

THE ARTS EDUCATIONAL SCHOOLS, LONDON DAY SCHOOL

CURRICULUM POLICY

STATEMENT OF INTENT

The Arts Educational Schools is a vocational performing arts school committed to developing the talents of its pupils both academically and vocationally to the highest possible level. Both facets of the education provided bear equal importance, and the school's aspiration is to produce highly qualified, thoughtful, interesting and interested young people who have developed their performing talents to such a degree that they are able to continue in vocational training if they so wish.

The following information relates to the Curriculum Offer for 2016–2017. As a school we are always reviewing and working to improve our offer in light of pupils' interests. Therefore, the curriculum for future years cannot be guaranteed to be the same as this one.

Within the provision of full-time supervised education, pupils will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education through the core and extended curriculum. Subject matter will be appropriate for the ages and aptitudes of the pupils, including those with an EHC (educational health care) Plan.

Twice a year (normally during the Summer Term) we suspend the timetable to deliver an Enrichment Programme across the school with an agreed focus. Pupils have a chance to take part in a variety of tailor-made activities with a strong SMSC (spiritual, moral, cultural and social) focus.

Our curriculum at Key Stage 3 (Years 7 to 9)

All pupils follow a core curriculum of English, Mathematics, Science, French, History, Geography, Art, Music, Learning to Learn and PSHEE/Citizenship. Information Technology and SMSC education are taught across the curriculum in an integrated manner through the different subjects.

Every pupil has vocational lessons every day. These will be either Dance or Acting related, depending on which course is being followed, but there are regular opportunities for the dancers to participate in Drama and for the actors to dance. In addition, pupils in Year 9 start GCSE Mathematics and Science. External examinations in both Dance and Drama are taken throughout Key Stage 3 (KS3).

Pupils for whom English is a second language or who have an identified learning difficulty or disability (LDD) or a statement of special educational need (SEN) may follow an amended curriculum as their needs dictate, often in a one-to-one environment with an appropriately trained member of staff (see the SEN Policy).

All pupils will receive personal, social and health education that reflects the school's aim to produce thoughtful, rounded young people ready to take an active place in the world in their future lives. This will include the study of aspects of citizenship (see the PSHEE/Citizenship curriculum maps).

Pupils will also receive careers education, in which they will be given GCSE subject option advice, as well as attending talks by visiting professionals from various fields.

Our curriculum at Key Stage 4 (Years 10 and 11)

In Key Stage 4 (KS4) pupils study a core curriculum of English Language, English Literature, Mathematics, Core Science and Additional Science. They all also choose to study either Drama or Dance GCSE. In addition, they select three other subjects from French, History, Geography, Music, Media Studies, Art and Photography. In addition, PSHEE continues to be taught, with an emphasis on study skills, Careers education and thinking skills. The options for further study post-16, with appropriate careers guidance, are given even greater prominence during KS4.

In KS4, pupils continue using *cascade*, *careers cape* and *Kudos* as ways of exploring potential careers, further education colleges, and the course pre-requisites. In Year 11, pupils are given a teacher mentor who works with them in preparation for Sixth Form college applications, interviews, auditions, etc. (see the Mentor Programme Policy). Pupils attend an internal careers fair where staff share their personal experiences regarding the career paths available, as well as offering advice regarding educational pathways.

Vocational classes, as outlined below, continue to be taken by all those in KS4, and external examinations are also taken.

Please refer to the Sixth Form Curriculum Policy for a more detailed breakdown of our Curriculum Offer at KS5.

Key Stages 3 and 4 vocational classes

All pupils joining the school for a place in Years 7 to 10 audition to be part of the Dance or Acting courses. These are specific vocational training streams that run until the end of Year 11. General information on each course is outlined here, followed by a specific breakdown in the Curriculum Offer sections.

THE ACTING COURSE

Philosophy behind the course

Drama is for pupils who enjoy self-expression. It is not only limited to those who would like to pursue a career in acting. It encourages pupils to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. It enables pupils to actively engage in the process of dramatic study in order to develop as effective and independent learners, and as critical and reflective thinkers. Pupils learn in the context of the social, historical, cultural and political issues that have had a major impact on drama, and hence the world in general. Drama is a key tool in helping to make sense of and understand the world we live in today. It can help to develop a basis for pupils' future roles as active and empathic people in employment and society in general, as well as for a future working in acting or drama.

THE DANCE COURSE

Philosophy behind the course

The Dance course provides pupils with an education that allows them to learn the techniques and principles of their art form, but also encourages versatility and individuality as a dancer. The professional world of dance is very tough but it can also be very rewarding, and so the Dance curriculum has been designed to give pupils the best possible start to their training. The busy nature of the course also ensures that pupils develop the ability to organise themselves and work effectively in a team. At intervals throughout their school life, pupils are taught the complementary study of dance appreciation through theatre visits. This helps them to critically view their own work and the work of others. The Choreography course takes this one stage further and encourages both awareness and exploration of social and moral issues.

The Dance course aims to provide a safe environment where pupils have opportunities to be creative, expressive and, perhaps more importantly, communicate ideas and emotions without the constraints of a spoken language.

What would your daughter/son be studying if they became a pupil here?

A detailed breakdown of our Curriculum Offer

In the tables below, contact time refers to 40-minute lessons. The codes used refer to the following:

- W refers to whole-class teaching
- M refers to classes that are divided into smaller, mixed-ability groups
- S refers to classes that are set according to ability
- B refers to classes where there are different ability bands taught in the same class

Due to the nature of the school and our desire to take advantage of both curriculum innovations and the changing expertise of our staff, it is likely that there would be small changes to the nature of the timetable each year. More significant changes would be communicated to existing parents via email and/or letter.

KEY STAGE 3

Core curriculum

Subject	Year 7	Year 8	Year 9
English	5 W	5 W	5 M
Maths	5 S	5 S	5 S
Science	4 W	4 W	4 M
French	3 W	3 W	4 M
Geography	3 W	3 W	3 M
History	3 W	3 W	3 M
Art	2 W	2 W	2 M
Music (inc. Choir)	4 W and S	4 W and S	4 M and S
Learning to Learn	1 W	1 W	
Form time			

During form time, various PSHCE-type work is covered. This does not always fill the full 40-minute slot.

The Acting course for KS3

Subject	Year 7	Year 8	Year 9
Process Drama and Key Skills and Language	2– Continues through Year	2 – Continues through Year	2 – Continues through Year
Physical Theatre	2		
Performance Work		2 Goes to 4 periods in summer term	2 Goes to 4 periods in summer term
Drama Skills	2		
Script Work	2	2 Goes to 4 periods in summer term	2 Goes to 4 periods in summer term
Drama Project		2	2
Dance	2	2	2
Total	10	10	10

The Dance course for KS3

Subject	Year 7	Year 8	Year 9
Classical Ballet	6	6	6
Modern	2	2	2
Tap	2	2	2
Contemp./choreography	2	2	2
Total	12	12	12

Optional extra classes	Year 7	Year 8	Year 9
Acting for Dancers	2	2	2
Musical Theatre	2	2	2
Total	4	4	4

KEY STAGE 4

Core curriculum

Subject	Year 10	Year 11
English	6 M	6 M
Maths	6 S	6 S
Additional Science	4 S	5 S
Core Science	4 S	5 S
Choir	1	
Form time (incorporating careers and study skills)	2	2

GCSE option choices

Subject	Year 10	Year 11
Option choice 1	4	4
Option choice 2	4	4
Option choice 3	4	4

Due to the number of school GCSE option choices, groups tend to be between five and 16 pupils in number.

Year 10 options are:

Option 1: French, Geography and Media

Option 2: Art, Photography and Music

Option 3: Media, Music and History

Year 11 options are:

Option 1: History, Geography and Music

Option 2: Art, Photography and Media

Option 3: Media, Music and French

The Acting course for KS4

Subject	Year 10	Year 11
Devising Theatre	4 (two terms)	
Exploring Play Texts GCSE		4 (two terms)
Written Exam		4 (one term)
Drama Project – Knowledge Based	2 (two terms)	
Practitioner Theory		2 (one term)
Devising with Practitioner		2 (one term)
Voice and Text	2 (two terms)	2
Performance Work	4 (one term)	4 (two terms)
Dance/Fitness	2	2
TOTAL	16	20

The period totals take into account that students work on different requirements throughout the year.

The Acting course for current Year 11

Subject	Year 11
Exploration of Drama GCSE	
Exploring Play Texts GCSE	4 (two terms)
Script/Devising Work GCSE	8 (one term)
Performance Work	
Dance/Fitness	2
Practical Work	4 (two terms)
TOTAL	16

The Dance course for KS4

Subject	Year 10	Year 11
Classical Ballet	6	6
Jazz	2	2
Contemporary	2	2
GCSE Dance	4	4
Total	14	14

Optional extra classes	Year 10	Year 11
Modern	1	1
Tap	1	1
Acting for Dancers	2	2
Dance Company (by audition)	2	2
Total	6	6

Review of Curriculum Policy

Policy written:	September 2012
Policy written by:	Thamir Elzubaidi
Date policy reviewed by Thamir Elzubaidi:	September 2016
Next review date:	September 2017

Circulated to the Governing body and teaching staff. This policy will be made available to parents and prospective parents on the website and on request.