



ARTSEd DAY SCHOOL AND SIXTH FORM CURRICULUM POLICY (DAY SCHOOL)

A. STATEMENT OF INTENT

1. ArtsEd Independent School is 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.
2. The following information relates to the Curriculum Offer for 2023–2024. 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.
3. 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.
4. 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.

B. OUR CURRICULUM AT KEY STAGE 3 (Years 7 AND 8)

5. All pupils follow a core curriculum of English, Mathematics, Science, French, History, Geography, Art, Music, Learning to Learn/ICT and PSHEE/Citizenship. SMSC education are also taught across the curriculum in an integrated manner through the different subjects.
6. 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. External examinations in both Dance and Drama are taken throughout Key Stage 3 (KS3).
7. 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 SEND Policy).
8. 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).
9. 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.

C. OUR CURRICULUM AT KEY STAGE 4 (Years 9, 10 and 11)

10. In Key Stage 4 (KS4) pupils study a core curriculum of English Language, English Literature, Mathematics, and Combined Science Trilogy and there are opportunities for separate sciences for the more able pupils. They all also choose to study either Drama or Dance GCSE. In addition, they select three other subjects from Classical Civilisations, Statistics, French, History, Geography, Music, Film 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.
11. 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.
12. Vocational classes, as outlined below, continue to be taken by all those in KS4, and external examinations are also taken.
13. Please refer to the Sixth Form Curriculum Policy for a more detailed breakdown of our Curriculum Offer at KS5.

D. KEY STAGE 3 and 4

14. All pupils joining the school for a place in years 7 and 8 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.

E. THE ACTING COURSE

15. Philosophy behind the course

15.1 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.

F. THE DANCE COURSE

16. Philosophy behind the course

16.1 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.

16.2 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 in an ever-changing world.

G. THE MUSICAL THEATRE COURSE

17. Philosophy behind the course

17.1 In year 9 pupils can either remain on their chosen Dance/Acting Stream or they can choose to audition for the Musical Theatre Stream. Pupils opting to specialise in Musical Theatre will take classes in singing technique, singing ensemble, ballet, jazz, tap, and acting as well as performance workshops combining all three disciplines. The course is designed to prepare pupils for post-16 study in the genre and well as celebrating and nurturing their creativity and responsibility.

WHAT WILL YOUR CHILD STUDY IF THEY COME TO ARTSED

18. A detailed breakdown of our Curriculum Offer

18.1 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

18.2 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.

H. KEY STAGE 3

Core curriculum

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

19. During form time, various PSHCE-type work, reading, current affairs are covered.

The Acting course for KS3

Subject	Year 7	Year 8
The Dramatic process Drama and Key Skills and Language/ Written work	4– Continues through Year	4– Continues through Year
Voice and Physicality	2	
Theatrical history and styles	2	2
Performance Work	4 periods in Summer term for Showcase	4 periods in summer term for Showcase
Page to stage - Design		2
Page to stage - Acting		2
Dance	2	2
Total	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
GCSE Dance			2 (Autumn and Summer term only)
Total	12	12	14 ((Autumn and Summer term only) 12 Spring Term

Optional extra classes	Year 7	Year 8	Year 9
Acting for Dancers	2	2	2
Musical Theatre	2	2	2
Dance Show rehearsal	2 (Spring only)	2 (Spring only)	2 (Spring only)
Total	4	4	4

I. KEY STAGE 4 (Year 9,10 and 11)

Core curriculum

Subject	Year 9	Year 10	Year 11
English	6 M	6 M	6 M
Maths	6 S	6 S	6 S
Science A	6 M	8 S	10 S
Science B	6 M	8 S	10 S
Choir	Form Time	Form Time	Form Time
Form time (incorporating careers and study skills and PSHE)			

GCSE option choices

Subject	Year 9	Year 10	Year 11
Option choice 1	4	4	4

Option choice 2	4	4	4
Option choice 3	4	4	4

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

21. Year 9 options are:

- Option one: Art, Classical Civilisations and Music
- Option two: Film Studies, Geography and French
- Option three: History and Music

22. Year 10 options are:

- Option one: Art/Photography, Film Studies and History
- Option two: Film Studies, Geography and Classical Civilisations
- Option three: Music, French and Statistics

23. Year 11 options are:

- Option one: Art, Photography and French
- Option two: Music, Film Studies and Geography
- Option three: Music, Film Studies and History

J. The Acting course for KS4

Subject	Year 9	Year 10
Devising Theatre	2 periods in Autumn term - GCSE	4 (two terms)
Written Evaluation	2 periods in Autumn term - GCSE	2 periods in Easter term - GCSE
LAMDA	4 Periods	4 Periods
Practitioner Theory		2
Devising with Practitioner		2
Classical Studies	2	
Monologues	2	
Dance/Fitness	2	2
Total	16 periods but key curriculum is addressed in all lessons.	14 periods but key curriculum is addressed in all lessons

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

Acting course for current Year 11

Subject	Year 11
Exploring Play Texts GCSE	2 (two terms)
Live Theatre Evaluation	2 (two terms)
LAMDA	4 (two terms)
Research Report	2 (2 terms)
Advanced Theatre Practices	2 (2 terms)
Dance/Fitness	2

Total	14
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K. The Dance course for KS4 (per week)

Subject	Year 10	Year 11
Classical Ballet	6	6
Jazz/Modern	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	X
Dance Company (by audition)	2	2
Total	6	4

L The Musical Theatre Course for Key stage 4

Year 9	Year 10	Year 11
Ballet technique and performance 2 periods per week (4 periods per week – Dance GCSE students)	Ballet technique and performance 2 periods per week	Ballet technique and performance 2 periods per week
Modern technique and performance 2 periods per week	Modern technique and performance 2 periods per week	Modern technique and performance 2 periods per week
Singing technique and performance Duets term 1. Solo material term 2 and 3. 2 periods per week.	Singing technique and performance Contemporary technique term 1. Legit technique term 2 Audition material 3. 2 periods per week.	Audition material - Singing Post-16 audition technique and repertoire 2 periods per week
Combined MT Performance 2 periods per week (Music Concert performance term 1, Trinity Musical Theatre group exam work terms 2 and 3)	Combined MT Performance 2 periods per week (Music Concert performance term 1, Trinity Musical Theatre group exam work terms 2 and 3)	Audition material - Acting Post-16 audition technique and repertoire. Shakespeare and post-1990 contemporary 2 periods per week
Acting techniques and performance Toolkit skills 2 periods per week	Acting techniques and performance Further toolkit skills 2 periods per week	Combined MT Performance 2 periods per week (Music Concert performance term 1, Trinity Musical Theatre solo exam work term 2)
Junior Musical Theatre Company	Junior Musical Theatre Company	Junior Musical Theatre Company

2 periods per week until performance date (May)	2 periods per week until performance date (May)	2 periods per week until performance date <u>Optional</u>
KS4 Choir 40 min lunchtime class	KS4 Choir 40 min lunchtime class	KS4 Choir 40 min lunchtime class <u>Optional</u>
GCSE Dance or Drama Dance – 2 periods per week Drama – 4 periods per week	GCSE Dance or Drama 4 periods per week	GCSE Dance or Drama 4 periods per week
Tap technique and performance <u>Optional</u> 2 periods per week	Tap technique and performance <u>Optional</u> 2 periods per week	
Total: 17 (+2 optional)	Total: 17 (+2 optional)	Total: 12 (+3 optional)

Review of Day School Curriculum Policy

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