

# Performing Arts Teaching and Learning Model

## Launch

### What can it look like?

- Share the Learning Intention and Success Criteria – displayed and referred to throughout the lesson.
- Explicit teaching of the skills and strategies as determined by formative assessment and/or cohort needs.
- Codevelop anchor charts are displayed in the learning space to support learning.
- Exposure to relevant vocabulary.

## Independent / Collaborative Learning

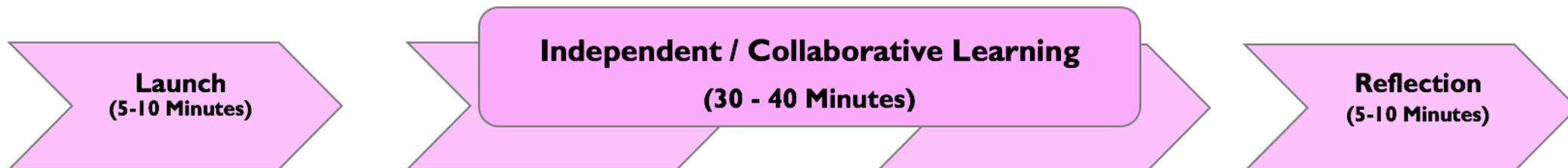
### What can it look like?

- The teacher facilitates and supports the learning process.
- Students independently or in small groups practise or apply the focus of the launch and/or their specific learning goals.
- Learning tasks and or goals are differentiated and/or open ended to support learning needs.
- Students utilise a variety of resources within the classroom.

## Reflection

### What can it look like?

- Opportunity to self-assess against the Success Criteria and identify direction for future learning.
- Students articulate what they have learnt and the strategies/processes they used.
- Recognise and celebrate student learning.
- Reflection strategies vary from lesson to lesson e.g. partner, individual, journal/diary entry, thinking routines etc.



## Formative Assessment and Feedback

**Examples:** teacher questioning, observation notes during turn and talk tasks, conferencing and goals setting records, standardised assessment, anecdotal records, collecting work samples, photographing or filming students, checklists, rubrics, journal entries, exit strategies such as an exit pass, peer and self assessment tools etc.

## Givens

- Students engaged in one Performing Arts lesson each week.
- The CNPS Performing Arts Curriculum includes at least one term of Dance, one term of Music and one term of Drama during the course of the school year.

## Music

The CNPS Music Curriculum aims to develop students':

- confidence to be creative, thoughtful, skilful, and informed musicians;
- skills to listen, improvise, interpret, perform, and respond with intent and purpose;
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions; and
- understanding of music as an aural art form, its relationship with other arts forms.

## Dance

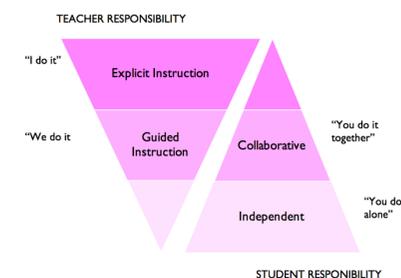
The CNPS Dance Curriculum aims to develop students':

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently;
- choreographic and performance skills and appreciation of their own and others' dances;
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts; and
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

## Drama

The CNPS Drama Curriculum aims to develop students':

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama;
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning;
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles and imagining situations, actions and ideas as drama makers and audiences; and
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.



At CNPS all staff acknowledge the importance of student voice and agency within their learning. Students are provided with opportunities to contribute to what they learn, how they learn and how they demonstrate their learning.

