

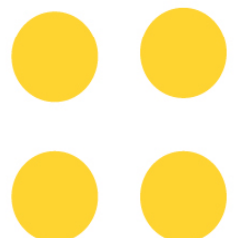
# ICT as a learning tool in the Performing Arts

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- As the Performing Arts department we evaluated our schemes and decided that more ICT based tasks in the department would benefit pupils and independent learning, as well as develop our teaching styles and link to the SIP and Specialist College status
- Our department teaches typically oral/practical subjects, nevertheless we aim to cater for a range of learning styles and ICT based lessons will help to involve a wider spectrum of pupils. It will encourage pupils to see links between subjects and consider the use of ICT in all areas. By researching they will be able to access more material to use within the subject.
- We aim to develop our ICT skills, particularly as we wish to integrate ICT into our all of our schemes of work. We are a Computer specialist school and it is therefore a useful and productive idea to make extra curricular links to embrace our status.
- We used the school computers, with synchron-eyes software to ensure pupils are not on in appropriate sites, staff also monitored students providing support or challenge as needed.
- Worksheets were provided for all students with step-by-step instructions on the task to be completed. Extension tasks were made clear to more able students to enable them to achieve the best possible level.



INVESTOR IN PEOPLE



ACTIONS	TIMESCALES /DATES	RESOURCES/PERSON NEL	SUCCESS CRITERIA
Learning Forum (1)	21 <sup>st</sup> January 2008	Sally Bruton-Lang, Jenny Burk, Ros Atherton, Liz Hayes	Planning of classroom based research/ICT lesson(s)
ICT lesson(s)	Spring term	Lesson Plans, Sow for Shakespeare & Music Variations for year 9. X-curr ICT room/Music computer room	Lesson plan completed. Possible observation completed. Lesson evaluation prepared for next Learning Forum.
Department meetings	3/3/08	Discussion of lessons, ob by SB of RA lesson on ICT	Included on agenda at department meetings

- The department plans to utilize the learning from this Forum in curriculum planning for the Year 7 Creative Curriculum and all of KS3

- We evaluated each lesson and looked at where practice could be improved, in terms of what strategies engaged off-task or SEN students.
- We discussed with a range of pupils their feelings about the lesson. In Drama they were glad to start the work in class and then have the chance to develop it further as individuals as their h/work project to help them research generally then focus on achieving the success criteria. In Music, the work followed on from Reggae and Composition work in previous modules and students were comfortable with this. They were concerned about the lack of computers working, which impacted on their enjoyment.
- Students shared computers in the classroom and were paired up to offer support to each other, extension tasks were given to more able students.
- Group work; In Drama this was decided by what text the students were studying in English. In Music they worked in groups of their own choosing, in both subjects some SEN or less able students were buddied up with more able students.
- We monitored students whilst on the internet and this was not an issue, as blocked sites denied access to inappropriate sites
- The starting point was schemes already in place. We discussed the possible uses of ICT and how it would link with other subjects, then focused on what we taught and how we could further develop use of ICT to a common end without compromising the practical and creative element of our subjects. The end result was a more refined scheme of work