

## From Creativity to Confidence and Well-Being

**Aim** – To describe the journey where creativity and innovation is increasingly embedded across learning. Creative opportunities have allowed pupils to develop into learners who are confident and ambitious with high levels of self-esteem, they are motivated to explore and challenge assumptions, take ownership of their own learning and thinking and they are imaginative, open-minded and confident risk-takers.

### Junior School

#### **Where it all began.....**

- August 2009 – Allocated time given for EA to meet with class teachers to establish cross curricular links with Social Studies: *'Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people.'*
- High priority on the development plan to create a CFE planning system in Music & Drama: *'All staff and partners are ambitious and expect high levels of attainment and achievement for all learners'*

#### **Where we are now....**

- We now have an inclusive programme of work that provides Musical experiences for every child in Nursery to P7
- A variety of extra-curricular activities in Music and Drama from P2 –P7: *'Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.'* HWB \*-14a
- Staff update curricular plans termly, ensuring inclusion and subject skills are its core: *'Looking Inwards, Outwards & Forwards'*

#### **Opportunities in Music and Drama**

- Children benefit from participation in Choirs, Recorder Clubs, Dance groups, Show Club, Instrumental lessons and participation in local festivals and competitions : *'Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.'* HWB\*-12a
- There are always opportunities throughout the year for children to lead assemblies for their year groups and the whole school, where we also consistently celebrate pupil successes and achievements: *'I make full use of and*

*value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.'* HWB \*-11a  
*'Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.'*

## **Value of Music and Drama in the Junior School**

- Robert Gordon's Junior School invests in Music and Drama, as a tool to promote self-esteem and confidence for the young people in our care: *'Ensuring well-being, equality and inclusion.'*
- School prizes are awarded in Music & Drama at P7 level.
- Children of all abilities feel a sense of achievement through sharing their talents in a variety of performances and exploring their creativity through the medium of Music, Drama and Dance: *'Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.'* HWB \*-14a

## **Senior School**

### **Where it all began.....**

- Music has been central to the life of Robert Gordon's College for many years now. It is probably fair to say that Music has been an established part of the school community for longer in the Senior School than in the Junior School. But this has changed greatly in recent years. *"Creativity skills are recognised, articulated and valued by practitioners and learners"*
- The recent developments probably began nine years ago when new staff arrived in certain key positions and then continued as new colleagues arrived in the intervening years and new facilities were added to the campus.
- The more recent establishment of a Drama department has allowed for collaboration and resulted in further musical activity to be programmed into the school year. *"Creativity is practically applied as a higher-order thinking skill"*
- Drama was introduced to the College nine years ago with the introduction of a Drama specialist with a remit to develop Drama throughout the whole College both curricular and extra-curricular.
- The Drama Department quickly established and developed with the addition of three full time members of staff delivering curricular and extracurricular Drama and new facilities were added to the campus.

## Where we are now....

- In the Senior School there are 4 different choirs: S1/2 Boys' Choir, S1/2 Girls' Choir, Senior Choir, Chamber Choir. The S1/2 choirs sometimes join together for rehearsals and performances. There are also several instrumental groups.
- In the classroom, all pupils are encouraged to sing with good technique and to acquire basic skills on musical instruments and to use these vocal and instrumental skills creatively. Staff always try to teach beyond the curriculum and to challenge their pupils with new approaches and ways of thinking. Recent work on the ontology of music has proved stimulating for pupils and staff alike. *I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.* **HWB 3-19a**
- In the Senior School there are three Drama Studios, fully equipped with lighting and sound. designed for teaching and small studio performances. There are Extracurricular Drama Clubs for all year groups culminating in performances for all year groups. Drama offered from S1 – S6 with introduction of Curricular Drama for S1 and S2 on a rotation system. There is also a variety of theatre trips offered.
- In the classroom pupils develop skills in acting, performance and production skills. Pupils are taught to develop good theatrical techniques and staff always teach beyond the curriculum, challenging pupils to develop greater depth and variety to their performance and production skills. *I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.* **HWB 3-19a**

## Opportunities in Music and Drama

- Approximately 300 children have individual or small group lessons each week. There are numerous opportunities for participation from the Senior School. Most choirs are not auditioned and all instrumentalists are welcome to participate when they reach a level of competence that is appropriate for the level of music that a particular group plays. Concerts are held throughout the year both in

school in various venues throughout the city. *“Partnerships are used effectively to deliver highly engaging creative learning”*

- Pupils are encouraged to participate in music groups out-with the College and also in local music festivals. Some Senior performing groups have toured extensively to various countries including the USA, Canada, Italy, Spain the Czech Republic and the Netherlands. *Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a*
- A number of pupils participate in Drama groups each week. There are numerous opportunities for participation from the Senior School. Productions are auditioned for and parts are allocated but all are welcome to participate in both performance and production, back stage work. Productions are held throughout the year in school and in previous years in Aberdeen Arts Centre Theatre. *“Partnerships are used effectively to deliver highly engaging creative learning”*
- Pupils are encouraged to participate in Drama and Musical Theatre groups out-with the College. We have also offered theatrical experiences and trips to pupils by visiting theatres in Scotland, London West End and have a planned trip to New York. *Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a*

### **Value of Music and Drama in the Senior School**

- A thriving, busy Music Department provides the heartbeat of a successful school. The rehearsal and performance process builds self-confidence and team spirit and public performance are famously character-building for all participants. Music and Drama are highly valued and the end result, as each cohort of pupils moves on to pastures new, is a treasure trove of experiences that they can look back on with pride. *Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a*
- An exciting and energetic Drama Department that has engaged pupils and developed self-confidence, communication and presentation skills through the rehearsal and performance process. Pupils work closely across the year groups, supporting each other and working as a team to produce highly professional performances which they take great pride in. *Representing my class, school*

and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a**

- In the vast majority of cases these musical and dramatic experiences have helped them to be more confident and effective in their approach to life and they leave school ready to make their own unique contribution to the wider world. *I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.* **HWB 2-20a / HWB 3-20a / HWB 4-20a**