

CURRICULUM POLICY

The Arts Educational School London

1) Introduction

Arts Educational School 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 2010 to 2011. As a school we are always reviewing and working to improve our offer in light of student interests. Therefore the curriculum for proceeding years cannot be guaranteed to be the same as this one.

2) Our Curriculum at Key Stage 3 (years 7 to 9)

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 a statement.

All pupils follow a Core Curriculum of English, Mathematics, Science, French, History, Geography, Art, Music and PHSE. Information Technology is taught across the curriculum in an integrated manner through the different subjects.

Every pupil has vocational lessons every day. This will be either Dance or Acting, depending which course is being followed, but there are regular opportunities for the dancers to participate in Drama and the actors to dance. In addition, pupils in Year 9 study GCSE Expressive Arts, which is examined in Year 10. External examinations in both Dance and Drama are taken throughout 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.

All pupils will receive personal, social and health education which reflects the school's aim of producing thinking, 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 ArtsEd's Pastoral Philosophy and PSHE schemes of work)

A more detailed breakdown of our curriculum at Key Stage 3 is on page 5

3) Our Curriculum at Key Stage 4 (years 10 and 11)

All students in KS4 study a core curriculum of English Language, English Literature, Mathematics and Science (becoming Biology and Chemistry in year 11). 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 and Art. Year 10 continue with Expressive Arts. In addition PHSE continues to be taught, with an emphasis on Study Skills, Careers and Thinking Skills. The options for further study post-16, with appropriate careers guidance, are given even greater prominence during KS4.

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

A more detailed breakdown of our curriculum at Key Stage 4 is on page 6

4) Our Curriculum at Key Stage 5 (years 12 and 13)

The ArtsEd Sixth Form curriculum aims to provide our students with an inspiring and challenging education, specialising in the creative and performing Arts. We aim to enhance and refine the skills students bring from GCSE while offering high level training in the Arts. We expect our students to engage fully in their education and provide for them a strong academic and vocational base from which they can forge independent career and study paths. Our students are as likely to be offered University places as they are to be offered performance based training and as such, we aim to offer a curriculum that is both academically rigorous and vocationally challenging.

We aspire for our students to be interested in learning as well as in developing their own informed thoughts and ideas. Staff discuss their subjects regularly with each other and are therefore able to create cross-curriculum links for students. Students are encouraged to see their subjects as part of life and are repeatedly and actively encouraged to see as many plays, dance performances, exhibitions and platform discussions as possible.

Our academic and vocational offers are supported by a strong pastoral philosophy and PSHCE programme. This endeavours to empower students to be confident, safe and resilient individuals, with the inter-personal and critical thinking skills required for success in the wider community.

We expect our students to demonstrate passion and commitment to the worlds of creative and performing Arts. On the 4 A level course, the time dedicated to compulsory vocational classes in Dance, LAMDA, Trinity and the choir is roughly equivalent to taking another A level. We consider these non-exam classes an important opportunity for students to extend their performance skills and expose them to performance areas they might not have considered.

Pupils may choose to follow either the A Level Course or the BTEC Performing Arts (Musical Theatre). Proficient dancers on either course may be considered for the Dance Stream.

A Level Subjects Offered

The subjects offered at A level are:

Art, Dance, Drama, English Literature, History, History of Art, Maths*, Media Studies, Philosophy, Photography

*Currently offered only at A/S

A Level Course

Students who select this course choose to study 4 subjects at AS. The majority of our students will choose either Dance or Drama as one of these subjects. Students are encouraged to select subjects which offer them a balanced A level range. Progressing into A2 is not guaranteed, and is dependent on a students' results at the end of AS. Some students will continue to study the original 4 subjects at A2 Level, others may choose to focus their energy on 3 subjects, perhaps selecting another subject from the list to study at A/S level.

BTEC Extended Diploma in Performing Arts

The BTEC extended diploma in Performing Arts is a two year course which provides students, on completion, with a qualification equivalent to three A levels. The course is assessed continuously, with students undertaking classes in Acting, Jazz Dance, Ballet and Singing by means of various assignments. Evidence for learning is provided by the students keeping "diaries", and by practical performances; there are no written examinations, but students will provide coursework which reflects an understanding of the historical context of their work, and shows an ability to research and develop their own ideas. The BTEC produces students who are fully rounded individuals; practitioners in their own right, they are confident and knowledgeable young men and women. There will be an opportunity for students to study an additional A level subject from a limited range of options. Students will be encouraged to consider subjects not included as part of the BTEC such as English, Media Studies or Art.

Key Stage 5 Dance Stream

The dance stream is aimed at students who show potential in dance and are interested in pursuing dance as a career. The course will include classes in Ballet, Jazz, Contemporary and ISTD Modern and exceptional students may also be invited to attend Classical Variations classes and additional tap classes. Students wishing to pursue this option will already have successfully auditioned for the A-level Dance course or be at Intermediate standard for Ballet.

Due to the busy nature of the timetable some of these classes take place at 5.30 allowing students time to study during the day. Pursuing the Dance Stream will be equivalent in time to doing another A level. Students may choose to take the Dance Stream in place of one A level subject, although the decision must be made in negotiation with the student, Head of Sixth Form and Head of Dance.

KS5 Enrichment classes

Beyond the examination classes, the school also offers a programme of classes designed to broaden students' experience. There are many extra dance classes run outside the curriculum for which students are welcome to audition for. A monthly Forum is run by the Philosophy students which encourages students to consider social choices and ideas, and voluntary creative writing classes are offered bi-weekly. The PSHCE programme aims to develop students' critical thinking skills, self-awareness and self-knowledge and covers the

half termly theme of focus, as well as Sex and Relationship Education, Study Skills and support for Higher Education applications.

A more detailed breakdown of our curriculum at Key Stage 5 is on page 7

5) KEY STAGE 3 & 4 VOCATIONAL CLASSES

All students joining the school for a place in year 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:

5a) THE ACTING COURSE

Philosophy behind the Course

Drama is for students who enjoy self expression. It is not only limited to those who would like to pursue a career in acting. It encourages students to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. It enables students to actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers. Students 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 develop a basis for students' future roles as active and empathic people in employment and society in general, as well as for a future working in acting or drama.

5b) THE DANCE COURSE

Philosophy behind the Course

The Dance Course provides students 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 the pupils the best possible start to their training. The busy nature of the course also ensures the students develop the ability to organise themselves and work effectively in a team. At intervals throughout their school life, students are taught the complimentary studies 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 the pupils have opportunity to be creative, expressive and perhaps more importantly, to be able to communicate ideas and emotions without the constraints of a spoken language.

6) What would your daughter/son be studying if they became a student here?

A detailed breakdown of our curriculum offer.

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

- W refers to whole class teaching
- D 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

6a) Core Curriculum

Subject	Year 7	Year 8	Year 9
English	4 W	4 W	4 W
Maths	5 B	5 B	5 B
Science	4 W	4 W	4 W
Art	2 W	2 W	2 W
French	3 W	3 W	4 W
Geography	3 W	3 W	3 W
History	3 W	3 W	3 W
Music (inc Choir)	4 W and S	4 W and S	4 W and S
Expressive Arts (GCSE)	0	0	4 W
Learning to Learn	1 W	1 W	
Form Time	2	2	2

During form time various PSHE and Citizenship type work is covered. This is not always the full 40 minute slot.

Expressive Arts is a GCSE option that is taken early. It begins in year 9 and is completed at the end of year 10.

6b) The Acting Course

Subject	Year 7	Year 8	Year 9
Process Drama	2	2	2 (2 terms)
Key Skills and Language	2 (one term)	2 (one term)	
Physical Theatre			2 (one term)
Performance Work	2 (one term)	2 (one term)	4 (one term)
LAMDA exam work	2 (one term)	2 (one term)	2 (one term)
Script work	2 (one term)	2 (one term)	2 (one term)
Contemporary Dance	2	2	2
Jazz Dance	2	2	2
TOTAL	10	10	10

6c) The Dance Course

Subject	Year 7	Year 8	Year 9
Classical Ballet	8	8	8
Modern	2	2	2
Tap	2	2	2
Contemp/choreography	2	2	2
Acting for Dancers	2	2	2
TOTAL	16	16	16

KEY STAGE 4

6d) Core Curriculum

Subject	Year 10	Year 11
English	4 D	4 D
Maths	4 S	4 S
Biology	3 S	4 S
Chemistry	4 S	4 S
Expressive Arts	4 W	
Choir	1	Optional
Form Period incorporating Careers and Study skills work	2	2

6e) 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 size of the school GCSE option choice groups tend to be between 6 and 16 students in number.

6f) The Acting Course

Subject	Year 10	Year 11
Exploration of Drama	6 (two terms)	
Exploring Play Texts	6 (one term)	12 (one term)
Script/devising work	6 (one term)	12 (one term)
Performance work	8 (one term)	
Evaluative work	2 (one term)	As needed in final term
Jazz Dance	2 (whole year)	2 (whole year)
TOTAL	14	14

6g) The Dance Course

Subject	Year 10	Year 11
Classical Ballet	8	8
Tap	1	1
Jazz	2	2
Contemporary	2	2
GCSE Dance	4	4
TOTAL	17	17

KEY STAGE 5

6i) 4 A level course

Subject	Year 12	Year 13
A level 1	8	8
A level 2	8	8
A level 3	8	8
A level 4	8	8 (optional to carry on with 4 th)
Choir	1	Optional
Jazz/ballet/conditioning	2	2
Trinity Musical Theatre	4 (one term) group level	4 optional – pairs and individual
LAMDA medals	4 (one term)	4 optional plus audition work
Performance work	4 (one term)	
Form time	2	2
TOTAL	41	Between 28 and 43

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