



## Curriculum Policy

### Overview of intent for the Curriculum

#### Young Dancers Academy Intends to:

- Enable students to attain the highest standards in Classical Ballet
- Enable students to develop skills and achieve excellence in Jazz, Tap and Musical Theatre to foster versatile performers
- Prepare students to progress to elite institutions for further training in Classical Ballet/Dance/Musical Theatre and, ultimately, pursue a professional career in dance
- Provide a broad, balanced and enriching academic education, which equips students with the skills, knowledge and qualifications to pursue a different path at 16+ or later in life
- Support lower-ability students, raise the attainment of the middle and provide outstanding challenge to the gifted and talented
- Achieve excellent GCSE and BTEC results in relation to each student's abilities
- Foster a strong work ethic amongst students
- Prepare the students to lead successful and fulfilling lives after education
- Foster a strong sense of curiosity and of understanding about the world
- Develop reflective and self-evaluating habits amongst students.

**The curriculum, teaching and learning at Young Dancers Academy will be Implemented by:**

- Being broad and balanced, while permitting the pursuit of exceptional excellence in dance
- Contributing effectively to the intellectual, physical, personal attainment and development of the students
- Giving students experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- Teaching subject matter appropriate for the ages, gender, backgrounds and aptitudes of students, including those students on the SEND Register and those for whom English is not their native language (EAL)
- Enabling students to acquire skills in speaking and listening, literacy and numeracy
- Involving well-planned and sequenced curricula, effective teaching and learning, suitable activities and wise management of classroom and studio time
- Being based on a good understanding of the aptitudes, needs and prior attainment of all students, and ensure that these are considered in the planning of lessons and classes
- Being taught by specialist teachers who have qualifications, expertise and enthusiasm in the subjects they teach and an empathy with the aims and ethos of the school
- Being supported by resources of a suitable quality, quantity, and range
- Providing for personal, social and health education and relationship and sex education, which reflects YDA's aims and ethos
- Providing a rich social, moral, spiritual and cultural education
- Providing Citizenship education that promotes Fundamental British Values and the aims of the Prevent Strategy
- Providing for appropriate, impartial and inspiring career guidance

## Vocational Curriculum - Implementation

- Young Dancers Academy selects students on the basis of their facility for Classical Ballet. They are assessed on their performance in ballet class at preliminary and final auditions. The auditions take the form of a visual assessment of the student's physical, musical and artistic ability and perceived potential as a performer. The final audition is supplemented by a physiotherapy/general health assessment.
- Young Dancers Academy has its own Programme of Study for Classical Ballet which is fully documented and which is followed by the students throughout their time at YDA. (Please see separate policy document.) The emphasis of this programme is to provide students, through intensive and dedicated training, the opportunity to lay the groundwork to become exceptional classical dancers. Throughout the five-year Programme of Study, the intensity and expectation of achievement increases. However, the main aim endorsed by the Head of Dance and all specialist dance staff is to nurture the love and passion for dance in all students, and encourage and develop the freedom and exhilaration of movement aligned with the principals of classical ballet technique.
- Young Dancers Academy also offers a programme of Jazz, Tap and Musical Theatre to help students develop into versatile performers and broaden opportunities for progression at 16+.
- Students are assessed at regular intervals. The assessment procedure is clear and fair. Assessment policies and procedures are available to all students. (Please see separate policy document.)
- Vocational classes take place each day, with approximately 14-20 hours of vocational training per week: approximately 3-4 hours each day, Monday to Saturday, and occasional Sunday rehearsals. Under normal circumstances, Year 7 students do not attend Saturday classes.
  - Years 7-8: Classical Ballet, Repertoire, Pointe Work, Jazz, Tap, Musical Theatre, Body Conditioning, Choreography
  - Year 9: Classical Ballet, Repertoire, Pointe Work, Jazz, Musical Theatre, Body Conditioning, Choreography
  - Years 10-11: Classical Ballet, Repertoire, Pointe Work, Jazz, Contemporary, Choreography, Body Conditioning, BTEC First Certificate in Performing Arts (Dance)

In Years 7, 8 and 9, all students work towards Musical Theatre performances, each year group rehearsing and performing as an ensemble. In Years 10 and 11, students work towards a BTEC First Certificate in Performing Arts, showcasing their dance skills in a range of performances, including a classical solo showcase.

All students are able to demonstrate progress and hone performance skills through participation in audition, rehearsal and performance of the annual productions of the YDA Showcase, The Nutcracker and the Summer Show, performed to the public at professional theatres wherever possible. Additionally, all students participate in the annual Du Boisson Dance Foundation Choreography Competition, which encourages creative and intellectual engagement with the wider dance world as well as the development of organisation and leadership skills.

## Academic Curriculum – Implementation

Young Dancers Academy is non-selective in terms of academic ability and welcomes students with a wide variety of academic backgrounds. All students complete academic assessments on entry and individual targets are set. Students are taught in mixed-ability classes, with differentiated learning to support lower-ability students, raise the attainment of the middle and provide outstanding challenge to the gifted and talented.

Internal academic assessment takes place throughout the year and progress is monitored carefully to ensure that each student meets, or indeed exceeds, expectations. Parents receive written reports. As well as the annual parent-teacher evenings for each year group, parents are welcome to contact the school at any time over academic matters.

The academic curriculum is delivered by an experienced staff of well-qualified, enthusiastic teachers. This aspect of the school's work is of central importance and students regularly achieve outstanding success in GCSE examinations.

Students have approximately 20 hours of academic lessons each week, Monday to Friday:

Year(s) #	Curriculum
Year 7	English Language & Literature, Mathematics, Science (Biology, Chemistry & Physics), French, History, Music, Drama, Computer Studies, Art & Design, PSHE (incorporating RSE, RE and Citizenship)
Year 8	English Language & Literature, Mathematics, Science (Biology, Chemistry & Physics), French, History, Music, Drama, Computer Studies, Art & Design, PSHE (incorporating RSE, RE and Citizenship)
Year 9	English Language & Literature, Mathematics, Science (Biology, Chemistry & Physics) French, History, Music, Drama, *Computer Studies, Art & Design
Year 10	<i>Core GCSEs:</i> English Language, English Literature, Mathematics, Biology, History <i>Optional GCSEs (students choose 3 to 5):</i> Chemistry, Physics, French, Music, Drama, Further Mathematics, Art & Design <i>In addition, all students continue with *Computer Studies</i>
Year 11	

# EAL and SEND support is provided to students during curriculum time on an as-needed basis

\* Subjects delivered through project-based curriculum (discrete and cross-curricular)

### **Co-Curricular Activities**

All students may take instrumental or voice lessons leading towards ABRSM qualifications and preparation for Grade 5 Theory is also provided. All students sing in the school choir, performing in the annual Winter and Summer Prize-giving Concerts, as well as other events through the year. All students have the opportunity to take additional lessons in Drama, leading to LAMDA qualifications. Students have opportunity to attend an Art Club.

### **PSHE and RSE**

This is an integral and valued component of the curriculum at Young Dancers Academy. In addition to dance and academic lessons, and co-curricular activities, all students take Personal, Social and Health Education (PSHE) lessons, which incorporate the core PSHE curriculum, Relationships and Sex Education, Religious Education, Citizenship, Fundamental British Values and anti-radicalisation (Please see separate policies)

### **Students for whom English is not their first language**

Wherever possible, EAL students at the school are integrated into normal academic lessons following the same curriculum as their peers. However, the timetable for each individual EAL student will be based on their English language abilities and the amount of support they need. EAL provision may include individual lessons, group lessons and in certain cases EAL students may focus on a reduced number of qualifications at Key Stage 4.

### **Students with SEND**

Every opportunity is provided to enable students to develop their skills and aptitudes, as set out in the schemes of work for each academic and vocational subject. All teachers recognise that SEND and Gifted & Talented are not discrete categories. Students with SEND are integrated into normal academic and vocational lessons following the same curriculum as their peers. However, the timetable for each student will be based on their individual needs. SEND provision may include individual tutorials, group lessons and in certain cases students with SEND may focus on a reduced number of qualifications at Key Stage 4. An IEP will be drawn up for each student identified with SEND. (Please see separate policy.)

### **Students identified as Gifted and Talented**

Each subject area will make provision for Gifted and Talented students through schemes of work and lesson plans (incorporating, for example, high order questioning, thinking skills, hypothesis, discussion, etc.) Subjects will provide extension and differentiated opportunities for G&T students through the use of more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking and presenting increasingly sophisticated responses. Occasionally, students may be fast tracked in a particular subject area, for example if a student is fluent in a language, having lived abroad or is a native speaker.

## **Prep (Homework)**

Prep is an integral part of the learning process. It is to be used to help students reinforce the work undertaken in the classroom and to prepare them for subsequent lessons or assessments. It is also a vital part of developing the independent learning skills that are increasingly important as they progress both their academic and vocational education.

Prep should be meaningful, purposeful and a vital part of the learning process. It should not be perfunctory or undemanding of the students. It should be set bearing in mind the need for differentiation and should be sufficiently substantial, with extension possibilities for able and gifted students, in order to ensure that prep time is appropriately utilized.

Students in Years 7 and 8 are expected to complete 1 hour of prep per evening; students in Years 9-11 are expected to complete 1-1.5 hours of prep per evening. Prep timetables are issued each year to help students develop organisation and time-management skills.

**The Impact of the curriculum and teaching will be to:**

- Enable students to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- Provide students with adequate preparation for the opportunities, responsibilities and experiences of adult life
- Offer all students the opportunity to explore and access their full artistic and academic potential
- Foster in students a sense of delight in the life of mind, body and imagination; the application of creative interest in their work; and the ability to think and learn for themselves
- Enable teachers to make regular and thorough assessment of students' work
- Ensure that effective strategies are in place for managing student behaviour and encouraging responsible behaviour
- Being subject to on-going evaluation and review by the Executive Director, Academic Director, Head of Dance, SEND Co-ordinator and others as appropriate.

Policy written by	Kate Blakeburn – Academic Director
Approval body	SMT and YDCA Trustees
Date Reviewed	June 2023
Schedule date	1 year
New review	June 2024