

Art and Design		AQA GCSE Art and Design: Fine Art and Photography
Information and support.	<ul style="list-style-type: none"> • Encourage them to produce observational drawings of relevant objects, places and people. • Encourage them to take photographs linked to their ideas and the themes behind their work. • Encourage students to research the artists connected to their ideas, often the teacher will direct the student to a wide range of artists or photographers. • If you ask and your child says they don't have anyone to research encourage them to approach their teacher for suggestions. • Ask them their opinions about other artist's/ photographers' work, ask to see their sketchbooks, discuss how their work will/could develop. 	
Useful resources	<p>The internet for research.</p> <p>When on days out, encourage your son/daughter to take photographs of the landscapes and environments</p>	
Contact	Ian.Ashcroft@oasiswintringham.org	

Music		BTEC First Award Music: Unit 2- Managing a Music Product.
Information and support.	<ul style="list-style-type: none"> • Make sure you remind them to attend intervention. • Attendance is important to help them complete their music product. • Ask them to explain their assigned Job Role to ensure they have a good understanding on their responsibilities. • Encourage independent practice ensuring they keep a practice diary. • Encourage performances in front of an audience to help build up their confidence. • Encourage them to read out their script to help them become confident and natural with their scripts. • Ask them about different ways of promoting their podcast. Encourage them to explain why. 	
Useful resources	<ul style="list-style-type: none"> • Use the internet to carry out effective research for Job Role. 	
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Performing Arts	BTEC Tech Award Performing Arts
Information and support.	<ul style="list-style-type: none"> • Ensure your child attends school 100% of the time as the final component is a group performance. • Ask them their opinions about the performance works they are exploring, ask them about the work that they are devising, discuss how their work will/could develop. • Encourage students to research practitioners connected to their ideas, often the teacher will direct the student to a wide range of work. • If you ask and your child says they don't have anyone to research the ideas that they have been exploring in Component Three encourage them to approach their teacher for suggestions. • Encourage your child to perform their sections of component three performance to you and others to build confidence. • Ask your son/daughter how their BTEC course is going and if there are any areas they are having difficulties with • Encourage your son/daughter to attend BTEC Intervention on a Thursday lunch time and after school.
Useful resources	<p>V & A: https://www.vam.ac.uk/collections/theatre-performance Contains information current practice and the history of all areas of performing arts in the UK, including drama, dance, circus, puppetry, musical theatre, costume, set design.</p> <p>The British Council: http://theatreanddance.britishcouncil.org/artists-and-companies A good starting point if investigating the work of contemporary practitioners, this website highlights the work of a range of companies and individual artists that the British Council has supported and/or promoted.</p> <p>The British Library: http://www.bl.uk/reshelp/findhelprestype/webres/perfarts/perfweb.html#theatre Contains lists of links to digital archives and other accessible sources.</p> <p>The National Theatre: http://www.nationaltheatre.org.uk/discover-more This website has many useful resources as well as information on past productions and interviews with directors that will offer insight into practitioners including Brecht and Frantic Assembly.</p> <p>Sadlers Wells: http://www.sadlerswells.com</p>
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