


## Curriculum Policy – September 2021

### Rationale:



# CURRICULUM VISION

### Curriculum Aims:

**Our curriculum will reflect our academy values: scholarship - character - community and drive us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world.**

We explicitly learn through advanced cognitive performance characteristics in our curriculum alongside sequenced declarative and procedural knowledge.

We ensure students are able to remember and apply knowledge readily and in different contexts through deliberate practice.

We actively foster the performance values, attitudes and attributes in our curriculum alongside our character education programme.

Our curriculum is coherent and reflective of the local community, its rich cultural heritage and diversity.

We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and perseverance it will happen.

**The overarching aims of our curriculum will underpin the following outcomes:**

Increasingly strong academic results year-on-year leading to good post school destinations.

Well-motivated and engaged students; school-ready, college-ready, work-ready and life ready.

Effective citizens that have the cultural capital to be successful, socially mobile and proud of their achievements.

### What underpins our vision?

At KEVI HWGA our curriculum is sequenced to ensure that students gain knowledge, connect key concepts, acquire new skills and learn how to apply this confidently in different contexts. Our curriculum leaders carefully consider what knowledge should be secured and plan how best to map knowledge to ensure that pupils learn that knowledge in a way that means they remember it and can use it. Our curriculum vision is intrinsically linked to our academy vision and our academy values of scholarship, character and community which run through our aims.

In 2020-2021 we became a High Performance Learning (HPL) Pathway school and are at the start of a two year journey of implementing the HPL framework alongside our curriculum intent.

The HPL framework underpins the learning culture and educational fabric of the academy. The HPL ethos chimes with our academy values: scholarship- character - community and drives us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world. To overcome barriers and embrace challenges to enrich themselves and our community. We are strongly aligned to the belief that high

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performance is for the many, not just for the few, as we embark on our journey to be a world class school.

*High Performance Learning is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It normalises high performance for all students and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes and attributes needed for lifetime success. (Deborah Eyre)*

### What does our curriculum look like?

Our curriculum is defined by big questions to explore, key concepts to connect learning together and clearly articulated declarative and procedural knowledge highlighted in long-term plans. The approach we take to learning continues to evolve as we embed the HPL framework of how learners think (Advanced Cognitive Performance) and how learners behave – (Values, Attitudes, Attributes) into our curriculum and culture. We continue to build the HPL cognitive competencies into our subject curriculum alongside substantive knowledge and disciplinary skills. Each curriculum area is carefully planned to build on existing knowledge at each stage of learning whilst revisiting key concepts to deepen understanding.

### Long Term Progression Mapping

Year 10	<p><i>Are you able to use a variety of dramatic terms for both on and backstage, and then apply these techniques to new theatrical ideas?</i></p> <p><b>Understanding Drama</b> <b>LINK: COMPONENT 1</b></p> <p>Pupils to explore all aspects of drama using the key skills/terminology booklet:</p> <ol style="list-style-type: none"> <li>1) Key terminology</li> <li>2) Staging types</li> <li>3) Lighting/sound/set/props/costume</li> </ol> <p>Pupils to explore more complex ways of developing drama using several different stimuli.</p> <p><b>Connection Finding</b> <b>Strategy Planning</b> <b>Linking</b> <b>Meta-Thinking</b></p> <p><b>Collaborative, Open Minded, Creative and Enterprising</b></p>	<p><i>How do we explore a set text in detail, using acting skills both practically and in a written response?</i></p> <p><b>Understanding Drama</b> <b>LINK: COMPONENT 1 A03</b></p> <p>Introduction to the set text 'Blood Brothers'.</p> <p>Explore the play, characters, themes, structure, historical context. Pupils need to develop a confidence with writing acting skills.</p> <p><b>SKC – 6 – 10<sup>th</sup> December 2021</b></p> <p><b>Speed and Accuracy</b> <b>Originality</b> <b>Connection Finding</b> <b>Fluent Thinking</b> <b>Automaticity</b> <b>Intellectual Confidence</b></p> <p><b>Enquiring</b></p>	<p><i>How can I use a stimulus to create an original piece of drama that has a dramatic purpose for its audience?</i></p> <p><b>Devise Drama COMPONENT 2 EXAM</b></p> <p>Pupils to complete the exam requirements for Component 2:</p> <ol style="list-style-type: none"> <li>1) Respond to stimuli (several to be presented over several workshop sessions)</li> <li>2) Explore, rehearse and perform a devised drama</li> <li>3) Complete a written log: <ol style="list-style-type: none"> <li>a) Response to stimulus</li> <li>b) Development and collaboration</li> <li>c) Analysis and evaluation</li> </ol> </li> </ol> <p><b>Meta-cognition</b> <b>Strategy Planning</b> <b>Connection Finding</b> <b>Complex and Multi-step Problem Solving</b> <b>Originality</b> <b>Automaticity</b></p> <p><b>Collaborative, Open Minded, Creative and Enterprising</b></p> <p><b>Component 1 – Live Theatre Review Practice Essay</b></p>	<p><i>How can I use a stimulus to create an original piece of drama that has a dramatic purpose for its audience?</i></p> <p>Complete <b>COMPONENT 2</b> performance exam under exam conditions</p> <p><b>Meta-cognition</b> <b>Strategy Planning</b> <b>Connection Finding</b> <b>Complex and Multi-step Problem Solving</b> <b>Originality</b> <b>Automaticity</b></p>	<p><i>How do I write an effective log in accordance with the C2 exam requirements?</i></p> <p>Complete <b>COMPONENT 2</b> log book.</p> <ol style="list-style-type: none"> <li>a) Response to stimulus</li> <li>b) Development and collaboration</li> <li>c) Analysis and evaluation</li> </ol> <p><b>Connection Finding</b> <b>Fluent Thinking</b> <b>Automaticity</b></p> <p><b>Collaborative, Open Minded, Creative and Enterprising</b></p>
Key Knowledge, Concepts and skills	<p><b>Understanding drama terminology</b> <b>Technical design and terms</b> <b>Exploring a stimulus using complex theatrical techniques</b> <b>Staging a play, Design Elements</b></p>	<p><b>Exploring set text</b> <b>Writing acting skills</b> <b>Understanding key terminology</b> <b>Genre, Thatcherism, Style, Recession, Poverty, Class Division</b></p>	<p><b>Applying drama explorative strategies to original drama</b> <b>Understanding how to communicate with an audience through drama</b> <b>Theatrical Experience</b></p>	<p><b>Skills showcased – technical design or acting through original drama</b></p>	<p><b>Writing acting skills, rehearsal technique and reviewing performance success</b> <b>Critical Thinking</b></p>
Feedback & Assessment	<p>A03 and A04 – Understanding drama <b>Key terminology booklet</b> <b>Workshop performance pieces</b></p>	<p>A03 and A04 – Set text <b>Written practice on exam style questions</b> <b>SKC – December 2021</b> <b>Workshop performance of script extracts</b></p>	<p>A01 and A02 – Devising drama, responding to stimuli <b>Rehearsal of devising process</b> <b>Logbook entries during process</b> <b>Feedback offered throughout</b> <b>Live Theatre Review Essay</b></p>	<p>A02 – Performance <b>Exam performance of devised drama</b></p>	<p>A03 and A04 – <b>Written log</b> <b>Complete written log with regular teacher feedback</b></p>

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### **Medium Term Planning**



## Scheme of Work Overview

<b>Department:</b>	Art	<b>Year:</b>	7	<b>FORMAL ELEMENTS OF ART</b>
<b>Unit Length:</b>	9-10 weeks on rotation	<b>Intent:</b>	To teach the students the formal elements of art to ensure that they have the basic skills required to draw, paint and research artists. Students will be guided through colour, line, texture, tone, shape to form and space.	
<b>WEEK 1</b> <b>Intent</b> To understand line and tone. To apply line and tone to objective drawing skills.	<b>Lesson Content (Implementation)</b> Introduction of Formal Elements of Art using PP Drawing activity based on objective drawing skills. Drawing 1 – no support showing initial skill Teacher modelling covering perspective, proportion, light touch outline before shading, objects such as bottles to have curved outlines not straight lines. Highlight the key formal elements used to create the drawing. Drawing 2 – after teacher facilitation and modelling. Compare both drawings and peer assess against success criteria.		<b>Impact - Formative</b>  Drawing 1 used to assess initial ability and use to formulate a seating plan for support and challenge.  Q&A used to find out what the students already know from Year 6 or from previous rotation based on key terms.	<b>Impact - Summative</b>  Peer Assessment using yellow sheet and a gallery exercise where students walk around and make comments on all work based on the teacher modelled drawing – success criteria.
<b>HPL Framework</b> Precision Imagination	<b>Big Questions</b> How are the formal elements of Art seen in <u>every day</u> life?	<b>Key Concepts</b> Art Formal Elements 2D to 3D	<b>Substantive Knowledge</b> Perspective, Formal Elements Tonal Shading, 2D/3D	
<b>Home study &amp; Key Words</b> Create it – Design and create a title page of all 6 formal elements using a self-drawn image to represent each of the 6 areas and annotate the meaning of each word. Include colour and a title of 'Formal Elements'. <a href="https://hwga.fireflycloud.net/creative-design/art-and-design/ks3/formal-elements">https://hwga.fireflycloud.net/creative-design/art-and-design/ks3/formal-elements</a> <b>Proportion, perspective, shading, tonal, composition,</b>				

## What is our curriculum package?

**Year 7**

[illegible]

**Year 8**

[illegible]

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### Year 9

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
	Bands					Bands					Bands					forms														forms	
	En x 5					Ma x 5					Sc x 5																				
X	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	Gd	Ge	Ge	Hi	Hi	Fr	Sp	ICT	Dr	Art	RE	DT	PE		
X	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	Gd	Ge	Ge	Hi	Hi	Fr	Sp	ICT	Dr	Art	RE	DT	PE		
X	En	En			Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	Gd	Ge	Ge	Hi	Hi	Fr	Sp	ICT	Dr	Art	RE	DT	PE		
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	Gd	Ge	Ge	Hi	Hi	Fr	Sp	ICT	Dr	Art	RE	PE	DT		
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	Gd	Ge	Ge	Hi	Hi	Fr	Sp	ICT	Dr	Art	RE	PE	DT		
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	Gd	Ge	Ge	Hi	Hi	Fr	Sp	ICT	Dr	Art	RE	PE	DT		
Y																													DT		

### Year 10

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	Bands					Bands					Bands					form					Option A			Option B			Option C		
	En x 5					Ma x 5					Sc x 6																		
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	Geography			Geography			History		
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	French			History			French		
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	HSC (Btec)			French			Computer Science		
X											Sc	Sc	Sc	Sc	Sc	Sc					Digital IT (Btec)			Business			Child Development (Btec)		
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	RE	RE	PE	PSHE	Psychology			Food			Art		
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	RE	RE	PE	PSHE	Engineering			Design and Technology			Drama		
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	RE	RE	PE	PSHE	Music (Btec)			Textiles			PE		
Y																													

### Year 11

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	Bands					Bands					Bands					form					Option A			Option B			Option C		
	En x 5					Ma x 5					Sc x 6																		
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	History			Geography			Geography		
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	French			French			History		
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	Digital IT (Btec)			RE			Computer Science		
X																					Art			HSC (Btec)			Business		
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	RE	RE	PE	PSHE	Drama			Child Development (Btec)			Food		
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	RE	RE	PE	PSHE	Psychology			Psychology			Design and Technology		
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	RE	RE	PE	PSHE	Music (Btec)			Sociology			Textiles		
Y																													

### Year 12

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	Option A						Option B						Option C						Option D						PSHE	Enrichment		Study Time	
	Chemistry						Biology						Biology						Chemistry							L2 Maths			
	Psychology						English Literature						History						Psychology							L2 English			
	Maths						Religious Education						Law						Geography										
	Art						Accounting and Finance						Product Design						Media Studies							Core Maths			
													Computer Science						Sociology* (HWGA)										
																			Physics* (Aston)										
	HSC (Ext/Nat Diploma)						HSC (Ext/Nat Diploma)						HSC (Ext/Nat Diploma)						ICT (Ext Certificate)										
	Science (Ext/Nat Diploma)						Science (Ext/Nat Diploma)						Science (Ext/Nat Diploma)						Business Studies										
																			(Ext Certificate)										
																			Child Development										
																			(Ext Certificate)										

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### Year 13

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	Option A						Option B						Option C						Option D						PSHE	Enrichment			Study Time
	Biology						Chemistry						Chemistry						Biology										
	History						Psychology						Psychology						English Literature										
	Law						Geography						Maths						Religious Education										
	Product Design						Media Studies																						
	HSC (Ext/Nat Diploma)						HSC (Ext/Nat Diploma)						HSC (Ext Diploma)						Sociology* (HWGA)										
	Science (Ext/Nat Diploma)						Science (Ext/Nat Diploma)						Science (Ext Diploma)						Physics* (Aston)										
																			Art* (HWGA)										
													ICT (Ext Certificate)																
													Business Studies																
													(Ext Certificate)																
													Child Development																
													(Ext Certificate)																

### How do we ensure coherence and consistency?

Alongside regular drop-ins to lessons called 'Walkthrus' which enable staff to share best practice, observe colleagues teach and take part in instructional coaching we also use a curriculum review cycle. This is led by the Curriculum Leader and a curriculum review team.

The Curriculum Review Cycle starts with the leader reviewing their curriculum area using a toolkit of questions to self evaluate. The next step is for the curriculum leader to work with their team on the suggested actions to improve the curriculum design and/or implementation and formulate a departmental action plan. This is a live document that is constantly reviewed and revisited throughout the academic year and beyond.

Using the curriculum leaders self-evaluation of where they are positioned with the curriculum will then lead into a curriculum review held over 1-2 days dependent on the size of the department. The purpose of the review is to be reflective and ensure the evaluation of the curriculum is consistent and the implementation is coherent.

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### Exemplar:

#### Curriculum Review Toolkit (SEF)

- Begin by reviewing medium term planning for the appropriate period (usually every term, or half-term).** You will need evidence to inform your review. This evidence is likely to consist of:
  - **A sample of students' work** (make sure this is a representative cross section). Ensure the sample reflects students of different levels of prior attainment, including SEN students and those with low reading ages.
  - **Feedback from assessments.** This could be summative assessments, feedback from recall and retrieval activities (e.g., starters, quizzes etc) and from any interim assessments.
  - **Feedback from teaching.** The reflections of subject staff about how well students engaged with, and learned, well curriculum content is essential. What went well? What went less well? Where did lower-attaining students struggle in particular? What content appeared too easy for students? Was sequencing effective? Did students have important gaps in their knowledge?
  - **Lesson resources used.** For example, slide sets created and used in lessons, activities, tasks and any textbooks or other resources.
- Review students' work and learning against the planned curriculum (in medium-term plans) in each year group.** Take a year group at a time. Cross check students' work against the *intentions* in the curriculum planning. Discuss as a team your experience of teaching the curriculum content over the period under review and the feedback from students and your knowledge of their learning of the curriculum. Draw also on evidence from assessments to triangulate against students' work and colleagues' reflections from teaching the content.

As you look through students' work, and discuss your reflections about curriculum implementation, complete the table below:

Curriculum review focus	Self-review			Comments (e.g. specific examples, and/or suggested causes/reasons)	Suggested actions to improve curriculum design and/or implementation
1. How closely does students' work reflect the intended (planned) curriculum? <i>Consider:</i>					

#### Departmental Review

- Departmental Review** - Begin by reviewing the questions in the light green box as a department prior to the departmental review. Use your toolkit and action plan to support your view of the current picture of provision.

Subject:			
Head of Department:			
Date:			
Review Team:			
Department to complete		Review team to complete	
Key Questions to consider	What is the current picture within your department?	What has been noticed?	Q's for follow-up review meeting
<b>Vision &amp; Ethos</b> <i>Common Practice, Systems, Beliefs</i> What will you see in KS3, 4 and 5 lessons? What will you see in your subject books? What is unique about your department? What is the department reading, discussing and why?			
<b>Curriculum</b> <i>Key concepts, Skills, Knowledge, Application</i> <i>Intent:</i> What big ideas / wider trends/ general principles are you covering at this point in the curriculum? What is a sign that a pupil has been properly educated in this subject by the time they drop it in Y9 or Y11? What will they recognise easily, use fluently, handle flexibly, notice and/or enjoy and/or be able to do?			