

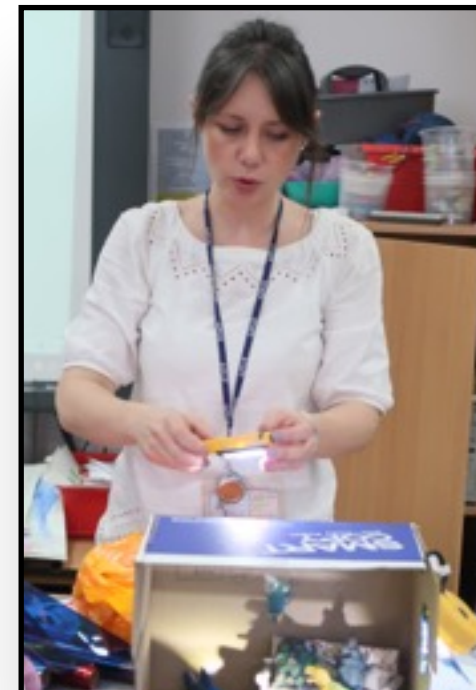
Creative Classrooms

Leadership

Subject leaders work together to tap into the multi-sensory nature of the creative arts and carefully build in progression. One hour of drama/music and one hour of art and DT per week has to be used creatively to combine all the demands of the main curriculum as well as those of a theatrical production. Staff have found that memory and cognition improve when academic content is combined with colour-coding, movement, rhythm, sound phrases, textures and other sensory input.

Autumn term is used for developing the story for the production (drawing on prior knowledge of different genres), and for developing a vast array of basic skills such as projecting voices, colour mixing, paper attachment or using a microphone.

As the term progresses so to do the curricular demands. Decisions are made and then consolidated as the learning goes along. Flexibility and a willingness to adapt however are also key features of the subject leaders' approach. A student who was adamant he did not want to be a villain in the play could for example change his mind, if so, the story then needs to accommodate two villains!



LEADERSHIP

Spring term is for applying all of the learning to key tasks for the production itself and supporting each student with their individual roles and the contributions that each will make. Towards the end of the term rehearsals begin and members of different classes can come together in readiness for performing early in the Summer term.

Subject specialists also now have more time to support non-specialists using curriculum mapping with key vocabulary, detailed activities and resources. They are also available for advice and to give feedback.

