



## **Croydon High School GDST Junior School Performance Policy**

**Responsibility for review:** Head of Junior School

**Policy Review:** September 2021

**Next Review:** September 2022

### **Introduction**

Croydon High believes that being offered numerous opportunities to perform is beneficial to our pupils:

- Confidence and self-presentation – pupils develop the skills of presentation, learning how to use body and voice to communicate their message as well as developing the ability to harness nerves rather than being overwhelmed by them. Whether on the stage or in the boardroom, pupils who grow up with regular opportunities to perform in front of a group or larger audience display more confidence in these situations.
- Creative problem solving and perseverance – through working creatively to achieve a performance goal, pupils learn that ideas do not always work first time. They learn the need to practise and sometimes even go back to the drawing board to achieve a desired outcome.
- Constructive feedback – pupils experience the cycle of feedback and improvement when devising, composing or rehearsing. They learn that feedback is a positive part of their own self improvements, necessary for progress.
- Collaboration – Performance work often involves close collaboration with others. In large performances pupils learn that each performer has a part to play and discover the joy that comes from being part of something which is greater than the sum of its parts.

### **Opportunities to Perform**

All pupils are encouraged to speak confidently and regularly in class across all subjects. Pupils have opportunities to read aloud, voice opinions, share their knowledge or ideas, explain their reasoning and politely challenge the views of others. As well as these daily opportunities there are also specific named opportunities to perform.

**Nursery:** Nativity Play, Open Music/Drama, Dance Assembly (biennial), Show and Tell,

**Reception:** Nativity Play, Class Assembly, Dance Assembly (biennial), Show and Tell

**Year 1:** Harvest Assembly, Nativity Play, Class Assembly, Dance Assembly (biennial), Show and Tell, Informal Concerts, Year 1 and 2 Choir

**Year 2:** Harvest Assembly, Nativity Play, Class Assembly, Dance Assembly (biennial), Informal Concerts

**Year 3:** Harvest Assembly, Christmas Celebration, Class Assembly, Informal Concerts, Dance Assembly (biennial), Choir, Orchestra, optional LAMDA exams, Off by Heart, Improvisation in English and Drama, Year 3 and 4 production

**Year 4:** Harvest Assembly, Christmas Celebration, Class Assembly, Informal Concerts, Choir, Orchestra, optional LAMDA exams, Off by Heart, Improvisation in English and Drama, Year 3 and 4 production, Gym and Dance Show (biennial)

**Year 5:** Harvest Assembly, Christmas Celebration, Class Assembly, Informal Concerts, Choir, Orchestra, optional LAMDA exams, Off by Heart, Improvisation in English and Drama, Year 5 Drama Showcase, Senior Concert (music), Audition for chorus in Senior School production, Gym and Dance Show (biennial)

**Year 6:** Harvest Assembly, Christmas Celebration, Class Assembly, Informal Concerts, Choir, Orchestra, optional LAMDA exams, Off by Heart, Improvisation in English and Drama, Year 6 production, Audition for chorus in Senior School production, leavers assembly, Gym and Dance Show (biennial)

### **Inclusion in Events and Allocation of Parts**

In Nursery, Reception, Year 1 and Year 2 we try to balance stretching those who are able with giving all pupils an opportunity to take on speaking roles. Where possible we split speaking parts in such a way that all pupils from Reception upwards (and in some years Nursery as well) have a spoken line. Where an opportunity to stretch some pupils well above age expectations arises, such as reading several pages of narration, we will do so taking into account their abilities at the time, the effect on the standard of the performance overall and the current confidence levels of each pupil.

From Year 3 onwards some performances will involve auditions for parts. We believe that the process of putting themselves forward for a role and learning that sometimes you are successful and sometimes you are not, is important preparation for real life. Allocation of these parts will be purely based on suitability for the role and ability demonstrated at audition. Whilst some physical characteristics of the pupils might be taken into account, i.e. tinkerbelle may lend itself to a smaller child; parts are never decided based on ethnicity of characters from the original story. (As an all-pupils school, all male parts are also played by pupils.)

### **Expectations of our audience**

As our pupils and their teachers work extremely hard on each and every production, it is fair that they expect their audience to behave as though they were in the theatre. We therefore ask our audience to follow the following theatre etiquette:

- Please choose seats promptly and remain in them throughout the performance
- Refreshments should only be served or refilled before or after the performance or during the interval

- Photos and video should not be taken during the performance as it is distracting for performers and audience members
- Please remain silent throughout the production and ensure all mobile phones are switched off, not just on silent
- Whilst our youngest pupils are sometimes reassured by spotting their parents before the show begins; please do not wave or otherwise distract the pupils once the performance begins
- If you have brought young children to the performance, please sit near to an exit and be prepared to step outside if they become restless or distressed
- If you arrive late for a performance, please wait to enter until a suitable moment, i.e. change of scene or applause
- It is expected that all audience members will stay for the duration of the performance. However, if you do need to leave early, please alert staff and sit near an exit to minimise disruption

Please remember that we are allowing the pupils to discover the joy that comes from being part of something which is greater than the sum of its parts and you can support this by giving all performers your attention.