

# The Arts at Langley Grammar School 2013

*“The patterns in music and all the arts are the keys to learning”.* Plato



The practice of the creative arts, in whatever form, involves the creation of objects or events that express and represent ideas, emotions and perceptions. The arts offer students a unique learning experience which can enrich their lives immeasurably. They stimulate and develop the imagination, critical thinking, and refine cognitive and creative skills. At Langley Grammar School we believe the arts are an integral part of all areas of school life and are a fundamental part of a young person's development.



## We aim to:

- Provide all students with opportunities to engage in the arts as performers, makers, exhibitors and as spectators.
- Develop the ability for creative thought and action.
- Develop physical and perceptual skills.
- Contribute to social development and community involvement.
- Develop the way students think and feel about themselves.
- Explore and understand the ideas of others.
- Promote an understanding of cultural change and difference.
- Develop students as leaders in their own learning through involvement in the arts.



## Objectives



To achieve our aims we will:

- Provide at least four art forms (art and design, dance, drama and music) as part of the core curriculum at Key Stage 3.
- Offer all students the opportunity of taking at least two arts subjects at KS4 and at KS5.
- Offer a minimum of four certified courses in the arts for all Post 16 students.
- Ensure that arts teachers have access to regular CPD to keep them up to date with the latest developments in the arts and related pedagogy.
- Provide students with regular opportunities to experience the work of professional artists through visits to art organisations, concerts, workshops with artists and other partnerships.
- Provide a rich variety of enrichment activities where every student gets the chance to perform in front of an audience or contribute to the artistic community of the school outside of curriculum time at least once.
- Organise a range of activities and events which celebrate the diversity of talent at the school, are fully inclusive and can stretch the most able.
- Provide opportunities for students to learn about and celebrate the range of world cultures that are reflected in the arts through using local, national and international sources.
- Routinely celebrate the success of students in the arts for example through presentations in assemblies, school newsletters, website, local media.
- Strengthen the role of the school in the community through the development of relationships with parents, local schools, social groups and professional artists.
- Embed the use of the arts in all subjects (see cross-curricular section for examples) to enrich student's learning with particular emphasis on using the school's designated specialism of Computing to foster creativity and promote artistic development.
- Develop student leadership through the promotion of independent thinking, meta-cognition and collaborative skills in all arts lessons; all students in Years 10 and 12 who take arts subjects to have the opportunity to apply to become an arts ambassador on an annual basis.
- Develop new and strengthen existing artistic partnerships with other local schools through collaborative projects, meetings, events and take a lead in promoting the arts in the local community through work with feeder schools.



## Student entitlement

### *Timetable*

- Art**    KS3    1 hour per week in groups of 15-20 students
- KS4    4 hours per fortnight  
                  Number of groups and students per group is determined by Option choices
- KS5    9 hours per fortnight with one additional independent study period.  
                  Number of students is determined by AS/A2 choices

### **Drama**

- KS3    1 hour per week of whole class
- KS4    4 hours per fortnight  
                  Number of groups and students per group is determined by Option choices
- KS5    9 hours per fortnight with one additional independent study period.  
                  Number of students is determined by AS/A2 choices

### **Music**

          As for Art

### **Dance**

- KS3    As part of the PE, Drama and ICT curriculum dance is embedded into several units of work.



## Enrichment

At Langley Grammar School we refer to enrichment activities instead of the more common term extra-curricular. This is because the term extra-curricular tends to imply that these activities are merely an add-on to the curriculum. We very much believe these opportunities are an integral part of a young person's education and part of the fabric of the school community. The discipline and commitment required to develop for example instrumental skills or to succeed as an actor is an important part of education and is complementary to academic learning, reinforcing a sense of belonging to the school community. All students at the school have access to a range of enrichment activities. Some of the main ones are:

- Choir
- Orchestra
- Chamber orchestra
- Jazz band
- Guitar club
- Indian classical music ensemble
- Flute ensemble
- Hip-hop club
- KS3 and 4 drama clubs
- KS5 Drama Society
- Photography club
- KS3 and 4 art clubs
- KS3 Dance club



Students are also encouraged to form their own groups and have numerous opportunities throughout the year to showcase these.

## LGS Music Service

Every student has the opportunity to learn a musical instrument in curriculum time at school on the following instruments:

*Acoustic & electric guitar, Bass guitar, Ukulele, Violin, Viola, Cello, Double bass, Keyboard, Piano, Saxophone, Flute, Clarinet, Brass, Percussion, Sitar, Harmonium, Tabla, Indian classical singing, Voice*

We currently have over 250 students learning a musical instrument in school. Our first class team of external teachers work closely with the music department to create an integrated approach to students' musical education including preparation for GCSE and A-level performances, various concerts and recitals, ABRSM examinations and school competitions.

## External links

Fundamental to a young person's development is the opportunity to work closely with arts organisations, professionals, and of course develop creative partnerships with other schools. Langley Grammar School takes a leading role in developing school partnerships in the local area working on a regular basis with local primary and secondary schools to raise the profile of the arts and nurture talent in the area. We also have close links with the following organisations:

- Norden Farm
- Shakespeare Schools' Festival
- Slough Music Service
- St Mary's Church, Langley
- ACS Egham International School
- Creative Junction
- National Theatre Connections
- Maidenhead Drama Festival
- Inspire-Works



## Resources

Art	3 specialist rooms, one with kiln and one with darkroom Display facilities around the school
Drama	1 specialist studio, fully equipped for presentation of productions. Access to Hall for major productions Access to Lecture theatre Access to multi-purpose drama/dance studio
Music	2 specialist rooms and 8 practice rooms Access to Hall for a range of larger scale performances (Spring Concert, Friendship in Music Concert, House Music Competitions etc...) Access to Lecture Theatre for a range of smaller scale performances (lunchtime recitals, GCSE/A-level performances, Year 7 & 8 concert etc...) 1 music technology computer suite with Sibelius 6 and Cubase
Dance	Access to sports hall and gymnasium Access to a multi-purpose room/dance studio

## Cross curricular

The contributions of all subjects to the development of the arts within Langley Grammar School is recognised and encouraged. The following is a list of some recent examples from a range of subjects where the arts have been used to enhance the student learning experience:

### Classical Civilisation:

- Year 13 students produced a Greek tragedy play with the Year 12 AS Drama students.

### Geography:

- TASC project in Year 7 where they get a choice of presenting their research in a style that meets their learning style. The topics were bush fires, organic farming and mining. Presentations included a puppet show, rap, song using ukulele and guitars.

### ICT and Computing:

- Year 7 – Designing a leaflet on E-safety. Islamic Art project featuring geometric shapes (cross-curricular with art and maths departments). Computing through dance (cross curricular with PE and drama department) using algorithms to design dance routines which are then performed in dance classes.
- Year 8 – Logo design. Advertising poster with musical interludes.
- Year 9 – Web design and image manipulation. Video adverts using lion and mouse animations.
- All years – Snowflake designs using geometric shapes. Olympics Focus Day videos. Lunchtime club *Gamesmaker*, designing characters and scenes.

### Mathematics:

- Year 7 students study Islamic art to help develop their understanding of geometric shapes.

### Modern Foreign Languages:

- Year 8 - German trip: Musikkabinet
- Year 9 - Dieppe trip: Architecture of Rouen/ Arras
- GCSE - French trip to Paris Musee d'Orsay and Pompidou.
- A2 - French and German: *Les Arts*. Presentations on artists, architects, photographers and musicians.

### **Psychology:**

- Students in the module of "Abnormality" frequently role play being a patient and a psychologist, and have to counsel someone who has a mental disorder or a stress related disorder. They then perform to the rest of the class and other students can learn a great deal about how to deal with difficult situations. Recently students have role played the issue of ethics. They devise a psychological experiment that is unethical and have to "act it out" and say how they would improve it for the future in terms of ethical committees.

### **Religious Education:**

- Use of religious artefacts in lessons (e.g. paintings of Hindu deities, Islamic calligraphy) to demonstrate the expression of religious beliefs and values through art. Students develop a clearer idea of what we are referring to when discussing religious rituals.
- Students compose their own songs and raps to develop their understanding of biblical stories. They have also made their own songs of worship but put the focus of worship on the form group rather than God. Students perform Bhajans (Hindu devotional religious songs) with other members of the class.
- Year 10 perform a Christian and Hindu wedding, providing their own props, dressing the room and learning key parts of religious text to present to the rest of the class. Again, this helps those learners who prefer to do and see. It also helps build the confidence of students whose written work is not as strong as their creative ability and gives them an opportunity to shine in a subject where they may not have otherwise done so.

### **Science:**

- Year 7 - making models of cells, producing podcasts related to extinction
- Year 8 - making musical instruments
- Year 10 - video documentaries on the solar system, role-playing life cycle of a star/the big bang in physics, making flip-charts of reflex action in biology
- Year 12 - role-playing mass spectroscopy in chemistry, making flip charts on mitosis in biology
- Year 13 - making models of the kidney and role-playing pregnancy testing in biology, making paints in chemistry
- Stem Club - Completed a project on paints and dyes.

