognise and ensure safe practice. Dance lessons are subject to the Abbey Court Health and Safety Policy.

- 15.2. If physiotherapy programmes are incorporated into pupils Dance lessons, Physiotherapist guidance and support should always be sought BEFORE carrying out any programme.
- 15.3. Staff should make a risk assessment whenever resources and props are used.
- 15.4. Forward rolls should NOT be taught.
- 15.5. Pupils should change for Dance activities, e.g., T-shirt, shorts. Pupils should have bare feet for dance preferably but if not possible plimsolls can be worn but socks or stockings alone should never be allowed. All staff must be suitably dressed to provide support to pupils.
- 15.6. No jewellery or watches should be worn to avoid injury to themselves and others; it is recommended that staff should consider carefully what jewellery they are wearing, taking necklaces and earrings off. All long hair to be tied back
- 15.7. There is additional guidance for Health and Safety in Physical Education and Sport in the Baalpe (British Association of Advisers and Lecturers in Physical Education) which is available on their website. Additional advice and support can be sought from Health and Safety Co-ordinators.

16. Integration including community links

- 16.1. Integration opportunities into a variety of educational settings are developed when appropriate for the needs and entitlements of specific individuals.
- 16.2. Opportunities for pupils to be involved in dance activities as part of a range of multi-cultural events are offered in line with the Abbey Court Multi-Cultural policy.
- 16.3. Opportunities exist and are encouraged for class groups to attend and or be involved in performances with a variety of other schools and colleges.
- 16.4. Visits to a wide range of venues within the locality are planned and regarded as an important and enriching experience to support the development of appreciation skills and to foster listening, appraising and enjoyment of different forms of dance.
- 16.5. Planned dance and music experiences are provided in school and through visits, to enhance dance development.

17. Evaluation and Review

- 17.1. The Abbey Court School Subject Leader's Role details the necessary processes and responsibilities.
- 17.2. The dance policy will be reviewed regularly in line with the School Development Plan and in light of:
 - Changes in the National Curriculum documents
 - OFSTED requirements
 - Monitoring its effectiveness after its implementation
 - Changes in Abbey Court School's organisation.

18. SEPTEMBER 2020 UPDATED CORONAVIRUS GUIDANCE

Review of the Dance Policy in light of recent events and changes to government legislation on how to teach and deliver dance lessons in a school setting.

Government guidance outlines all pupils should continue to have access to a quality arts and physical education, including dance. Guidance outlines there may be an additional risk of infection in environments where physical activity takes places. Additional advice has been given to support with teaching dance and has been reviewed in order to support the teaching of dance at Abbey Court School.

18.1 Minimising contact between individuals

School policy stipulates the policies and procedures in minimising contact and mixing between individuals. These should continue to be followed as well as additional practices. Settings have the flexibility to decide how physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, equipment thoroughly cleaned between each use by different individual groups, and contact dance avoided. Pupils should maintain a two-metre distance between one another whilst moving in space.

19.2 Performances

If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance.

Currently no school events have been planned and dance will be delivered in class 'bubbles'

19.3. External visitors and extra-curricular activity

Settings are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Settings should consider carefully how such arrangements can operate within their wider protective measures.

The full government guidance document can be found: <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

Dance Policy

Alexandra Scott
Final Policy May 2020

Updated October 2020 Alexandra Scott



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 7

DRAMA POLICY

19. Introduction

- 19.1. At Abbey Court School all pupils have access to a drama curriculum based on the National Curriculum and developed through the English Coverage plans and Drama schemes of work.
- 19.2. Drama is taught as a discrete subject and through cross-curricular links.
- 19.3. Drama enhances a multi-sensory approach to education.
- 19.4. Drama enriches the life of the pupils and school.

20. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people; therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, e.g. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exempla.

21. Rights Respecting Schools

Abbey Court School is a Rights Respecting School and puts the 54 articles of the Unicef Children's charter at the heart of the school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

22. Definition

- 22.1. Drama is an art, a practical activity and an intellectual discipline. It involves the creation of imagined situations and characters, enacted in a designated space. Beginning with play and leading through all elements of theatre, drama can help pupils make sense of the world. Drama is an integral part of the Speaking and Listening and Reading components of English within the National Curriculum and is a powerful communicative tool. All students should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of Drama. Pupils should be given opportunities to develop their drama skills to a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances. At Abbey Court drama is used as a teaching strategy to support and enhance learning in many areas of the curriculum.
- 22.2. This policy ensures that all pupils have their entitlement to Drama.

23. Aims

- 23.1. To provide opportunities for every pupil to be involved in a planned range of drama activities to support language development. Aims in Drama are in line with Abbey Court School's aims and objectives in the Teaching & Learning policy.
- 23.2. To introduce vocabulary naturally in context, where pupils can learn the use and meaning in relation to his / her behaviour in situations where they are physically active and / or their attention is engaged.
- 23.3. To give opportunities for pupils to act out their feelings and thoughts which they may be unable to express vocally.
- 23.4. To use drama as an important cross curricula tool to support learning in Literacy, Numeracy, PSHE and all subjects appropriate to the planned lesson.
- 23.5. To enhance work in other areas of the curriculum by giving opportunities to watch and enjoy other people perform a range of drama activities and to use drama themselves to participate in and react to situations.
- 23.6. To have the opportunity to perform for others formally and informally.
- 23.7. To provide a method of enquiry, a motivating force, capitalising on children's play.
- 23.8. To plan drama activities to support the development of personal and social skills.

24. Objectives

- 24.1. All class groups have time tabled drama sessions as part of their English curriculum. These maybe discrete sessions or form part of cross curricula topics supporting work in other subjects.
- 24.2. Planned drama activities cover all areas of drama development and include developmental role play, prescribed drama lessons, highly structured sessions, pupil developed and pupil led sessions.
- 24.3. All pupils are given the opportunity to participate in school performances including plays, assemblies, class and department / whole school based productions regularly.

24.4. As part of the planned drama curriculum visits to theatre productions or visiting theatre companies are arranged on a departmental or whole school basis.

25. Curriculum Planning

25.1. Lessons by the class teacher are based on the guidelines of the English Curriculum as outlined in the National Curriculum. Drama schemes of work for each Year Group ensure progression and coverage of drama across the whole age range.

25.2. Lesson time for Drama as a discrete lesson or cross-curricular is timetabled by each class teacher in accordance with timings set out in the Teaching & Learning Policy.

25.3. Schemes of Work and recording are monitored by the Senior Management team and Subject Leader for Drama.

25.4. Drama enhances cross-curricular links and this is shown on termly plans of other curriculum areas.

26. Styles of teaching

26.1. The majority of activities are normally class teacher directed but may be planned with other teachers in a cross class or Key stage sessions/ units of work. The planned sessions give opportunity to progress onto pupil developed activities and then to pupil initiated activities as appropriate.

26.2. The class teacher's role is developed according to the pupils needs to include: consultant, assessor, monitor, participant, demonstrator and audience.

26.3. The class teacher will vary teaching styles to compliment and facilitate the pupils' educational needs and the type of drama activity, whether as a discrete subject or as a method supporting cross curricula teaching.

26.4. The delivery of drama relates to the range of strategies detailed in the Abbey Court Teaching & Learning Policy.

27. Styles of learning

27.1. Pupils will be working at times, individually, in pairs, small groups or whole class groups and across class groups for some drama activities and performances.

27.2. Pupils will be involved in a range of practical and structured activities to enable them to create and perform drama and also to appreciate and appraise performances according to their individual abilities.

27.3. Pupils are encouraged to evaluate their progress individually and as a group depending on the nature of the activity.

27.4. Pupils own experiences, interests and strengths are used to promote discussions develop speaking and listening skills and to generate ideas for drama sessions.

28. Assessment

- 10.1. Day to day assessment is via observation, discussion recording and evaluation of sessions with staff and pupils. All these elements are used to inform the next stage of planning.
- 10.2. Planning, recording and evaluating work in drama is in accordance with the principles and procedures set out in Abbey Court School's Planning, Assessment Recording and Reporting Policy.
- 10.3. Whenever possible pupils are encouraged to be involved in assessment of their own work and each others.

29. Cross curricular links

- 29.1. The use of structured and appropriate drama activities enables access to many subject areas for example; in mathematics role play is used when working on handling and understanding of money. In PSHE role play is used to investigate relationships and feelings. In R.E, role play is used to present bible stories and to illustrate concepts of right/wrong, selfish/ helpful, etc.
- 29.2. The use of drama to support and extend learning is considered of great importance and is therefore a feature in subject and personal, social and religious education.
- 29.3. The use of sound and lighting to develop pupil's opportunities with theatre technical skills within Science and Design and technology.

30. Special Educational Needs and Differentiation

- 30.1. Approaches to drama are planned with reference to individual specific needs.
- 30.2. A differentiated approach to curriculum planning is essential to ensure that all pupils' needs are met, PMLD, SLD and High achievers. Targets are individually set to the abilities of each pupil, in accordance with Abbey Court Schools S.E.N policy.

31. Staffing (including support staff) and resources

- 31.1. Class Teachers are responsible for the planning and teaching of drama whether as a discrete subject on the timetable or as part of a cross curricular approach.
- 31.2. Class teachers are responsible for the management of and the involvement of support staff in drama sessions. Work experience students and volunteers will also be used to support learning activities within the drama curriculum.
- 31.3. Specific training for teachers and support staff is facilitated by the Senior Management Team advised by the Subject Leader for drama. This can be delivered in house by the subject leader at department or staff meetings or on external courses if required.
- 31.4. The Subject Leader for Drama is responsible for the overview of drama resources within the designated budget and will bid for new resources annually in accordance with the requirements identified on the Drama action plan. This bid is submitted to the Senior Management Team prior to the new financial year.

32. Equal Opportunities

- 32.1. All pupils at Abbey Court School are given appropriate opportunities to access the English curriculum in line with Abbey Court School's Equal Opportunities Policy.

33. Health and Safety

- 33.1. Drama teaching and learning is subject to the Abbey Court School's Health and Safety Policy. All staff are responsible for becoming familiar with and adhering to this policy requirement.
- 33.2. Staff should make a risk assessment whenever resources and props are used.

34. Integration including community links

- 34.1. Integration opportunities into a variety of educational settings are developed when appropriate for the needs and entitlements of specific individuals.
- 34.2. Opportunities for pupils to be involved in drama activities as part of a range of multi-cultural events are offered in line with the Abbey Court Multi-Cultural policy.
- 34.3. Opportunities exist and are encouraged for class groups to attend and or be involved in productions with a variety of other schools and colleges
- 34.4. Visits to a wide range of venues within the locality are planned and regarded as an important and enriching experience to support the development of language skills and to foster listening, appraising and enjoyment of different forms of drama.
- 34.5. Planned theatre, music and poetry experiences are provided in school and through visits, to enhance drama development. E.G, Interplay Theatre Company, Oily Cart Productions, Lynne Griffin sensory drama, Poetry Readings, Shebang Productions, Shakespeare for Schools Festival.

35. Evaluation and Review

- 35.1. The Abbey Court School Subject Leader's Role details the necessary processes and responsibilities.
- 35.2. The drama policy will be reviewed regularly in line with the School Development Plan and in light of:
- Changes in the National Curriculum documents
 - OFSTED requirements
 - Monitoring its effectiveness after its implementation
 - Changes in Abbey Court School's organisation.

36. SEPTEMBER 2020 UPDATED CORONAVIRUS GUIDANCE

Review of the Drama Policy in light of recent events and changes to government legislation on how to teach and deliver drama lessons in a school setting.

Government guidance outlines all pupils should continue to have access to a quality arts education, including drama. Guidance outlines there may be an additional risk of infection in environments where group performances take place. Additional advice has been given to

support with teaching drama and has been reviewed in order to support the teaching of drama at Abbey Court School.

36.1 Minimising contact between individuals

School policy stipulates the policies and procedures in minimising contact and mixing between individuals. These should continue to be followed as well as additional practices. Settings have the flexibility to decide how drama will be provided whilst following the measures in their system of controls. Drama in the classroom should be kept to levels where teachers and performers do not raise their voices. Microphones can be used to reduce the need for shouting or loud speaking/singing. If microphones are used guidance on 'handling equipment' should also be followed. Pupils should be kept in consistent groups and equipment thoroughly cleaned between each use by different individual groups. Pupils should maintain a two-metre distance between one another whilst moving in space.

36.2 Performances

If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance.

Currently any school events that have been planned for drama will be virtual (video recorded) and shared appropriately. All children will require parental permission for the sharing of any footage recorded in school. Live drama performances will only be delivered in class 'bubbles' following the guidelines outlines in 18.1.

36.3 External visitors and extra-curricular activity

Settings are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Settings should consider carefully how such arrangements can operate within their wider protective measures.

The full government guidance document can be found: <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

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Reviewed October 2020- Alexandra Scott