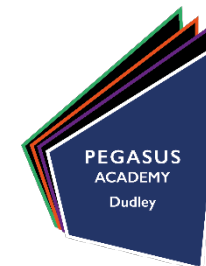


Pegasus Academy

Statement of Curriculum Intent – Performing Arts

2025/26



We aim to prepare learners for a lifelong enjoyment of Performing Arts, by giving them the practical skills to explore Dance, Drama and Music with confidence and enjoyment, regardless of prior knowledge. We ensure learning is progressive and appropriately sequenced, initially covering the essential theory and skills in each discipline, before discovering Performing Arts in a variety of cultures and contexts.

How will this be achieved in our curriculum?

We enthuse our learners by including material and resources they can engage with, including modern Music and Music Technology, current Dances, and contemporary Drama. We then explore the influences the composer, choreographer, playwright, or directors may have drawn on when setting out their intentions, helping students to understand their own culture and its heritage. We promote higher order thinking when our learners consume Dance, Drama and Music outside of school, allowing them to understand what the composer, choreographer or director set out to achieve. Our ambitious curriculum tackles difficult topics such as knife crime, the slave trade and mental health with the aim of educating the whole student within our individual areas of Performing Arts.

We understand the needs of our learners and we plan our curriculum accordingly. We review our curriculum continually through discussions with staff, pupil voice and data analysis. We are excited that more Dance and Drama is now included at KS3 with an increase in specialist staff who work together to offer our learners the best experience of Performing Arts.

A range of transferable skills beneficial to the development of all learners, are promoted in our department. The teamwork, confidence, empathy, and discipline that forms an integral part of lessons can give students the ability to be successful in all subjects and their life after Pegasus. This can be vital to the development of SEND learners who may prefer a practical approach to learning and showcasing work. Alongside our challenging and engaging curriculum, we offer extra-curricular sessions for all learners who wish to expand their knowledge, skills, and love of Performing Arts. We use pupil voice conversations to shape the content of some of these sessions.

How does assessment fit in?

Assessment at Key Stage 3 focuses on the three areas of performing, composing/devising and appraising/understanding. We regularly check for understanding through low stakes assessment, questioning and short performances. Each project is then assessed using an assessment grid and a grade is awarded at the end of the project. At Key Stage 4, learners receive personalised written feedback highlighting what has worked well and what could be improved. Home learning is set accordingly to enhance individual skills and independence.