

1) The Faculty/Department Context and Line Management Structure:

FACULTY CONTEXT		
<i>Numbers in brackets indicate where corresponding whole school objectives are being achieved.</i>		
STAFF CODE	NAME	FACULTY RESPONSIBILITES
JB	Jon Butterworth	Head of Faculty and Head of Art
SC	Sarah Cullum	Second in Faculty
CCI	Charlotte Cleavin	Head of Media Studies
JAG	Julie Gardner	Head of Drama
AJ	Alicia Johnson	Head of Music and leader of Music Technology
EFP	Ella Paton	Leader of Graphic Communication
SD	Siobhan Dunne	Leader of KS3 Art
JRO	Jack Roberts	Leader of Music Technology
ALY	Anna Lyczba	Peripatetic Music co-ordinator
JAB	James Balch	Music Teacher
AM	Aisling McGarvey	Art teacher
LK	Lucy Kitchen	Drama teacher
JCT	John Taylor	Drama teacher
JJM	Joseph Murray	Art teacher
OW	Olivia Weetch	Art teacher
ZJ	Zara Jones	Dance teacher
TR	Toby Rawal	Media Technician
KC	Kieran Cotter	Music technician
ANA	Aleesha Nandhra	Art technician
RP	Roger Pattenden	Drama Technician
MM	Michelle Morahan	Drama Admin support
HM	Hannah Moriarty	Drama Enrichment Assistant
SF	Sarah Farmbrough	Arts admin support

Facilities:
Art: five specialist teaching rooms, one being a dedicated ICT suite equipped with 30 PCs with Photoshop and colour printing facilities up to A1 in size and a small, well-equipped darkroom. **Dance:** one teaching room, equipped with a wall of mirrors and access to the school hall, which is equipped with a sound system and stage. **Drama:** two specialist Drama Studios, one includes a technical gallery and blackout facilities, lighting and sound equipment and a small ICT suite with 6 PCs and storage space for an extensive range of props and costumes. **Media:** two specialist classrooms; one with 11 iMacs with specialist Media software and an adjoining photographic studio space, with a dedicated Media Technician's room and a second equipped with PCs. **Music:** three specialist teaching rooms and a large ensemble teaching space; two have a suite of computers, one being PC and the other iMacs, equipped with a range of specialist music software including Logic, Cubase Essential 4, Sibelius 6 and Dance Ejay. Several small practice spaces, a further ICT space with Cubase 5 and a recording studio with a control room and live room are available. Resources also include samba equipment, a full set of African Djembe Drums, 26 ukuleles, keyboards, a full set of steel pans, four drum kits, pianos, electric pianos and guitars. All Arts Faculty rooms have digital projection and IWBs. Resources throughout the faculty include numerous digital still cameras and video cameras and sound recording equipment. (6,7,16,19)

2) Curriculum Plans

ARTS		
<p>Years 7 and 8 (Key Stage 3)</p>	<p>Art: Students are taught in mixed ability groups. We have developed a broad and balanced curriculum, in which students have the opportunity to experience many styles of Art and Design, including; Surrealism, introduction to font & text, Cubism, book cover design and portraiture. <i>(1,2,3,4,6)</i></p> <p>Drama: We have a broad and balanced curriculum in which students have the opportunity to experience many styles of Drama and Theatre, including: Mime, Script Work, Symbolism, Abstract Drama, Naturalism, Comedy and Physical Theatre. Students are taught in mixed ability groups in one of the two specialised Drama Studios. Use of sound and lighting facilities are used frequently in lessons. <i>(1,2,3,4,6)</i></p> <p>Music: The curriculum is designed to make the best of the facilities and resources available, allowing students to experience different instruments, music genres and music technology. Areas of study include African drumming, ukulele, keyboards, notation, music production, film music, Baroque & Classical Music and singing. The aim is to make the lessons enjoyable while building students' knowledge and practical skills. <i>(1,2,3,4,6)</i></p> <p>Across the Faculty, students are assessed regularly, given commitment to learning scores and levels of attainment in line with whole school policy. Students are also required to regularly assess their own learning and review progress towards their targets. A variety of homework is set regularly. <i>(1,2,3,4,6)</i></p>	<p>X1 50 minute lesson per week per subject</p>
<p>Year 9, 10 and 11 (Key Stage 4)</p>	<p>Art: We offer two titles at GCSE: Fine Art (Pearson Edexcel GCSE 1FA0/01 and 1FA0/02) and Graphic Communication (Pearson Edexcel GCSE 1GC0/01 and 1GC0/02). The course begins at the start of Year 9 and runs through to a final 10 hour examination after the Easter vacation in Year 11. The first term of Year 9 is used as a bridging period, supporting the transition from Key Stage 3 to GCSE. Students are supported to develop their technical and conceptual skills. January of Year 9 sees the start of coursework, which consists of extended projects which form component 1 (portfolio, 60% of GCSE) and an externally set project in year 11 is component 2 (exam, 40% of GCSE). These projects are subdivided into tasks. Each project is divided into two sections, preparatory supporting studies and final pieces. <i>(1,2,3,4,6,7)</i></p> <p>Dance: (AQA 8236 601/8549/1) GCSE Dance is currently offered as an extracurricular option and is open to those with previous dance experience. The course is aimed at developing technical, choreographic and dance appreciation skills. Students are able to experience a variety of dance styles throughout the course. The course consists of 30% performance (both solo and as part of a duo/trio), 30% choreography and 40% examination, where students will be assessed on their knowledge and understanding of choreographic processes and performing skills and critical appreciation of both their own and professional works. Students are assessed regularly and are encouraged to assess their own learning through self and peer-reflection, enabling them to set their own targets and take ownership of their progress. Homework is set weekly on Show My Homework, with both written and choreography tasks. Students are able to book studio time to complete choreography assignments. Dance trips are built into the course to widen students' own experience of the genre and its place within a performance context. <i>(1,2,3,4,6,7)</i></p> <p>Drama: (AQA, GCSE 8261). Drama is taught in mixed ability classes. Fronter is used to set weekly homework such as research, essay questions or scheduled rehearsals. Units of work cover the three components of the course including the study of a set text, live theatre</p>	<p>X3 50 minute lessons per week</p>

	<p>reviews, devising and script interpretation. Students develop a wide knowledge of current issues in society as well as learning about the professional theatre and how to create meaning on stage. As well as developing specific Drama skills, students will also develop their self-confidence, team work and problem solving skills. Students are regularly assessed in relation to the exam board examination criteria. 40% of the course is assessed in school and takes the form of a devised piece and a devising log, totalling up to 2,500 words. Another 40% of the course is assessed through a written examination, where students are required to write on a set text and piece of live theatre they have seen. 20% of the course is a performance examination, externally assessed. Students are required to regularly assess their own work and the work of their peers and reflect on their progress. (1,2,3,4,6,7)</p> <p>Media: At GCSE we now follow the new specification, (OCR, GCSE, J200; J200/01, J200/02, J200/03/04). We have a broad and balanced curriculum at GCSE; the specification offers students an opportunity to engage with Media texts in new and exciting ways and the opportunity to experience many types of Media The course is split between technology based coursework projects and more traditional classroom teaching. There are 9 assessment points each year as well as coursework assessment. Coursework makes up 30% of the students' overall GCSE grade In all year groups, students are also required to regularly assess their own learning and review progress towards their targets. Homework is set on Show My Homework and support materials and exemplar work is available on Fronter. (1,2,3,4,6,7)</p> <p>Music: We offer Music (Year 11 Edexcel GCSE, Performing 5MU01, Composing 5MU02, Appraising 5MU03. Year 9 & 10 Performing 1MU0/01, Composing 1MU0/02, Appraising 1MU0/03) and NCFE Level 2 Technical Award in Music Technology (601/6774/9). The music course is 60% coursework (30% performance and 30% composition) and 40% exam. The NCFE course is 60% coursework, marked internally and moderated externally, and 40% exam. In addition to this all Year 9 students do the ABRSM Grade 3 and Grade 5 Music Theory exam. It is a prerequisite that GCSE Music students play an instrument or sing to a good standard. We have expectations that students will be practising their instruments every day to progress towards their solo performance coursework. All GCSE music students are given free peripatetic lessons on one musical instrument and are expected to join at least one Music Extra-Curricular Club to build on Ensemble playing. Homework is regularly set. (1,2,3,4,6,7)</p>	
<p>Year 12 and 13 (Key Stage 5)</p>	<p>Art: We offer three titles at A level (AQA): Fine Art (7202/C, 7202/X), Graphic Communication (7203/C, 7203/X) and Photography (7206/C, 7206/X). Year 12 is the first year of a 2 year linear course: September to February is Portfolio component, March to January is component 1, (60% of A level) and February to May is component 2, which concludes with a 15 hour examination, (40% of A level). A Level students are required to complete 5 hours of guided learning/private study/homework per week, which is monitored closely with regular sketchbook and portfolio tutorials. (1,2,3,4,6,7,11)</p> <p>Dance: Dance is delivered as a linear course at A level (7237 601/8297/0). Dance A level is assessed through a solo performance linked to a specified practitioner within an area of study, performance in a quartet and group choreography (50%) and critical engagement through the appreciation of two set works (50%). Homework is set weekly on Show My Homework and students are required to complete five hours of independent studio sessions per week. A level students are expected to lead a key stage 3 dance club to develop leadership skills and to promote the ethos of dance within the school. (1,2,3,4,6,7,11)</p> <p>Drama: Drama and Theatre Studies follows the linear EdExcel A-Level specification 9DR0 (9DR0/01, 9DR0/02, 9DR0/03). Students have homework set weekly. One piece of homework is checked each week with work planners carefully detailing quality marked assessments over the course of the academic year. All students are expected to complete 5 hours of private study per week which is closely monitored. Both in Yr12 and Yr13 students will need to organise and attend extensive rehearsals for the performance/devised elements of the course. The course consists of three separate components called Devising (40% of</p>	<p>6 x 50 minute lessons per week</p>

	<p>qualification), Text in Performance (20% of qualification) and Theatre Makers in Practice (40% of qualification). In Yr12, students complete the majority of Component 1:Devising and Sections B and C of the written examination for Component 3: Theatre Makers in Practice. In Yr13 students will complete Component 1 before Christmas and then focus on Completing Component 2: Text in Performance and Section A of the Component 3 written examination before Easter. Easter to Summer will then be spent revisiting syllabus which was covered in the Yr12 academic year. (1,2,3,4,6,7,11)</p> <p>Media: We deliver a two year linear A Level in Media Studies following the new specification (OCR, A LEVEL, H409; H409/01, H409/02, H409/03/04). Students are regularly assessed using the assessment criteria alongside assessment booklets. There are periodic assessment points as well as coursework assessment. Students are regularly assessed using Quality Marked Assessments which tie in to coursework checks and examination preparation. Coursework makes up 30% of the students’ overall A Level grade, with two examinations making up the remaining 70%. All A level students are also required to regularly assess their own learning and review progress towards their targets. Homework is set on Show My Homework and support materials and exemplar work is available on Fronter and WIX. A level students are required to complete 5 hours of private study per week, which is monitored closely by staff. (1,2,3,4,6,7,11)</p> <p>Music: Year 13 Music concludes the two year linear A-Level specification (Pearson Edexcel 9MUO). This A level is 60% coursework (30% performance and 30% composition) and 40% exam. Year 13 Music Technology concludes the two year linear A-Level specification (Pearson Edexcel 9MTO).</p> <p>We offer two A levels in year 12; the Eduqas A level in Music and Pearson Edexcel Music Technology (9MT0). Year 12 is the first year of a two year linear course, with one exam at the end of the second year. Music A level is 60% coursework (35%/25% performance and 35%/25% composition) and 40% exam. Music Technology A Level is 40% coursework and 60% exam (including a practical exam). Homework is set weekly with at least one piece being quality marked. We have expectations that students will be practising their instruments every day to progress towards the performance section of the course. Both music and music technology students are expected (in addition to other homework being set) to continue to work on their compositions in their own time to prepare for their coursework. Regular feedback is given to students on their compositions/performances. A level music students are given free peripatetic lessons on one musical instrument. It is expected that A level Music students play an instrument at a minimum of Grade 6 level. (1,2,3,4,6,7,11)</p>	
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EXTRA-CURRICULAR PROVISION IN THE ARTS FACULTY

Art: The Art Department runs an open door policy, allowing students at KS3 and 4 access to the art rooms at lunchtime and after school. Revision sessions are run in the Easter holidays in the run up to GCSE and A level exams. Professional practice and exhibiting work is a real strength at Nower Hill. Recent exhibitions have included an annual retrospective of GCSE students' work at West House, Pinner and our continued inclusion at the Annual National Students’ Art exhibition at the Mall Galleries, London. Exhibiting Artwork in the community is a regular feature. We also exhibit work throughout the school year alongside festive events, open evenings and primary school concerts. **(4,6,7, 8, 10,19,20)**

Dance: The Dance Department offers a wide range of dance styles during extra-curricular activities. These include Contemporary, Ballet, Tap and Street Dance. We offer mixed ability dance clubs across the year groups as well as a dance company. There are many performance opportunities available both in and out of school e.g. the School Production, NHHS Dance Showcase and the Harrow Schools Dance Event. Trips are run by the department including revision conferences for GCSE students, workshops based on students' set work, live performances at Sadler’s Wells and a trip for all year groups to the dance event ‘Move It’. **(4,6,7, 8, 10,19,20)**

Drama: The Department is committed to providing students with many opportunities to take part in all aspects of Drama and Performance including the chance for students to help behind the scenes with make-up, costume, set and lighting. Annually, we have a large scale school production which gives students in all years the chance to work together and create a polished performance to an exceptionally high standard. For the past seven years students from Years 8-13 have taken part in the Watford Drama Festival, achieving numerous awards. We also organise visits by professional actors and Theatre companies who run workshops with our GCSE and A level students. Theatre trips and experiences are organised for all GCSE and A-Level students, with A level theatre trips running regularly throughout the year to an eclectic and diverse range of performances. The Drama Department operates an open door policy allowing students at all stages of their learning to seek advice and support from their teacher regarding coursework, performance or examination skills. We also run controlled conditions sessions before school, at lunch and after school to ensure that students have the opportunity to complete coursework to the best of their ability. Revision sessions are run in the Easter Holidays in preparation for GCSE and A Level examinations. *(4,6,7, 8, 10,19,20)*

Media: The department is committed to providing students with many opportunities to make and exhibit Media texts. These include showcases, trips, visits by professional practitioners, exhibitions in the local community, coursework tutorials and a large number of other extra-curricular activities, support groups and tuition. We encourage the students to participate in the many clubs and activities not only offered in Media, but the wider Arts Faculty where we believe there is a media focus or the students' expertise could support other Departments. Interventions take place as and when necessary and students are placed into additional coursework catch up sessions and homework clubs to complete work to the expected high standard. Revision sessions are run in the Easter holidays and in the lead up to all examination periods. *(4,6,7, 8, 10,19,20)*

Music – The department caters for the tastes of all of our students. These include African Drumming, Gospel Choir, Concert Orchestra, Soul Band, Soul Orchestra, Clarinet Choir, String Orchestra, Steel Pan Ensemble, Music Technology Club, Jazz Group, and Showcase Ensemble. There are many performance opportunities available for both solo and ensemble performances to take place, both in and out of school e.g. Peripatetic Music Showcase Concerts, Autumn Concert, Summer Extravaganza, Music Festival, GCSE/A level Showcase Performance Evening and the Cluster Carol Concert. Many talented students complete grade exams every year. Many trips are run by the department to enhance the musical experience that our students have e.g. a gospel workshop at Institute of Education, work with the BBC singers, gifted performers being taken to the IoE for an arrangement and performance day and a trip to RAH to see professional orchestra play. Concert tour to Germany in April with over 70 students attending. Over 300 students learn a musical instrument in school. *(4,6,7, 8, 10,19,20)*