



NORD  
ANGLIA  
EDUCATION

*Be Ambitious*

Juilliard

The Juilliard-Nord Anglia Performing Arts Programme  
Overview *October 2018*



## Introduction

Welcome to the Juilliard-Nord Anglia Performing Arts Programme Overview. This document forms a comprehensive overview of the Juilliard-Nord Anglia Performing Arts programme across Music, Dance and Drama, and how it will work in your school.

Please share your feedback and requests for further information or tailored support with Camilla Woodhouse ([camilla.woodhouse@nordanglia.com](mailto:camilla.woodhouse@nordanglia.com)) and for anything marketing related, please contact Laura Westley ([laura.westley@nordanglia.com](mailto:laura.westley@nordanglia.com)).

Many of the links within this document will take you to Nord Anglia University or Global Campus areas. Please note that you need to be logged in to the relevant platform before the links can work.

### Actions

1. Read this document carefully and send any questions or feedback to [Camilla Woodhouse](#).
2. Keep up to date with the latest news and activity in the Juilliard-Nord Anglia programme by:
  - Joining and posting in the Performing Arts Community on [NAU](#)
  - Sharing the great things that go on in your school on Twitter, Facebook or Instagram using the hashtag #NAEJuilliard
  - Keep in regular contact with your NAE Regional Lead and your Juilliard Curriculum Specialist
  - Share your plans with your colleagues across the network and with the Nord Anglia central team via NAU



## Background Information

The next few pages contain more information on our rationale behind the collaboration with The Juilliard School, what we are hoping to achieve for our students and further details about the full scope of the programme.

### Why does Nord Anglia Education believe that the Performing Arts are so important for all our students?

Nord Anglia Education believes that the Performing Arts have a central and essential part to play in the entitlement for all our students. The Performing Arts contribute to the development of the skills, attitudes and attributes our students need for 21st century life, employment and personal success in a way that is unique. For this reason, we believe that all three Performing Arts subjects are part of this entitlement.

In developing our Performing Arts curriculum around this core belief, we want to work with leaders in the field, and this is why we collaborate with The Juilliard School, whose world-leading education in dance, drama, and music enables the three disciplines to have a high profile in our schools, our students to have access to first-class pedagogy and experiences, and our teachers to be trained and personally developed to the highest level.

#### *Creativity and Innovation*

21st century education is increasingly characterised by design thinking, creative approaches to learning and the 'maker generation' where through experimentation, occasional failure, lateral thinking and the creation of something new, learners are enabled to stretch the boundaries of traditional learning. This is why we strongly believe in the 'A' in 'STEAM' – The Performing Arts epitomize 'making' in a way that no other subjects can, as every experience in the classroom, the studio or the theatre engages students by using their own bodies, minds, and emotions to create and innovate. Creating, interpreting and performing, in the moment, helps students to act independently and make their own free choices. Through sound (music), movement (dance), and text (drama), students express the joys and complexities of what it is to be human. Experience in all three is essential for students to perform at the highest level; dance also projects true dramatic expression and needs musical appreciation; drama demands fluidity and skill in body movement and the cadence and nuance that music education provides; music engages both the physicality that comes with dance and the self-expression in telling a story that comes from drama. Together they make a whole—each one offering something unique and powerful to our students.

#### *Self-Confidence and Self-Presentation Skills*

One significant benefit of Performing Arts is the development of self-confidence. Students acquire presentation skills such as poise, focus and overcoming anxiety. To be effective communicators, students must learn how to present themselves in front of a range of audiences and connect with people intellectually and emotionally. Participation in all three arts is crucial to grow their self-confidence, because each subject offers a unique way to engage the mind and body.

#### *A Medium for Self-Expression*

The Performing Arts allow for deep self-expression and emotional engagement. They help our students personalize their ideas and expand their imaginations. The Performing Arts also teach students about the power of the individual—it's not just the creative material that counts, but how it is performed and expressed. The three components, music, dance and drama, each engage a child's brain, body, and emotions in different ways to promote this self-expression. Dance uses physicality to non-verbally communicate meaningful metaphors and complex concepts. Drama uses the instruments of voice and body to explore human perspectives, feelings, and relationships. Music integrates sound and time to engage our emotions in a very deep and personal way.

### *Empathy and Compassion*

Performing Arts help students to learn the crucial skill of understanding diverse points of view which helps them to learn empathy and compassion for others. Experiences such as embodying character, portraying an emotion physically, and singing another person's lyrics, illustrate how music, dance and drama each accomplish this in a different way.

### *Cultural Awareness and Appreciation*

Our successful students will be true global citizens. They need to understand and appreciate the world around them and the rich texture and history of the Performing Arts enables them to engage with world cultures in unique and powerful ways. Developing aesthetic and empathetic appreciation of art forms across music, dance and drama is therefore essential to this growth.

### *Physicality, Health and Positive Physical and Personal Development*

Alongside physical education, the Performing Arts play a central role in the holistic development of our students. Body control and awareness, health and fitness and positive lifestyle choices are all essential to the 21st century global citizen. Music, Dance and Drama play an important part in helping them to develop physical literacy.

### *Higher Academic Achievement*

Several studies demonstrate that students exposed to music, dance and drama are more proficient in reading, writing and mathematics. This is supported by studies in countries with the highest rankings in mathematics and science, such as Japan, Hungary and the Netherlands, which have Performing Arts education as a mandatory part of the school curriculum. Other studies also show that students exposed to Performing Arts are happier in school, more engaged and have better attendance – all of which contribute to their future success. Performing Arts play a unique role in schools because students do not need to look for the “right” answer but express a diversity of valid answers using different methods.

Like many other subjects, Performing Arts also develops co-operation and collaboration, resilience and perseverance, but it is the unique combination of the above components that makes the Performing Arts an essential part of a 21st Century education.

## What does this mean for all Nord Anglia Education students?

All Nord Anglia Education students experience all three aspects of the Performing Arts whilst they are in our schools. Music, Drama and Dance form a compulsory part of our curriculum from the age of 4 right through to the end of middle school. To make sure our curriculum offer is the very best it can be, and to make sure our teachers are the best in the world, we have teamed up with The Juilliard School to ensure that our teachers receive the highest quality professional development and have access to a wide range of tools and resources to support their teaching. Juilliard extends and enhances the curriculum that we offer in every school by also providing access to world-leading artists for our students to engage with directly.

## Why does Nord Anglia collaborate with Juilliard?

The Juilliard School, founded in 1905, is a world leader in Performing Arts education. Juilliard's mission is to provide the highest calibre of artistic education for gifted musicians, dancers and actors from around the world so that they may achieve their fullest potential as artists, leaders, and global citizens. Currently more than 800 artists from 43 US states and 41 countries are enrolled at The Juilliard School. Beyond its New York campus, Juilliard is defining new directions in global Performing Arts education for a range of learners and enthusiasts through the Tianjin Juilliard School and K-12 educational curricula.

The Juilliard-Nord Anglia Performing Arts Programme allows our students and staff to have the opportunity to learn with a world leader in Performing Arts education. The programme has been designed to give our students a deep engagement with music, dance and drama, and to enhance their cultural awareness and appreciation. It enriches the high quality teaching and learning offered in our schools with the artistic values, traditions and expertise of Juilliard.

## What do we hope to achieve

The Juilliard-Nord Anglia Performing Arts Programme will:

1. Give our students the confidence to perform in all aspects of their lives
2. Unlock our students' creativity and help foster the ability for self expression
3. Teach our students to step outside cultural boundaries, encouraging them to connect and collaborate with each other in meaningful ways
4. Provide the Nord Anglia family of schools with unique access to learning and teaching models co-developed with a world leading Performing Arts conservatory
5. Provide unparalleled opportunities for Nord Anglia's students to work with experts in the Performing Arts both inside and outside of the classroom
6. Build a collaborative teaching community between Nord Anglia and Juilliard which strives for excellence in the delivery of Performing Arts

## Creating the collaboration

Nord Anglia Education and The Juilliard School signed up to a long-term collaboration in February 2015. The Juilliard-Nord Anglia Performing Arts Programme is co-constructed, utilising the expertise of both organisations. Selected Nord Anglia teachers have been working with Juilliard's curriculum specialists since 2015 on the development of resources to supplement existing Performing Arts curricula and have developed a new Performing Arts assessment framework drawing from their years of teaching experience.

The programme started with music in September 2015 in 10 inaugural schools, and now most NAE schools have implemented music. Dance was rolled out in September of 2017 and drama will be introduced to a select number of schools beginning September 2018 (with those schools new to the family having it factored into their induction process).

## What does the Juilliard-Nord Anglia Performing Arts Programme include?

The programme is made up of 4 components:

1. Performing Arts resources via access to Juilliard Creative Classroom
2. Professional development opportunities for teachers: global, regional in-person and online
3. After School Arts with Juilliard
4. Summer Performing Arts with Juilliard



### 1. Juilliard Creative Classroom

Juilliard Creative Classroom is an online digital repository of educational resources for working with students ages 4-18, that can be incorporated into your existing curriculum.

Juilliard Creative Classroom contains creative activities, historical information, rehearsal strategies, and original media content—to lead students through explorations of Core Works of Music, Dance and Drama. One of the unique features of Juilliard Creative Classroom is the infusion of “disciplinary thinking.” The activities have been created using specific artistic practices that are authentic to each discipline, aligning students’ work with what happens in professional studios, rehearsal rooms, theaters, and concert halls.

At the heart of The Juilliard Approach to Classroom Instruction is the concept of studying core works of art that represent essential categories embedded within each discipline; making sense of these frames will help students develop deeper understandings and multiple perspectives within each art form.

Juilliard has curated representative works for each category—pieces that span eras, styles, and traditions. Each work, and its specific performance, holds a position of great artistic significance within the field. They all offer rich material to investigate and a variety of teachable moments for classroom exploration.

#### Assessment

The Performing Arts Learner Ambitions are a series of aspirational statements for each age group. They encompass a student’s progress in all areas of the Performing Arts curriculum and resources, not just Juilliard Creative Classroom, and are habits of mind that we are trying to develop within our students. They have been grouped into three categories - “ways of thinking”, “ways of doing” and “ways of being” which are important in the Performing Arts. These learner ambitions have been written to exemplify what students should know and be able to do by the end of each academic year.

Students are assessed as either S (working with **support**), D (**developing** independence), I (working **independently** – this is considered meeting expectation) or A (**advanced** application of skills – this is considered exceeding expectation) for each area of the Learner Ambitions.

It is up to each school to decide how these assessments are made, but in order to assess the impact of the Performing Arts, we ask that the % of students meeting and the % exceeding expectations, in each year group, is reported termly to NAE in November, March and June. To access the Performing Arts Learner Ambitions [click here](#) and visit the relevant resources section for your discipline.

### 2. Professional Development

There are outstanding opportunities for professional development as part of the Juilliard-Nord Anglia programme. Selected teachers will be invited to participate in workshops with Juilliard which will enhance their subject knowledge and skills and provide opportunities for networking across our family of schools. Professional Development may take place globally, regionally or online and we ask that teachers who have received Juilliard training share this learning with their colleagues back in school.

In addition, each school has Juilliard Curriculum Specialists assigned to them whose role is to support teachers and schools in successfully implementing the programme and will periodically visit schools to work with teachers in situ. Through frequent communication and visits, curriculum specialists are available to teachers to serve as thought partners in developing Performing Arts departments. (see the section on curriculum specialist visits below for more information).

The Juilliard community on NAU is another avenue for professional development, with its active community managed by the Performing Arts Regional Leads, the latest programme information and the ability to share teaching resources with peers. The professional development support also includes direct support from Juilliard’s staff who provide advice and support on how to implement The Juilliard Approach.

### 3. After School Arts with Juilliard

After School Arts with Juilliard is an opportunity for schools to offer a peripatetic Performing Arts programme to After School Arts with Juilliard is an opportunity for selected schools to offer a peripatetic Performing Arts programme to students from their school and the wider community. Students in After School Arts with Juilliard will learn from teachers who have been carefully selected by Juilliard for both their experience and their teaching skills to give students the best possible learning experience.

### 4. Summer Performing Arts with Juilliard

Summer Performing Arts with Juilliard is an annual summer programme held at three Nord Anglia locations where Performing Arts tuition is provided by Juilliard-affiliated artist-faculty and extra-curricular activities are run by the school. These are available for our own students and also to the public at a competitive price and are an outstanding opportunity for students to spend intensive time studying the Performing Arts.

The flagship programme is held at Collège du Léman, Switzerland, the Strings Intensive Programme is held in NACIS, China and the Voice Intensive Programme is held at Windermere, USA.

To learn more about the overall programme please take a look at ore detailed information [here](#).



## What does my school need to be able to implement the programme?

To successfully implement and make the most of the Juilliard-Nord Anglia Performing Arts Programme we recommend the following fundamentals in Music, Dance and Drama.

### *Music*

We highly recommend that you have a professional music teacher implement the programme, whether embedded in a general music or ensemble classroom.

Every music classroom should have flexible space to allow students to collaborate in small groups. Ideally, a few adjacent sound-proof practice rooms would permit groups to compose and practice with better concentration.

One of the key components of the music curriculum is the belief that the keyboard is the ideal instrument for allowing students to gain concrete and immediate comprehension of abstract concepts, to understand pitch relationships and harmony, and to gain valuable ear-training skills. This means that students should begin to learn musical skills through keyboard from age 5. For some schools this will mean purchasing additional keyboards to make this possible. There are no mandatory requirements for the makes and models of keyboards purchased and their set up, but Juilliard has provided a series of recommendations and associated costs that you can review [here](#). Please note that this does not mean you have to have a permanent keyboard lab set up at your school – some schools deliver this element with desktop keyboards that can be set up when required.

Listening to and reflecting on the Core Works is a crucial part of the Juilliard Approach. As such, each studio should be equipped with a quality sound system (including speakers) as well as a video screen that can be connected to a laptop or tablet for displaying media assets from Juilliard Creative Classroom.

### *Dance*

We highly recommend that you have a professional dance teacher implement the programme. However, if this is not possible the curriculum may be facilitated by PE teachers in the first instance.

The physical space of a dance area greatly affects the experience in class. It is important to have a room that is large enough for students to move comfortably. As a rule of thumb, the number of students in a class should be able to turn in place, arms outstretched, without touching each other.

You should also ensure that the flooring of the dance space has a pliant surface in order to prevent injuries. Because of its lack of ability to absorb impact, floors with concrete as a base can be hard on a dancer's body and should not be used. Please visit the section in Juilliard Creative Classroom for advice on floor surfaces and spring flooring.

Viewing and reflecting on the Core Works is a crucial part of the Juilliard Approach. As such, each studio should be equipped with a quality sound system (including speakers) as well as a video screen that can be connected to a laptop or tablet for displaying media assets from Juilliard Creative Classroom.

## Implementation timescales

	Autumn '15	Autumn '16	Autumn '17	Autumn '18	Autumn '19
Music	Launched in inaugural schools	Roll-out to all schools	Roll-out to any new schools	Roll-out to any new schools	Roll-out to any new schools
Dance			Launched in inaugural schools	Roll-out to all schools	Roll-out to any new schools
Drama				Launched in inaugural schools	Roll-out to all schools



## Juilliard Curriculum Specialist visits

To support the successful implementation and development of the Juilliard–Nord Anglia Performing Arts Programme, Curriculum Specialists who are assigned to your school will visit periodically during the year. Juilliard Curriculum Specialists are educators and artists who have expertise in the Juilliard Approach to Classroom Instruction, and Juilliard Creative Classroom.

The purpose of these visits is to provide an opportunity for the Specialists to actively observe how Juilliard Creative Classroom is working in your school, and to provide support for successful implementation of Performing Arts lessons using the Juilliard approach to classroom instruction, including using resources from Juilliard Creative Classroom.

Discussions during these visits will be focused around what support can be provided by Juilliard to assist teachers. Specialists are not there to make judgements but are provided to be a thought partner for teachers on how to use Juilliard Creative Classroom, how to enhance teachers' current offerings, and to provide engaging moments with students.

Each visit will consist of 1 – 2 days (your specialist will discuss how many days during your planning sessions), and the actual number of visits will depend on which Performing Arts elements you have launched with your school and where you are in the implementation cycle. Most often the visits will be focused on a specific discipline (e.g. to work with the music or dance teams) although we are working towards the visits being more Performing Arts focused and therefore looking at the whole provision across the school. Their visits will include ongoing professional development for Performing Arts teachers, observing classes, and leading in-school workshops for teachers and whole departments.

A first draft of a schedule should be submitted by each school to their specialist at least 2 weeks prior to the visit.

### *Example of a typical Curriculum Specialist visit:*

- *Welcome Meeting* with all music, dance/P.E., and/or drama teachers (LENGTH: 15 - 30 minutes on 1st day)
- *Active observation of classes* - ideally at least 1 for each teacher in the specific discipline. LENGTH: One class period (NOTE: Each session should include an activity taught from Juilliard Creative Classroom)
- *One-on-one teacher debrief* meetings with Curriculum Specialist (one per teacher observed & scheduled after the observation) (LENGTH: approx. 30 minutes)
- *Two Lesson Demonstrations* led by Juilliard Curriculum Specialist using activities from Juilliard Creative Classroom (LENGTH: 1 class period for each)
- *Demo Lesson Debrief* with all teachers (music, dance/p.e., Drama or Performing Arts) LENGTH: on class period – (or can be after school)
- *All PA teachers or discipline-specific PD session* led by Curriculum Specialist (LENGTH: One class period or before/after school)
- *End of Visit meeting* with Department Head (LENGTH: 1 Class period)
- *Brief meeting* with Curriculum Specialist and Head of School/SLT (LENGTH: 20 minutes)

### *Drama*

It is highly recommended that there is a professional drama teacher for all year groups. Their expertise offers students an accurate immersion in the collaborative practices of all theatre artists (actors, designers, playwrights, and directors).

The physical space of a drama studio should be versatile and able to adjust to an array of configurations. Primarily, students should have room to move with a floor that is safe for bare feet, is easy to clean, and is safe and comfortable for sitting and moving. Light should be able to be controlled by the instructor as needed. Furniture should be moveable and consist of a chair for every student and rehearsal cubes. For a more detailed list visit the studio essentials section of Juilliard Creative Classroom.

Viewing and reflecting on the Core Works is a crucial part of the Juilliard Approach. As such, each studio should be equipped with a quality sound system (including speakers) as well as a video screen that can be connected to a laptop or tablet for displaying media assets from Juilliard Creative Classroom.

## Curriculum Specialists

The following Juilliard Curriculum Specialists will be visiting our schools in the 2018/2019 year. Biographies will be available on NAU.

### Curriculum Specialists, Music:

Kathryn Andersen  
 Brian Dye  
 Stephen Dunn  
 Vielka Kelly-Weiss  
 Andrea Lee  
 Shanna Lesniak  
 Richard Mannoia  
 Jessica Meyer  
 Paul Murphy  
 Misty Tolle

### Curriculum Specialists, Drama:

Stephanie Cunningham  
 Nick Mahmat

### Curriculum Specialists, Dance:

D. Chase Angier  
 Laura Careless  
 Donna Costello  
 Hilary Easton  
 Ashley Newman  
 Joshua Palmer  
 Salla Saarikangas  
 Becka Vargus

## Juilliard Artist Visits

Through the year, you will receive one visit from Juilliard artists who will spend, on average, up to 6 hours at your school to engage with your school community. Their role is different from that of the Curriculum Specialist, and they are performers, choreographers, composers or directors with a passion and ability to engage groups of students. These visits will commence after the first curriculum specialist visit, will be tailored to the strengths of the visiting artist and may include:

- Student workshops
- Evening performances
- Assemblies
- Coaching ensembles

You are able to request extra visits at a cost to the school. Due to the nature of touring schedules, please be aware that it is not always possible for Juilliard to provide dates in advance of the school year. Many visits will be tied into a local performance date and may require schools to be flexible in their calendar. Juilliard Artist visits may be artists in music, dance or drama.

## Performing Arts Yearly Plan

Date	Action
September / October 2018	<ul style="list-style-type: none"> <li>• Share Performing Arts Learner Ambitions for your discipline with your SLT</li> <li>• Discuss with SLT how you will report to parents in the next academic year. If you are keeping your current reporting system, decide how this relates to the learner profile</li> <li>• Continue to explore Juilliard Creative Classroom and plan to embed these activities and resources into your curriculum</li> </ul>
Weekly (from implementation of the programme)	<ul style="list-style-type: none"> <li>• Feedback on Juilliard Creative Classroom resources and any other element of the programme through NAU</li> <li>• Use Facebook, Twitter and blogs to promote the curriculum</li> </ul>
Monthly (from implementation of the programme)	<ul style="list-style-type: none"> <li>• Contribute a resource / example of lesson planning to the relevant Performing Arts community on NAU</li> <li>• Share an example of the impact of the programme on your school on NAU</li> <li>• Provide a moderation example of the Performing Arts Learner Ambitions in practice on NAU</li> </ul>
October/November 2018	<ul style="list-style-type: none"> <li>• First Professional Development visit from Juilliard Curriculum Specialist</li> <li>• Thursday 8th November 2018 – first term data collection (in each discipline you're teaching)</li> </ul>
January/February/March 2019	<ul style="list-style-type: none"> <li>• Second Professional Development visit from Juilliard Curriculum Specialist</li> <li>• Visit from Juilliard Artist confirmed</li> <li>• Thursday 7th March 2019 – second term data collection</li> </ul>
April, May, June 2019	<ul style="list-style-type: none"> <li>• Thursday 6th June 2019 – third term data collection</li> </ul>



# Marketing the Programme

The Juilliard - Nord Anglia Performing Arts Programme will provide you with clear differentiation in your market. It will become one part of your offer to parents, so our aim is to ensure that parents are very aware of this in the local community and global prospective parent community.

## Marketing the Programme

We have tried to create a suite of materials that will ensure that all marketing in regards to the programme follows the same approved look and feel. Your DAMs will have this information and we encourage you to work with them to promote the programme. This marketing material includes:

- press releases
- videos about the programme
- brochures
- posters of Curriculum Specialists
- general posters

### *Minimum marketing requirements*

Your DAMs have been given a marketing plan and will be following guidance from the central MAC team on promoting the programme around your school and community. Some of the collateral you will be seeing in your school includes:

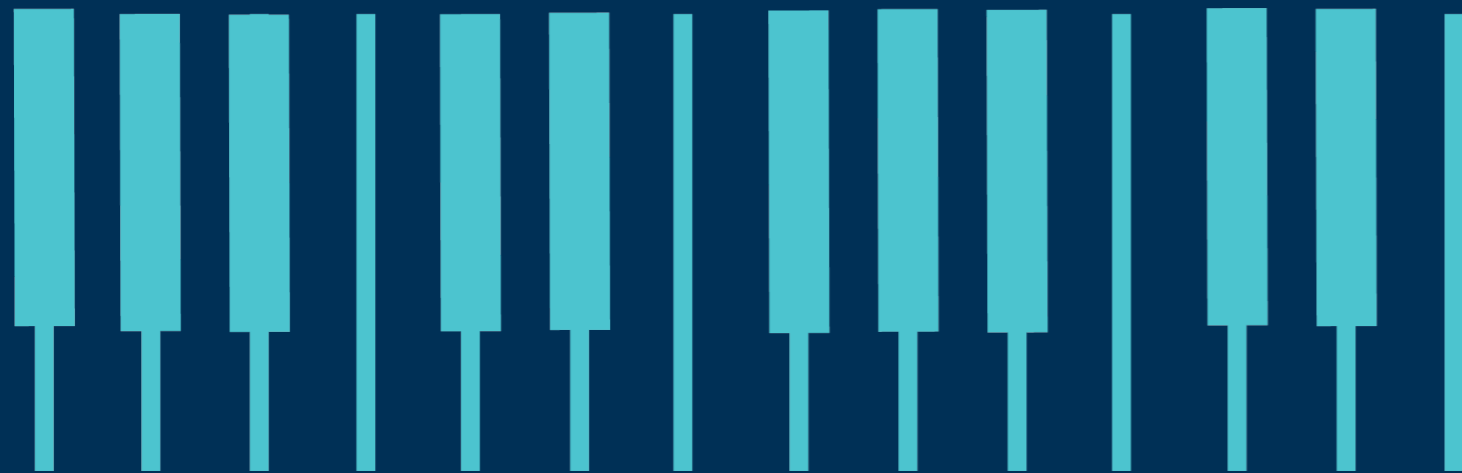
- Posters and visual merchandise displayed around campus
- A brochure being handed out to prospective parents
- Video content on screens around school and on your social media channels
- Updated web content about the programme and dance, drama and music curricula
- Blogs and social media content replicating central messages



## Suggested Marketing Activities

Low cost	<ul style="list-style-type: none"> <li>▪ Link to the social hub. Set up appropriate social media accounts (Twitter / FB / WeChat / Instagram) for use by teachers / marketing team</li> <li>▪ Newsletter articles and blog posts</li> <li>▪ Show the Core Works in school hallways / reception or have a featured piece to view / discuss with students</li> <li>▪ Campaign about what the arts means to students, teachers and parents. Release montage films of interviews that explore this in different ways e.g. dance I like; a piece that moved me; dance means to me...; learning a dance was important to me because...; I think dance is important to humanity because...; dance helps me in all my subjects because....</li> <li>▪ Capitalise on creative arts / cultural literacy day / week</li> <li>▪ Creativity corner – have a series of mini-performances</li> <li>▪ Classroom / hallway displays related to opinions on music / Juilliard core works / quotes from famous Juilliard alumni</li> <li>▪ Showcase the Social Hub/Juilliard videos on your TV screen and social media channels. Highlight the #NAEJuilliard in available spaces</li> <li>▪ Dance book feature in the library</li> <li>▪ Hold a parent workshop to explain the curriculum</li> <li>▪ Capitalise on your school performances to highlight the programme</li> <li>▪ If you have a pre-existing sponsorship with a corporate ball / embassy lunches / community event – focus your marketing giveaways around the Juilliard programme</li> </ul>
Medium cost	<ul style="list-style-type: none"> <li>▪ Brochures</li> <li>▪ Posters and banners</li> <li>▪ Student performances</li> </ul>
High cost	<ul style="list-style-type: none"> <li>▪ Launch event and PR event</li> <li>▪ Events incorporating Juilliard alumni</li> <li>▪ Advertising/Advertorials</li> </ul>

# Your Key Contacts



## Programme central support structure

For programme management and implementation queries:

- Programme Manager: Camilla Woodhouse ([camilla.woodhouse@nordanglia.com](mailto:camilla.woodhouse@nordanglia.com))

For educational queries:

- Your Regional Lead

For marketing queries:

- Campaign lead: Laura Westley, Head of Brand ([laura.westley@nordanglia.com](mailto:laura.westley@nordanglia.com)). DAMs please copy your regional lead in emails.

Schools should copy all programme correspondence to Camilla Woodhouse.



## Programme regional support structure

### *The role of the Regional Lead*

When implementing the Juilliard-Nord Anglia Performing Arts Programme, your Performing Arts Regional Lead is your first point of contact for support, guidance and sharing best practice outside of your school. Regional Leads are in an excellent position to provide you with hands-on practical guidance, examples of lesson plans and schemes of work, or put you in touch with an appropriate member of the global team who can give you the support you need. Every school should feedback frequently to their Regional Lead to highlight both areas of good practice and ways in which we can support development in your school. Please try to avoid contacting Juilliard directly as your first point of call for questions and queries. Your Regional Lead is likely to have met your problem or question before and usually can best support you in finding a solution.

### *Your regional leads are:*

<b>Name</b>	<b>Region</b>	<b>School</b>
<a href="#">Chris Petruzzi</a>	Americas	North Broward Preparatory School
<a href="#">Rachael Howarth</a>	Europe and Middle East	The British International School of Bratislava
<a href="#">Laura Rea</a>	South East Asia	British International School, Hanoi
<a href="#">Cheryl Heyres</a>	China	Léman International School Chengdu
<a href="#">Rachel White-Hunt</a>	Head of Regional Leads	British International School of Washington

# Frequently Asked Questions



## Frequently Asked Questions

### **Will the Juilliard-Nord Anglia Performing Arts Programme replace my current curriculum?**

No, the programme is designed to support and enhance your current curriculum. The programme should work with your music, dance and drama departments in a way that complements your school and teaching.

### **Do I have to involve all students in the programme?**

Yes, all students from ages 4-14 should benefit from the programme. It is up to schools how to manage students' involvement in the programme post-14. However, there are activities for this age group on Juilliard Creative Classroom.

### **Do I have to assess students' progress using the Performing Arts Learner Ambitions?**

Yes, you do need to use the Performing Arts Learner Ambitions to assess students' progress in the Performing Arts. The assessment should cover progress against all elements of the student's learning, including, but not limited to, technical skills, Juilliard Creative Classroom, your own curriculum, etc.

### **Do I have to report using the Performing Arts Learner Ambitions to parents?**

No. It is up to you and your senior leadership team to decide how best to report progress in the Performing Arts to parents. You should use the most appropriate system that works for you as a school.

### **When will Performing Arts Learner Ambitions data be collected by NAE?**

Data will be collected three times each year in November, March and June.

### **How am I allowed to use the name Juilliard when marketing this programme?**

Please ask your school's marketing team for details of how to market the programme.

The Programme is always referred to as the Juilliard-Nord Anglia Performing Arts Programme. Juilliard is The Juilliard School or just Juilliard after first referencing as The Juilliard School. Please spell Juilliard correctly (!) and be mindful of their history and standing within the arts community. On social media you can use #NAEJuilliard to highlight appropriate posts/tweets but no other permutations.

### **How does the Juilliard programme differ from the standard music, dance or drama you previously offered?**

The programme has been designed to help our students engage with all the Performing Arts, to help them make progress in the Performing Arts and raise their cultural awareness. We are working with a world leading Performing Arts institution to enhance our existing curricula and provide even more outstanding opportunities for our students. In addition to giving our teachers access to world-class professional development, and our students access to fantastic Juilliard teaching resources, our students also get access to Juilliard experts both inside, and outside of, the classroom.

### **What should I say to a very keen parent who asks if this programme will get their child into Juilliard?**

Nord Anglia Education is the first organisation to collaborate with The Juilliard School on a multi-faceted programme. This means that by having your child come to our school they will experience Performing Arts in a way no other school can currently offer, one that mirrors the beliefs and teaching practices of Juilliard. Juilliard is a highly selective Performing Arts school and there is no guarantee that a student will be accepted on anything other than their own merits according to Juilliard's admission and selection criteria.

### **What is the best way to introduce the Juilliard Programme to Early Years Children?**

Juilliard Creative Classroom materials and resources are designed for K-12 teachers and not pre-K (or early years) teachers. However, pre-K teachers should work closely with their Performing Arts departments to discuss and develop good examples of pre-K activities based on the Juilliard approach. Any examples should be loaded on to NAU to be shared with other pre-K teachers around the world.

cont.

### **Is it possible to add some student samples in the plans and activities on Juilliard Creative Classroom?**

We are delighted to see and share examples of student work and extra student activities created by teachers. These should be loaded to the relevant area of NAU for other teachers to access.

### **How do we share our performances with other schools?**

Performances (and parts of performances) should be shared with the global community on Twitter, Instagram or Facebook using the hashtag #NAEJuilliard

### **How often will lessons and activities be updated on Juilliard Creative Classroom?**

Resources are updated or added frequently and you can see latest additions each time you log on to Juilliard Creative Classroom. Remember, however, that these resources are designed to enhance and extend your curriculum and not replace it. There are therefore unlikely to be sufficient resources for you to use every week for every year group.

### **In my school, dance is being taught by the PE department. How many weeks do other schools dedicate to dance in an academic year?**

In an ideal world, each of the Performing Arts subjects would be taught by a dedicated subject specialist every week for all students from kindergarden through to grade 9. However, we understand that, as the programme launches, this may not be initially possible. We would hope that the school would put in place a plan to work towards this ideal scenario over time.

### **What do we do when our parents recognise the Juilliard name and are disappointed that their students won't be getting skills training?**

All students who take part in the programme will receive some skills training but the primary purpose of the programme is to encourage students to become more personally invested in their own artistry while they create, perform and interpret.

### **What are we supposed to tell our parents who don't really value the Performing Arts?**

The start of this document "why the Performing Arts" provides some excellent points that outline Nord Anglia's belief about why the Performing Arts are fundamental to every child's education. Start with finding out why the parent you are talking to believes that the Performing Arts are not valued and then spend some time talking to them, and showing them, some of the benefits. Remember to be patient!

### **What should we tell our parents who think their child should only do the discipline they're most passionate about?**

The Juilliard-Nord Anglia Performing Arts Programme has been specifically created to enable all students to develop their understanding of, and engagement with, the Performing Arts. Therefore we strongly encourage all students to be open minded to all three subjects. They are likely to learn lots of new things and may discover some secret passions.

### **What can we tell our parents when they are disappointed that our school hasn't rolled out dance or drama yet?**

Music, Dance and Drama are being rolled out to all schools according to the schedule outlined earlier in this booklet. Schools are unlikely to have to wait more than a year before all three elements of the programme are being implemented (although, on occasion, some schools may request an extra year to be ready for implementation of one element of the programme).

### **How can we integrate the arts here at our school? How should the departments collaborate?**

Ideally, all students will experience all three Performing Arts each week – taught by dedicated Performing Arts specialists. Teachers across the Performing Arts subjects can then discuss where it makes most meaningful sense to work together on a core work, theme or project. There are some examples of this on Juilliard Creative Classroom but also in Nord Anglia University. If in doubt, please email your regional lead who can point you in the direction of other schools who are in a similar situation to you and who are already collaborating across their department.

### **How should we schedule the Performing Arts into our timetables?**

Ideally, all students will experience all three Performing Arts each week – taught by dedicated Performing Arts specialists. However, we understand that in the first year or two of the implementation of the programme schools may have to plan towards this ideal. If you want to see samples of timetables created by other schools, please email your regional lead.

### **How many hours a week do we have to do in order to say we're doing Juilliard?**

Nord Anglia expects that teachers will use Juilliard Creative Classroom activities, resources and Juilliard Approach often in their teaching. However, there is no set number of hours that this should occur.

### **What's the difference between a Curriculum Specialist and a Visiting Artist?**

A Curriculum Specialist is an educator and artist who has expertise in the Juilliard Approach to Classroom Instruction, and Juilliard Creative Classroom. Their primary role is to support the successful implementation and development of the Juilliard-Nord Anglia Performing Arts Programme in your school. Visiting Artists are performers, choreographers, composers, or directors with a passion and ability to engage groups of students.

### **What is Juilliard doing with the Learner Ambitions data and why do we need to do this separate assessment?**

The Performing Arts Learner Ambitions data is collected by Nord Anglia Education to enable us to assess the impact of the programme on the progress that our students make. We report on this progress to the ExCo of NAE each year and hope to see that students who remain in the programme longer do better as a result.

### **What happens to the reports you write on the school and on the teacher observations?**

All evidence that Juilliard and Nord Anglia collect is used to assess the impact of the programme and also inform professional development needs and improvements in the programme as a whole. From time to time we also share information with your school principal about general aspects of the programme in your school so that they can best support your continued professional growth.

### **Can we get logins for our other enthusiastic teachers at our school?**

We try to provide Juilliard Creative Classroom access to all teachers once they have been on professional development as we use this opportunity to explain how the resources and activities can be best used. If a teacher in your school has a particular need to access materials on Juilliard Creative Classroom we would suggest that this is mediated through you in the first instance so that you can explain the Juilliard approach and how the resources and activities can be best used to support their teaching. To request access to Juilliard Creative Classroom please email [Camilla.Woodhouse@nordanglia.com](mailto:Camilla.Woodhouse@nordanglia.com) with the teacher's full name, email address and job title.

**Please note that there are additional FAQs on Juilliard Creative Classroom.**

## About The Juilliard School

The Juilliard School, founded in 1905, is a world leader in Performing Arts education.

Located at Lincoln Center in New York City, Juilliard offers undergraduate and graduate degrees in dance, drama, and music (classical, jazz, historical performance, and vocal arts). Currently, more than 800 artists from 44 states and 42 foreign countries are enrolled at The Juilliard School. Beyond its New York campus, Juilliard is defining new directions in global Performing Arts education for a range of learners and enthusiasts through The Tianjin Juilliard School and K-12 educational curricula with Nord Anglia Education.

## About Nord Anglia Education

Nord Anglia Education is the world's leading premium schools organisation, with campuses located across 26 countries in North America, Europe, China, Southeast Asia and the Middle East. Together, our 56 schools educate more than 50,000 students from kindergarten through to the end of secondary school. We are driven by one unifying philosophy: we are ambitious for our schools, students, teachers and staff, and we inspire every child who attends a Nord Anglia Education school to achieve more than they ever imagined possible. Every parent wants the best for their child — so do we. Nord Anglia Education schools deliver high quality, transformational education and ensure excellent academic outcomes by going beyond traditional learning. Our global scale enables us to recruit and retain world-leading teachers and to offer unforgettable experiences through global and regional events, while our engaging learning environments ensure all of our students love coming to school.

For more information, please visit [www.nordangliaeducation.com](http://www.nordangliaeducation.com)