

## Drama, Music & Performing Arts Action Plan & Report / Sarah Usher

LTP	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Journey 1   Confident Community Engagement</b>						
<b>Central</b>	TacPac Set 1 Communication through music & touch  -BBC Autumn Days windy weather dance Collinsconnect -Mister Wind song Makaton signs / percussion instruments	TacPac Set 2 Communication through music & touch  Exploring Djembe Drums - playing in a small group	BBC Let's Dance Winter Wonderland  Chinese New Year The Great Zodiac Race Become the animals through movement & percussion instruments  The Ladybird that Heard - exploring stories through music, movement & props	TacPac Set 3 Communication through music & touch  Exploring stories through songs & movement Room on the Broom Going on a Bear Hunt	TacPac Set 4 Communication through music & touch  Exploring stories with music, movement & props Dear Zoo Monkey Puzzle Handa's surprise	BBC Summer Holidays Land, water, sky  BBC Bring the Noise DJ for the day Ipad Colour Magic  Summer Show Rehearsals & Performance
<b>Circle</b>	Diwali Celebrations Bollywood dancing	Christmas Show Rehearsals Performance				
<b>Journey 2   Community Engagement and Employment Opportunities</b>						
<b>Northern</b>	BBC Autumn dance Animal Hasthas	Choir Festival Performance	Chinese New Year The Great Zodiac Race	Exploring different emotions through body percussion	Exploring stories & characters through music & movement	Djembe drums



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Piccadilly	Diwali Celebrations Bollywood dancing  Singing & Signing Preparation & Rehearsals for Choir Festival	BBC Bonfire Guy Fawkes story Fireworks song  Christmas Show Rehearsals Performance	Travel to Brazil Rio (Disney) Carnival Mardis Gras Travel to Columbia Encanto	Ukulele Magic Learning simple songs	Aladdin Annie	playing as part of a group  Summer Show Rehearsals / Performance
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### Journey 3 | Further Study and Skilled Work Opportunities

District	Autumn Time Mister Wind 3 part song with percussion instruments	Guy Fawkes The Gunpowder Plot  Working with scripts: Script focus: Payback	Singing & Signing Understanding the meaning behind lyrics  Dance Festival Preparation & Rehearsals	Dance Festival Performance at the Millfield Theatre  Telling stories through music & dance: Moana	Working with scripts: Script focus: Alien attack	Ukulele Magic  Summer Show Rehearsals / Performance
Bakerloo	Diwali Festival of Lights Rama & Sita story Bollywood dancing	Christmas Show Rehearsals & performance	Ukulele Magic	Keyboards		
Ham. & City						

#### Curricular Intent

#### BEAR Values

Personalisation

Differentiation



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<p>EHCP Outcomes</p> <p>Preparing for Adulthood:</p> <p>Employment Health Community Inclusion Independent Living</p>	<p>3 Journeys:</p> <ol style="list-style-type: none"> <li>1. Confident Community Engagement</li> <li>2. Community Engagement and Employment Opportunities</li> <li>3. Further Work and Skilled Work Opportunities</li> </ol> <p>Pathways   Voyages</p> <p>(Non-)Subject-specific knowledge and skills</p>
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<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
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(contributing to SDP)	(how this action plan supports the SDP)	(on students' progress)
<b>Journey 1   Confident Community Engagement</b>		
To use a range of sensory activities to provide students opportunities to develop their communication skills to enable them to interact confidently with others.	Deliver a range of engaging activities to support the development of their communication skills and confidence e.g. drama, music and dance.	Students will show greater use of language skills with a more developed vocabulary, i.e. using words / Makaton signs /symbols to communicate with others.
<b>Journey 2   Community Engagement and Employment Opportunities</b>		
To learn about the world around us and make links to other subjects including literacy, science and humanities. Introduce the idea of taking part in small local performances in our community.	Deliver a range of drama, music, dance activities to engage students in the world around them. Learning a small repertoire of songs to sing and sign for a performance at a local choir festival.	Students will understand more about the world around them and make links in their learning. Being part of a festival that involves other schools within our borough will give students a sense of pride, connection to others and build their confidence.
<b>Journey 3   Further Study and Skilled Work Opportunities</b>		

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<p>To build on existing knowledge of the world around them and develop key transferable skills. To work towards a performance in a local theatre.</p>	<p>Use script work to develop storytelling skills. Provide opportunities to work as part of a team and further develop key listening and communication skills. Direct students to choreograph their own dance to share at the Millfield Theatre as part of local authority Dance Festival.</p>	<p>Empower students to develop their own ideas and work as part of a team towards common goals.</p>
<b>Teacher Appraisal - My Post Holder target</b>		
<b>Autumn Term – moderation notes (students’ work, EFL)</b>		
<b>Autumn Term – progress with intent of action plan</b>		
<b>Autumn Term – notes on student progress</b>		
<b>Spring Term – moderation notes (students’ work, EFL)</b>		



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<b>Spring Term – progress with intent of action plan</b>	
<b>Spring Term – notes on student progress</b>	
<b>Summer Term – moderation notes (students’ work, EFL)</b>	
<b>Summer Term – progress with intent of action plan</b>	
<b>Summer Term – notes on student progress</b>	
<b>Cross-Curricular links, SMSC, FBV</b>	
Journey 1   Confident Community Engagement	Journey 3   Further Study and Skilled Work Opportunities
<b>Central</b>	<b>District</b>
<b>Social</b> Work successfully, as a member of a group or team. Agree and disagree yet resolve conflicts maturely and appropriately.	<b>Social</b> Work successfully, as a member of a group or team. Agree and disagree yet resolve conflicts maturely and appropriately.



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Circle	<p><b>Moral</b> Understand human feelings and emotions, needs, interests and feelings, as their own. Encourage pupils to recognise right and wrong</p> <p><b>Spiritual</b> Opportunity to explore values and beliefs. What religion means historically &amp; geographically, how it impacts peoples identity.</p> <p><b>Cultural</b> Promote knowledge and use of cultural imagery and language.</p> <p><b>FBV</b> Respect and tolerance of different cultures and religions.</p>	Bakerloo	<p>Promoting racial, religious and other forms of equality.</p> <p><b>Moral: Develop</b> moral concepts and values, e.g. be honest, loyal, respectful, good manners, mutual respect. Encourage pupils to recognise right and wrong. Think through the consequences of actions. Learn to experience other people's views.</p> <p><b>Spiritual</b> Opportunity to explore values and beliefs. What religion means historically &amp; geographically, how it impacts people's identity.</p> <p><b>Cultural</b> Promoting racial, religious and other forms of equality. Experience cultural events and diversity.</p> <p><b>FBV</b> Respect and tolerance of different cultures and religions.</p>
Victoria		Ham. & City	

### Journey 2 | Community Engagement and Employment Opportunities

Northern	<p><b>Social</b> Work successfully, as a member of a group or team. Agree and disagree yet resolve conflicts maturely and appropriately. Promoting racial, religious and other forms of equality.</p> <p><b>Moral: Develop</b> moral concepts and values, e.g. be honest, loyal, respectful, good manners, mutual respect. Encourage pupils to recognise right and wrong. Think through the consequences of actions. Learn to experience other people's views.</p> <p><b>Spiritual</b> Opportunity to explore values and beliefs. What religion means historically &amp; geographically, how it impacts people's identity.</p> <p><b>Cultural</b> Promoting racial, religious and other forms of equality. Experience cultural events and diversity.</p> <p><b>FBV</b> Respect and tolerance of different cultures and religions.</p>
Piccadilly	
Metropol.	