

## Music, Art, Dance and Drama (MADD) Intent, Implementation and Impact

<b>Intent</b>	<p>At Pear Tree our MADD subject intends to meet the individual learning needs of each pupil. Our curriculum aims to develop the learner’s creative minds to have the confidence and curiosity to experience, participate, experiment, create and invent across a range of creative subjects. To develop their motor and early communication skills in creative subjects and to have experiences of arts that have shaped our history and that contribute to our culture, creativity and the wealth of both our nation and our world. At Pear Tree MADD is integrated in all areas of the curriculum to ensure pupils develop the necessary skills to prepare them for the next stage in their learning journey and are able to apply skills, knowledge and self-expression in different contexts.</p>			
<b>Implementation</b>	<p>Our curriculum is designed to ensure that every learner will gain the skills and knowledge in MADD to enable them to successfully prepare for and transition into each phase of their education and ultimately into adulthood. A creative curriculum theme is used to add interest and excitement and develop cultural capital and expand experiences. The scheme of work has been designed with the unique needs of our Pear Tree students in mind whilst drawing from the National Curriculum guidance with a focus upon expanding the cultural capital of each learner. Music and Art are taught as discreet lessons, drama and dance are interwoven in both the P.E. and Literacy curriculum and all MADD creative skills should have links to most subjects.</p>			
	Planning and Teaching	Assessment	Cultural Capital	Personal Development
	<p>Teachers plan and deliver exciting, engaging and well differentiated lessons for all pupils. Lessons are planned in sequence to build on prior knowledge and skills. Teachers will scaffold lessons to support the acquisition of knowledge, skills and developing independence in their creativity. Highly skilled TAs support pupil learning and are deployed to model and support pupils to develop independence in application of knowledge and skills. All planning takes into account our pre-formal, semi-formal and formal learners and personalised targets are set for each lesson. Attention Autism can be used to support learners understanding for all pathways.</p>	<p>Robust target setting, assessment and analysis is embedded throughout the curriculum and across the key stages to ensure the MADD curriculum is effective in meeting learning need and ensuring pupils are making at least expected progress.          A range of assessment tools are used to monitor progress including a bespoke Art and Music assessment, Routes for Learning and the Engagement Model. Progress towards the outcomes of the EHCP are carefully monitored using Evidence for Learning.</p>	<p>Students will have the opportunity to express themselves creatively in MADD subjects, focussing upon developing their understanding of art and its influence on the world. Students will have an understanding of artists and their links to western art movements. Students should reflect upon artists and their own work have a confidence in expressing their opinions and preferences and be inspired to create art to reflect their own experiences. Students are encouraged to attend a range of external events such as Young Voices Concerts and dance festivals. We also host a bi-annual MADD week to focus on developing creativity for all students and ensure all events are inclusive.</p>	<p>This curriculum aims to develop a student’s creativity, their self-expression and their independence skills. It draws upon a love for learning whilst developing resilience and a growth mind set, whilst raising self-esteem and confidence in a student’s own abilities. Central to these skills, it develops and encourages communication skills.</p>

<b>Impact</b>	<p>At Pear Tree our students will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for their adult life. They are able to apply the skills and knowledge they have learnt in real life contexts that are relevant and important to them in their learning journey. This is evidenced through observation, assessments and recorded through Evidence for Learning.</p>			
	<p><b>Evidence in skills</b></p> <p>Pupils have acquired key skills in MADD in order for them to progress along their learning pathway. They have developed age appropriate skills which can be built upon through each phase of their education and can apply them in wider contexts.</p>	<p><b>Evidence in knowledge</b></p> <p>Children have gained knowledge and are able to use it appropriately and within context. Learners can use their knowledge in a variety of situations and draw on it to solve problems and overcome challenges.</p>	<p><b>Breadth and Depth</b></p> <p>Teachers plan opportunities for pupils to deepen their understanding in all areas of the MADD curriculum, through a carefully planned and cross curricular curriculum. Pupils have the confidence and are inspired to further their knowledge by displaying positive learning attitudes.</p>	<p><b>Pupil Voice and attitude</b></p> <p>Through discussion, annual reviews, evidence for learning and observation children are enthusiastic about their learning experiences and show a genuine curiosity and interest in MADD subjects. We attend a range of external events that the students can opt to participate in to develop their creativity. We always listen to the needs of the students and encourage creativity and self-expression.</p>