



Creative Arts Policy

Inspire - Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

Moral Purpose

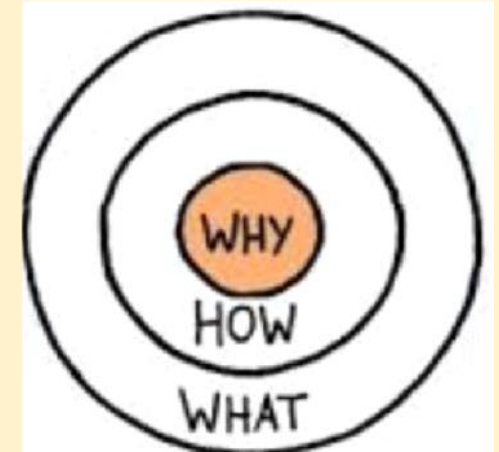
"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	J Gordon (Head of Creative Arts) and Pete Reynolds (Music Teacher) Updates September 2025
Policy to be reviewed:	September 2026
Summary of changes	<ul style="list-style-type: none">· Added a range of subject enhancements to support curriculum outcomes· Added the Oakwood teaching and learning strategies used to support pupils progress in· New curriculum map for KS3 Art

Contents	Slide number
<p><u>Subject information:</u></p> <ul style="list-style-type: none"> · Professional links · Introduction and aims · The Vision for Art at Oakwood · The Vision for Music at Oakwood 	<p style="text-align: center;">3 4 5-7 41-44</p>
<p><u>Subject design and intent:</u></p> <ul style="list-style-type: none"> · Rationale · Art Curriculum Maps (components, concepts and context) · Art progression models · Music Curriculum Maps (components, concepts and context) · Music progression models · Cross-curricular links (including SMSC and British Values opportunities) · Accessibility and inclusivity in Art · Accessibility and inclusivity in Music · Our approach to teaching Art · Our approach to teaching Music 	<p style="text-align: center;">8-10 11-19 20-21 49-53 55-58 35-39 22-24 63-65 25-28 59-63</p>
<p><u>Subject implementation</u></p> <ul style="list-style-type: none"> · Engagement and Challenge · Scaffolding, Learning and Promoting Independence · Elaboration and Modelling · Questioning and Quality feedback 	<p style="text-align: center;">30-32 28</p>
<p style="text-align: center;"><u>Other information</u></p> <ul style="list-style-type: none"> · Resources 	<p style="text-align: center;">9</p>

Aims of Teaching and Learning at Oakwood; Inspire – Impact – Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



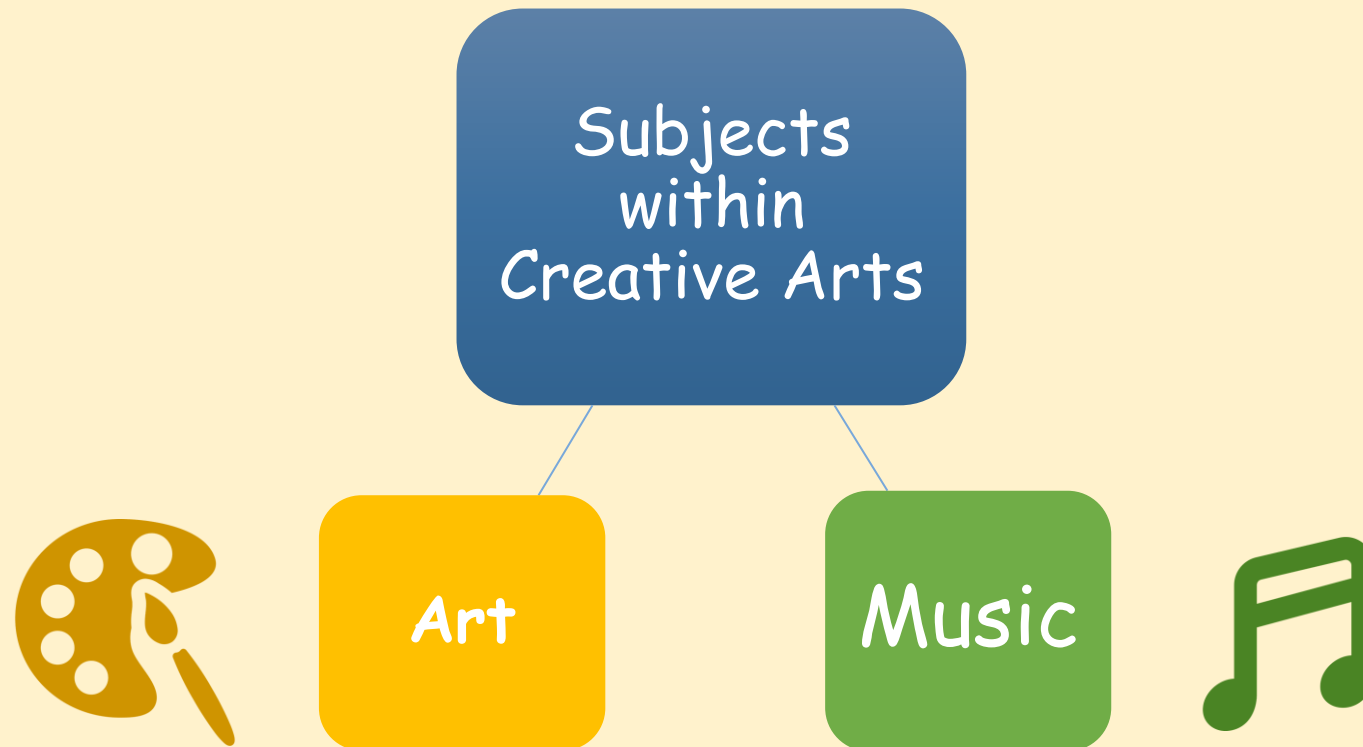
Policy Development (How)

This policy has been developed through:

- Advise from Art, Craft and Design Subject Association - National Society for Education in Art and Design (NSEAD) and Music Mark
- Model Music Curriculum: Key Stages 1 to 3 Non-statutory guidance for the national curriculum in England (March 2021)
- Review of Creative Arts policy in Summer of 2021
- RAG of action plan for academic year 2020 2021
- Developed through the Curriculum Review Spring 2022 with senior leaders.

Aims of this policy

- To introduce the **vision** of the Creative Arts department.
- To provide a **rationale** for the curriculum intent, design and coverage.
- To explain the effective Teaching and Learning **strategies** involved in Creative Arts lessons



Our vision for Art

OAKWOOD ACADEMY



The purpose of Art at Oakwood is:

- To inspire and enthuse pupils imagination and **appreciation for Art**.
- To develop a broad and balanced art curriculum which enables all pupils to **succeed and achieve**.
- Provide high quality **inclusive** art experiences and resources for our pupils.
- In order to support further training on their next phase of education and spark creativity in later life.

Vision in Art



Here at Oakwood Academy, we pride ourselves on delivering an art curriculum that is:

- Inspiring
- Highly engaging
- Accessible for All pupils and abilities
- Celebrates diversity
- Builds confidence
- Nurturing to all pupils to excel in their art skills
- Broad and Varied
- Promotes independent thinking
- Challenging for all abilities
- Infuses pupil with an appreciation of the arts
- Fully prepares pupils for KS4 qualification

Art at Oakwood

Introduction and aims

Introduction:

The key aim for Art is to promote high standards, enabling pupils to reach their full creative potential whilst at the Academy equipping them for later life.

Pupils are introduced to a broad range of knowledge, understanding and skills across a range of 'making' areas including: drawing, painting, printing, sculpture, collage, photography, design, graphics, digital art and new media.

This aim can be broken down into objectives:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To promote a willingness to embrace new ideas and changes.

Professional links:

The art department has professional links that support curriculum delivery with The National Society for Education in Art and Design (NSEAD)

The guiding principles of our curriculum through Art

Inclusion focus

- Where we can, we have chosen a diverse range of artists that are representative of our school community such as Chuck Close who was a physically disabled artist and Claude Money who was visual impaired. These examples are embedded into sequences of learning and link to one of the key concepts across the curriculum (Artists and the History of Art)

Appropriate content

- The curriculum content has been chosen specifically for its appropriateness for our students, this is driven by rigorous assessments of student starting points.
- We have designed pathways to allow us to ensure that the curriculum is appropriately tailored to those who it is delivered to.

Locality

- Where we can, we have identified artists that are linked to our locality such as; Matthew Roby (Lancashire) and Damien Hirst (Leeds). These examples are embedded into sequences of learning within the curriculum

Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning. The pedagogical principles applied are grounded in research.

Making connections across subjects

- Scheme theory is supported by making explicit links between subject areas. This supports opportunities for pupils to embed key vocabulary and learning.
- Our whole school curriculum has been designed with collaboration between all subject leads at its core. We want students learning to be joined up and connected where strong links are possible. For us, this will allow our students, many of who have difficulties with cognition and learning, the best opportunity to experience content across different specialisms. This repetition and opportunities for retrieval practice will allow for deeper learning.
- We have been provided with the opportunity to familiarize our self with the content from different subjects and the plan and build upon any links established.

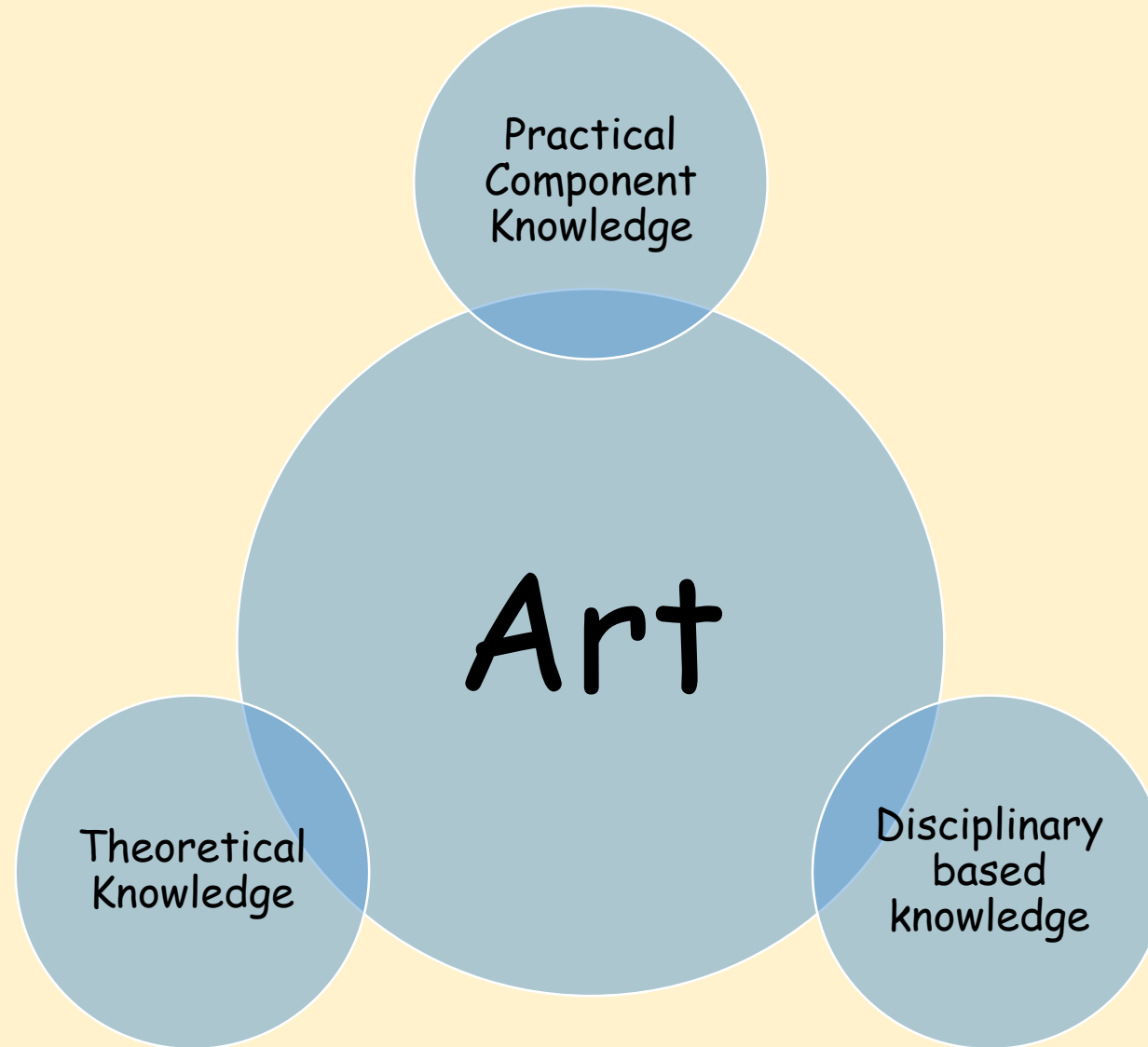
Knowledge (Components and Concepts)

- Prototype theory is utilized by identifying key concepts across Art (1 - making, 2 - formal elements , 3 - Artists, 4 - technical language and 5 - evaluating). These key concepts are then replicated across a range of contexts to embed key learning

Sequencing

- Components and composites - each sequence of learning is organized so that clear composites are identified and developing throughout the sequence of learning

The components of knowledge identified in Art are:



• **Organization**

- Academy follows the National Curriculum as set out by the Government from Key Stages 2 to 4. As Oakwood is a Special Educational Needs school, many elements of the programs of study are revisited or adapted across Key Stages to consolidate knowledge and address gaps in pupil knowledge
- There is a curriculum map across the whole of KS2 and 3. Each week students has one period of creative art per week.
- At the end of each sequence of learning there are opportunities to review and reinforce the skills and learning gained over the duration of it.

• **Knowledge**

- Pupils' knowledge, understanding and skills are developed through experience in making, viewing and talking about art, craft and design. Importantly, sequences of learning encompass the productive, critical and cultural dimensions of learning in the discipline
- The knowledge included within this curriculum demonstrates that art, craft and design is a rich discipline with both practical (i.e., the productive dimension) and academic content (i.e., the critical and cultural dimensions). The national curriculum specifies 3 areas of making that pupils should be taught as a basic entitlement: drawing, painting and sculpture - to be complemented by other techniques.
- Due to the broad scope of the discipline, learning in art, craft and design does not progress in a linear fashion.
- Central to this curriculum is an emphasis on drawing, digital processes and sketchbook practice, all of which are interwoven throughout the units to create a spiral curriculum. Drawing is a tool for thinking and as such offers pupils a valuable way of recording their observations, ideas and memories, which inform knowledge acquisition.
- Digital processes might take the form of internet or app-based research activities, as well as the documentation of practical activities or conversations about art, craft and design through pupil photography and graphics work using the computer package Photoshop.
- Sketchbooks provide a space for the development of work, 'storing' knowledge, and offer teachers useful insights into pupils' learning progress in terms of strengths and areas for development. Importantly, owing a sketchbook and taking responsibility for this can increase pupil autonomy and self motivation.

• **Coherence**

- It is linked to the national curriculum, and develops clear progression of skills and concepts throughout the overarching scheme.

• **Planning**

- The curriculum map is designed to facilitate a deep love of learning in this subject area, and for children to learn to appreciate working with the unknown, creativity and innovation. Learning in art, craft and design is a journey, for both pupil and teacher, and these lessons emphasise the joy of visual expression, giving confidence to experiment with processes and ideas, whilst at the same time guiding pupils towards satisfying visual outcomes.

• **Key Stage 2/3 Art overview**

- All pupils in KS2/3 have 1 lesson of art per week.
- The first unit at KS2/3 is the building block for the curriculum. By ensuring that students have a solid grounding in essential techniques and knowledge,
- Art lessons include a range of opportunities to develop pupils' understanding of key skills recording and observing artwork, improving art and design techniques and skills, introducing pupils to a range of artists both past and present

• **Planning - Key Stage 4 Art overview**

- All pupils in year 10 have 3 lessons whilst year 11 have 2 lesson of Art and per week this is going to change next year.
- Pupils in year 10/11 in Art are encouraged to develop their areas of interest whilst ensuring coverage of the relevant qualification assessment objectives. Teaching styles focus on the sharing of skills with pupils, informing them of the most appropriate ways to research, develop ideas and promote independent choices.

The concepts in Art

Oakwood Academy



Core components

Skills of making art, craft and design such as painting, drawing and sculpture



Specialisms

Skills of making art, craft and design such as: graphics, photography, collage, printing



Formal elements

Line, Tone, Texture, Colour, Proportion, Shape, Form, Pattern



Artists

- Selecting art and artists that show the breadth of art and its history
- Show art in contrast to one another to emphasise similarities and difference connecting and meaning



Technical language

Developing pupils vocabulary of key words such as: blending, shading, perspective and composition







Evaluating

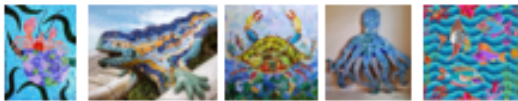
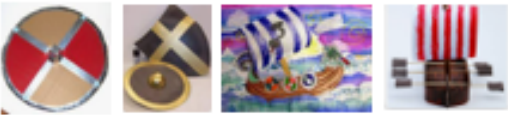


Evaluating own and others work

Willows - Art Cycle 1

Oakwood Academy

Willows	Autumn 1							Autumn 2							Spring 1							Spring 2							Summer 1							Summer 2						
2024-2025 Week	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	30	31	32	33	34	35	36	37	38				
Theme	Printing Project							Hot and cold colours							George's Marvellous Medicine							Collage																				
Art activities	Learn about the artist Frank Stella. Discuss his art career, styles and techniques. Sgraffito is a technique for scratching through a surface to reveal a lower layer of a contrasting colour. This can be created using oil Pastels and black Indian ink. Learn about the artist Jasper Johns. Create a composition with overlapping numbers or letters. Cut out large letters and create an abstract composition. Stippling or sponge paint around the edge of each letter or number.							Warm and cold colours interactive whiteboard active. Colour a Keith Haring picture with warm colours in the foreground and cold colours in the background. Magazine collage based on warm and cold colours. Discuss the Sun and Moon painting by the contemporary German artist Marion Meinberg Draw a sun and a moon with warm colours on one side and cold on the other.							Design a medicine bottle with an ingredients label What is sculpture? Look and discuss Claes Oldenburg's sculptures. Find images of foods, drinks and sauces pupils have in their homes. Create a collage of their ideas for a potion displayed in a pan shape. Create a coil pot using newspaper or newsprint Add a panhandle and cover in a layer of paper mache Make small animals or objects out of clay Decorate the saucepan with string, glue, paint and glitter.							Observational drawing of food cakes, hotdogs, burgers, etc. Discuss Nancy Standlee's cupcake, shoes and animal collages. Create textured paper designs for the collage, focusing on the following techniques: sponging, stippling, marbling, and wax resist with watercolour paints. Cut and tear the paper to create different effects. Divide the background in half to represent the tabletop and sky.																				
Formal Elements <small>Line, texture, tone, colour, proportion, shape, form, pattern</small>	Line Texture Pattern Colour Form Shape							Line Texture Proportion Colour Tone Shape Form							Line Texture Proportion Colour Tone Shape Form							Line Texture Pattern Colour Shape Proportion																				
Specialisms <small>Painting, Drawing Collage, Printing, 3D, Graphic Design</small>	Printing Painting Drawing							Painting Drawing Collage							Paper Mache Painting Drawing							Painting Drawing Collage																				
Artwork Project Inspiration																																										
Technical Language	Printing, stencil, primary, secondary, colour, overlap							Emotion, vibrant, pale, depth, background, foreground, hot, cold, stand out							Collage, texture, arrangement, composition, sculpture, realistic, mould, relief shapes							Illustrator, collage, stippling, marbling texture, blending, sponging																				
Artist	Jasper Johns, Frank Stella							Sun and Moon Marion Meinberg							Claes Oldenburg							Nancy Stanlee																				
Cross Curriculum Links	Literacy and Numeracy														English																											




Willows - Art Cycle 2

Willows	Autumn 1							Autumn 2					Spring 1					Spring 2					Summer 1					Summer 2										
2023-2024 Week	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	30	31	32	33	34	35	36	37	38
Theme	Mosaic Sea Creature							Sculpture Viking ships and shields					Aboriginal Art					Ancient Egypt																				
Art activities	<p>Learn about the artist Gaudi and discuss his use of mosaic tiles in his sculptures and architectural buildings.</p> <p>Practice drawing a creature adding a mosaic pattern with felt tips.</p> <p>Draw a large sea creature and cut out your design.</p> <p>Create a relief mosaic effect by gluing cardboard tiles cut to shape.</p> <p>Mix different shades of colour. Painting each tile a different colour to emphasize the mosaic effect.</p> <p>Create a textured background using sponge. Design an underwater scene with sea weed, coral and rocks. Decorate with poster paint and pencil crayons.</p>							<p>Discuss the key features of famous Viking paintings.</p> <p>Practice drawing longships to improve their accuracy and understanding.</p> <p>Wax resist technique using white wax crayons and watercolour paints.</p> <p>Drawing a Viking Longship in a stormy sea, use the wax resist technique to add line detail.</p> <p>Class discussion "What is sculpture?" What materials have the artists used to make their sculpture.</p> <p>Design either a shield or a boat and build the structure using cardboard and crumpled up paper.</p> <p>Decorate with paint and coloured foil.</p>					<p>Introduction to Aboriginal Culture and the Dreamtime Stories. Create a series of research paper based on Aboriginal art.</p> <p>Create repetitive dot patterns using either dowel sticks or cotton buds.</p> <p>Recognizing Aboriginal symbols and their meaning.</p> <p>Create a picture with Aboriginal symbolism. Example the story behind the picture.</p> <p>Colour using mixed media (pencil crayons, paint & pen) focus on developing shading, colour blending and mixing skills.</p>					<p>Draw a picture of Tutankhamun following a step-by-step guide or copying the other half of a picture.</p> <p>Take a photo of each pupil in black and white.</p> <p>Look at pictures of the Egyptian Pharaoh for inspiration when creating a mixed media collage of a Pharaoh.</p> <p>Demonstrate how to blend colours together to create a sunset background.</p> <p>Draw a silhouette of an Egyptian landscape cut around the image and glue it onto the sunset background.</p> <p>Practice drawing Egyptian hieroglyphics.</p> <p>Create a decorative tablet with hieroglyphic symbols.</p>																				
Formal Elements <small>Line, texture, tone, colour, proportion, shape, form, pattern</small>	Line Texture Pattern Colour Tone Shape							Line Texture Proportion Colour Form Shape					Line Texture Proportion Colour Form Shape					Line Texture Proportion Colour Form Shape																				
Specialisms <small>Painting, Drawing, Collage, Printing, 3D, Graphic Design</small>	Painting Drawing							Painting Drawing 3D Mixed Media Design					Painting Drawing Mixed Media					Painting Drawing Mixed Media Collage																				
Artwork Project Inspiration																																						
Technical Language	Position, composition, pale, depth, mosaic, architecture, shades, detail, tone							Texture, wax resist, water wash, movement, mould, structure, form					Narrative, repetitive patterns, Aboriginal, symbols, eye-catching					Foreground, background, collage, hieroglyphics, silhouette																				
Artist	Antoni Gaudi 1852- 1926							The Sun Voyager by Jón Gunnar Árnason Viking ship with an orange sail by Malcolm Sutherland					Aboriginal Art Dreamtime Stories					Ancient Egypt 3600BC Tutankhamun reigned 1334-1325 BC																				
Cross Curriculum Links	RMT							History					Humanities English					History																				

Year 7 - Art

Oakwood Academy




Art Curriculum Map

Year 7	Autumn 1						Autumn 2						Spring 1						Spring 2						Summer 1						Summer 2							
Week	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	30	31	32	33	34	35	36	37	38
Theme	Colour theory / painting techniques												Cubism												Paper-Mache Fish													
Art activities	Colour theory: hot and cold colours, primary, secondary, tertiary and complementary colours, tints and shades. Pattern design focusing on different types of lines Learning different painting techniques Firework paintings focus on developing better control when painting fine lines Learning about different art styles, Pointillism, Georges Seurat, a French Post-Impressionist painter, 1859-1890, Abstract Art: Kandinsky research pages, 1866-1944, Kandinsky inspired artwork, Abstract Expressionist Jackson Pollock, 1912-1956, Action painting in a Jackson Pollock style, Damien Hirst spin paintings Art theory Kahoot at the start and end of the scheme												Watch a YouTube clip about Cubism Discuss the differences between Abstract and realistic art Practice drawing facial features in a cubist style Draw a cubist style portrait bright colours. Learn about the architect Frank Lloyd Wright and create artist research page. Produce a paper collage inspired by Wright's stained glass window designs												Introduction to sculpture. Observational fish studies Fish design ideas inspired their research Build the paper structure. Developing moulding and manipulating skills using tissue paper and paste Mould the tissue paper into small intricate shapes to add relief detail. Analyse and evaluate													
Formal Elements: Line, texture, tone, colour, proportion, shape, form, pattern	Line Texture Colour Tone Proportion Shape Pattern Form												Line Texture Colour Shape Pattern												Line Texture Colour Tone Pattern Shape Form Proportion													
Specialisms: Painting, Drawing, Collage, Printing, 3D, Graphic, Photohap	Drawing Painting												Drawing Shading Techniques Collage												Drawing 3D modeling													
Project Inspiration																																						
Technical Language	Primary, secondary, tertiary, detail, tone, proportion, observational, accuracy, Composition, abstract, emotions, pattern, realistic, complementary colour, contrast, hot & cold colours												Cubist, unusual, angle, self-portrait, contrast, collage, view points												Sculpture, moulding, manipulation, relief, texture, smooth, construction, realistic, abstract, contemporary, humorous													
Artists/Art History	Colour Theory, Georges Seurat 1859-1890, Wassily Kandinsky 1866-1944, Jackson Pollock 1912-1947, Pop Art 1950's-1970's Karl Blossfeldt 1865-1935												Cubism 1907, Picasso 1881-1973 Frank Lloyd Wright 1867-1959, Architect												Claus Oldenburg 1929-2022, Antony Gormley 1950 Michelle Stitzlein 1967 - American Artist													
SMSC	Social: Encourage peer feedback sessions on each other's paintings, developing communication skills. Emphasise the importance of sharing materials and respecting others' contributions during group activities. Discuss the importance of respecting each other's ideas and contributions during collaborative work. Encourage peer feedback sessions on each other's work to develop communication skills. Culture: Firework Painting - Discuss how different cultures celebrate using fireworks and their significance in various festivals. Emphasise the importance of open-mindedness and appreciation for different art styles. Spirituality: Reflect on the beauty and fleeting nature of fireworks as a metaphor for moments in life. Cultural: Explore Seurat's impact on art history and how Pointillism has influenced modern art movements. Examine Pollock's influence on contemporary art and the cultural movement of Abstract Expressionism. Spirituality: Reflect on the meditative quality of creating art through small, deliberate dots, which encourages mindfulness and fosters a sense of harmony and peace with this technique.												Encourage peer feedback sessions on each other's work, developing communication skills. Conduct group discussions and debates on abstract vs. realistic art, promoting respectful dialogue and critical thinking. Produce a paper collage inspired by Wright's stained glass window designs. Reflect on the beauty and complexity of stained glass windows and their use in sacred spaces. Emphasise the importance of open-mindedness and appreciation for different art styles.												Encourage peer feedback sessions on each other's work, developing communication skills. Emphasise the importance of open-mindedness and appreciation for different art styles.													
Cross Curriculum Links	PD social & moral RMT architecture, Music												PD												Maths													

Subject enhancements: Inclusivity Day Sculptor Yayoi Kusama Schizophrenia

Year 8 - Art

Oakwood Academy




Year 8	Autumn 1							Autumn 2							Spring 1							Spring 2							Summer 1							Summer 2						
Week	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	30	31	32	33	34	35	36	37	38				
Theme	William Morris Inspired Polyblock Print														Mythical Creature																											
Art activities	Shading technique workshop, Observational drawing, Develop colour blending skills using pencil crayons The first photographic camera, 1839, Discuss Karl Blossfeldt's Photography 1865-1932 Take a series of leaf photographs. Using Photoshop, experiment with different tools and effects Discuss William Morris's wallpaper prints. Create a design idea for a polystyrene print Add extra detail to the polystyrene and choose small areas to remove using a scalpel Align the polystyrene with the first print and print the second design using a different colour														Visit The Three Sisters for a photography trip to photograph plants, trees and the natural landscapes. Using Photoshop, experiment with different effects and techniques on your photographs to change colour and add distortions. Draw different types of lines to emphasize textures using pens. Introduction to mythical creatures from around the world, Design a mythical creature Write a blurb about your creature and research the type of habitat your creature might live in. Refine your final composition by adding paint and tone. Using Photoshop, add a title and a blurb to your scanned work. Experiment with the font style, size and colour to enhance your design. Refine your work further by changing the layout, colour and adding lighting effects. Extension activity to further develop Photoshop skills: Trace their portrait and add features in a Julian Opie style. Using Photoshop, add colours and shades. Learning how to draw the different facial features.														Introduction to the Surrealist artists René Magritte and Salvador Dali. Find images that would work well in a surrealist landscape. Practice drawing their images in their sketchbook first to develop ideas and improve their drawing skills. Draw a basic one-point perspective landscape where the objects are smaller in the distance and larger in the foreground.													
Formal Elements: Line, texture, tone, colour, proportion, shape, form, pattern	Line Texture Colour Tone Proportion Shape Pattern Form														Line Texture Colour Tone Proportion Shape Form														Line Colour Tone Shape Form Proportion													
Specialisms: Painting, Drawing, Collage, Printing, 3D, Graphic Design	Painting Drawing Printing														Painting Drawing Graphics Design														Drawing													
Project Inspiration																																										
Technical Language	Observational, arts and craft movement, fabric, polyblock printing, cross-hatch, polystyrene														Blurb, description, characteristics, features, illustrator, imaginative, mythical, myth, hue, saturation, contrast														Imaginative, surrealism, dreamlike, perspective, proportion, scale, realistic,													
Artists	Arts and Crafts Movement 1860 - England, William Morris 1834 - 1896, MC Esher 1898 - 1972														Greek Mythology 900 BC to 800 BC Japan - Manga 1814, Pokémon - 1980s to the present day.														Surrealism began in 1924 after World War One Salvador Dali 1904 - 1989 Rene Magritte 1898 - 1967													
SMSC	Social: Encourage peer feedback sessions on each other's work, developing communication skills. Promote teamwork and social interaction through group activities during the photography trip. Encourage students to share their ideas and perspectives while capturing the natural beauty of the environment. Moral: Discuss the ethical use of digital manipulation and the importance of honesty in art and media. Explore how altering images can impact perception and the responsibility artists have in representing reality. Spirituality: Encourage students to find beauty and inspiration in nature, fostering a sense of wonder and connection to the environment. Observational leaf drawing and shading technique workshop: Engage students in mindful observation of nature and the intricate details of leaves. This activity helps students appreciate the beauty of the natural world and fosters a sense of wonder.														Encourage peer feedback sessions on each other's work, developing communication skills. Spirituality: Allow students to express their creativity and imagination by designing their own mythical creature. This activity encourages self-expression and helps students connect with their inner thoughts and ideas. Cultural: Explore various mythical creatures from different cultures, emphasizing the diversity and richness of global mythology. Discuss the cultural significance and historical context of these creatures. Emphasize the importance of open-mindedness and appreciation for different art styles.														Encourage peer feedback sessions on each other's work, developing communication skills. Cultural: Examine how Surrealism emerged as a response to historical events like World War I, understanding its cultural and historical context. Emphasize the importance of open-mindedness and appreciation for different art styles.													
Cross Curriculum Links	Maths														English														Maths													

Subject enhancements: Inclusivity Day
Portrait Artist Chuck Close Wheelchair-Bound



Year 9 - Art




Oakwood Academy

Year 9	Autumn 1						Autumn 2						Spring 1						Spring 2						Summer 1						Summer 2							
Week	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	30	31	32	33	34	35	36	37	38
Theme	Perspective Landscape												Clay Mask Design												Self Portrait													
Art activities	Introduction to landscape artists both contemporary and from the past. Artist painting and drawing workshop focusing on Urban landscapes. PowerPoint explaining one-point perspective. Title page with key vocabulary and basic perspective drawing. Trees in perspective, drawing and painting demonstration. Using measurement, start plotting out a landscape using one point-perspective. Add extra detail using your imagination, mountains, volcanos, plants, animals etc. Experiment with colour mixing to create different shades of colours. Add pale colours in the background and brighter shades in the foreground. Experiment with mark-making to add texture and detail.												Art and History trip to Manchester to photograph gothic architecture in April. Learn about Gothic architecture and how gargoyles were used for decoration and drainage. Discover the significance of masks in African culture and the connection between animals and nature. Develop a series of artistic research pages inspired by this theme. Observational drawings of animals and plants. Design a mask with both animal and human features, either humorous or grotesque. Cover health and safety rules when using clay. Clay workshop focusing on creating different surface textures, moulding intricate shapes, and joining clay using slip. Develop moulding and manipulation skills when recreating your design in clay. Paint the clay when fired to add extra detail and tone, emphasizing shape and form.												Take a portrait photograph of each pupil in year 9. Introduction to the new theme portraiture. Describe and compare the different artist styles and techniques. Practice mixing different skin tones adding light, medium and dark tones to a hand template. Learn the proportions and positioning of the different facial features when drawing a portrait. Draw a self-portrait using a mirror Mix different skin tones to emphasize the contours of the face. Choose an artist's painting as a background design for your painting. Suggested artists are: Klimt's Tree of Life, Kandinsky's Concentric Circles and Munch's The Scream.													
Formal Elements:	Line Texture Colour Tone Proportion Shape Form												Line Texture Colour Tone Proportion Shape Form												Line Texture Colour Tone Proportion Shape Form													
Specialisms:	Photography Photoshop Painting Drawing												Painting Drawing 3D Clay												Painting Drawing													
Project Inspiration																																						
Technical Language	Parallel, horizon, vanishing point, perspective, depth, vertical, diagonal, horizontal, eye level, proportion												Manipulating, mould, ceramics, relief, inspiration, slip, kiln, bisque firing												Realistic, abstract, facial features, contours, form, reflection, blending													
Artist	Thomas Gainsborough 1727-1788 John Constable 1776-1837 Contemporary artists: Julian Beever, Leonid Afremov												Gothic architecture mid-12th century - 16th century Tribal African Art												Chuck Close, Pablo Picasso, Van Gogh, Julian Opie, Klimt Beryl Cook, Roy Lichtenstein, Edvard Munch, Kandinsky Damien Hirst 1965 Bristol													
SMSC	Encourage peer feedback sessions on each other's work, developing communication skills.												Encourage peer feedback sessions on each other's work, developing communication skills. Culture: Introduce patterns from various cultures, discussing their significance and the influence of cultural heritage on art. Explore how different cultures use colour symbolically, enhancing students' appreciation of cultural diversity.: Promote teamwork and social interaction through group activities during the photography trip. Encourage students to share their ideas and perspectives while photographing gothic architecture in the urban environment. Cultural: • Learn about Gothic architecture and the use of masks in African culture: Explore the historical and cultural significance of Gothic architecture and African masks, highlighting the connections between art, culture, and society. Discuss how these elements reflect the values and beliefs of the people who created them.												Social: Encourage peer feedback sessions on each other's work, developing communication skills. Moral: Discuss the ethical considerations of using and altering their own and others' images. This can include a conversation about consent, representation, and respecting each other's work. Discuss the controversial aspects of Hirst's work and the ethics of using animals in art. Spirituality: Reflect on their own identity and explore their inner emotions and thoughts as they create their self-portraits. Discuss how portraiture can capture more than just physical appearance, touching on the deeper aspects of human experience. Cultural: Introduce students to various portrait artists from different cultures and backgrounds. Discuss how cultural influences shape artistic styles and themes in portraiture. Have students choose artists from different cultures to inspire their background design.													
Cross Curriculum Links	Maths, Computing												RMT, Computing												Maths, PD spiritual													

Subject enhancements: Inclusivity Day
Artist Frida Kahlo Spina bifida


Year 10 - AQA GCSE Art, craft and design

Oakwood Academy

Year 10 Graphics	Autumn 1							Autumn 2					Spring 1					Spring 2					Summer 1					Summer 2										
Week	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	30	31	32	33	34	35	36	37	38
Theme	Festival Promotional Material Music, Football, Comic Con, Gaming												Sculpture										Stamp Project WWF, RSPCA, RSPB, BATTERSEA Dogs & Cats Home															
Art activities	Introduction to contemporary collage artists Create a series of collages base on one of the following festival themes: music, football, gaming, films or fashion & makeup Research different festival names and promotional material Choose a name for your festival							Create a festival Logo What information is needed on a festival poster Create poster advertising your event Create other promotional material, tickets, food packaging, labels, bags, badges and other accessories					Introduction to sculpture and the artists Hepworth, Dali and Frank Stella. Create research pages based on one of the artists. Visit the Yorkshire Sculpture Park. Use primary research material to inspire and develop their ideas. Begin developing concepts from initial research.					Experiment with different materials that could be used for the sculpture project, creating small maquettes. Develop detailed designs, both drawings and 3D examples. Annotating sketchbook work explaining their ideas and intentions. Workshop on advanced techniques. Finalize sculptures, focusing on finishing touches and details.					Research the 'WWF' charity Animal collage Research relevant artists Annotate your work Copy the style and techniques of several artists you've researched Draw 4 endangered animals in the style of your chosen artist					Learn how to use the magic wand tool and other Photoshop tools and effects Experiment with different Photoshop effects and techniques Experiment with different lighting effects to enhance the text and logo Design a poster advertising the charity and the commemorative series of stamps										
Formal Elements	Line Texture Colour Pattern Proportion Shape												Line Texture Colour Tone Proportion Pattern Shape Form										Line Texture Colour Tone Proportion Shape Pattern Form															
Specialisms	Painting Drawing Collage Graphic Design 3D												Sculpture Painting Drawing										Graphic Design Painting Drawing															
Project Inspiration																																						
Technical Language	Composition, annotation, focal point, overlapping, eye-catching, refine, promotional material												Mould, manipulate, structure, form, focal point, proportion, construct, maquette										Concept, campaign, advertisement, charity, conservation, organisation, protection, extinct, endangered															
Artists	Loui Jover, Pedro Carvalho, Mickalene Thomas Molokid, Hannah Höch												Barbara Hepworth, Salvador Dali, Frank Stella										Barbara Kruger, Ed Harrison, Jess Bright Designs dribbble															
Cross Curriculum Links	Computers												Computers, English										Computers, English, PD															

Year 11 - AQA GCSE Art, craft and design

Oakwood Academy

Year 11 Graphics	Autumn 1							Autumn 2						Spring 1						Spring 2					Summer 1					Assessment Objectives		
Week	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	30	31	
Theme	Stamp Project WWF, RSPCA, RSPB, BATTERSEA													Unit 2 Externally set assignment Preparation time Plus a 10 hour controlled test										Coursework Deadline					<p>A01: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>			
Art Activities	Draw 4 endangered animals in the style of your chosen artist Learn how to use the magic wand tool and other Photoshop tools and effects Experiment with different Photoshop effects and techniques Experiment with different lighting effects to enhance the text and layout Design a poster advertising the charity and the commemorative series of stamps													Working through question options. Guiding pupils towards questions that suit their skills and interests. Research stages including initial material experimentation and idea development. Design plans linking back to research ensuring relevance. Making confident choices regarding materials to suit a theme. Annotation throughout, forming opinions which are relevant to prepared outcome. Exam plan discussed and completed with staff. Timetable set and materials acquired. Pupils to take the time to develop sketchbooks and produce basic design plans for the final outcome.																		
Formal Elements <small>Line, texture, tone, colour, proportion, shape, form, pattern</small>	Line Texture Colour Tone Proportion Shape Pattern Form													Line Texture Colour Tone Proportion Shape Pattern Form																		
Specialisms <small>Painting, Drawing, Collage, Printing, 3D, Graphic Design</small>	Graphic Design Painting Drawing													Graphic Design Painting Drawing																		
Project Inspiration														Externally set assignment paper, students should select one starting point from which to develop their own work. Students may discuss their starting points with the teacher. Preparatory work may be presented in any suitable format such as mounted sheets, sketchbooks, journals, design proposals, digital or non-digital presentations. Students must start work on their preparatory studies as soon as the first period of supervised time starts.																		
Technical Language	Slogan, features, illustration, marquee tool magic wand, crop, hue, saturation, contrast													Concept, research, observations, insights, response, intentions, refine, experiment, processes, investigation, source																		
Artists	Barbara Kruger, Ed Harrison, Jess Bright Designs dribbble													Research the suggested artists																		
Cross Curriculum Links	Computers, English, PD													Computers, English																		

Progress in Art

- Assessment in art and design takes account of all aspects of pupils' learning and achievement. This includes, not only what pupils make, but also how they make it, what skills they acquire and what they know about the tools and materials they use.
- Assessment also takes account of what they know about the world of art, craft and design.
- Teachers assess progress in art, craft and design through a variety of means and use different kinds of evidence. They consider both the quality of the products that pupils make and the skills they exhibit as they use tools, materials and processes.
- To assess their knowledge teachers listen to pupils talking about art, craft and design and read what they write. The evidence for assessment occurs in different forms and at different times through the course of a scheme of work and so assessment too is spread out over time. It is not necessary to assess everything at the same time, or to leave it all until the end of the unit. These assessments are used over time to build a profile of achievement across all four of the progress objectives.
- The programmes of study for Art cover at KS2:
 - produce creative work, exploring their ideas and recording their experiences
 - become proficient in drawing, painting, sculpture and other art, craft and design techniques
 - evaluate and analyse creative works using the language of art, craft and design
 - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
 - create sketch books to record their observations and use them to review and revisit ideas
 - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
 - learn about great artists, architects and designers in history
- The programmes of study for Art at KS3:
 - produce creative work, exploring their ideas and recording their experiences
 - become proficient in drawing, painting, sculpture and other art, craft and design techniques
 - evaluate and analyse creative works using the language of art, craft and design
 - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Pupils are taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.
- use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- use a range of techniques and media, including painting
- increase their proficiency in the handling of different materials
- analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present days

Art Progression Models

- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be very individualized based on their starting points.
- The intent for the Art curriculum is laid out in the Art Concept progression models. The progression model documents detail the steps of progress that we want our children to achieve over a key stage.
- Although teaching and learning in art will normally be holistic in practice, the progress objectives are separated out here for planning and assessment purposes. The progression framework shows a conceptual framework for the subject that indicates the reflexive relationship of the three 'process' objectives (learning to do) and the supporting knowledge objective (learning about).
- Progression in art, craft and design happens over time as pupils gain increasing mastery and confidence in developing and using skills and gaining deeper knowledge and understanding. Pupils who consistently make more progress than their peers can be supported, not by constantly moving them on to different experiences, but by providing further opportunities to deepen and extend their skills and knowledge within the context of the current unit of work.
- Progression is supported and recorded by ensuring that assessment criteria are clear and progress is recorded for each progress objective



*Accessibility and
inclusivity*

We are committed to ensuring that all students have equal access to high-quality art and design education, regardless of their disabilities or special education needs. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed. This section of our art policy outlines our approach to inclusivity and the provision of adapted equipment to support students with disabilities or special education needs.

1. Inclusive Teaching Strategies:

- a. The Oakwood T&L principles are based upon inclusive teaching strategies to meet the diverse learning needs of students.
- b. Modifications to instructional methods, assessments, and resources will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of art and design concepts.

2. Adapted Equipment:

- a. Oakwood is equipped with a range of adapted equipment to facilitate the participation and learning of students with disabilities or special education needs.
- b. Assistive technologies, such as screen readers, and alternative input devices, will be provided to students with fine and gross motor difficulties
- c. For students with mobility impairments adjustable-height tables are available to ensure they can comfortably participate in hands-on experiments.
- d. Tactile materials, enlarged diagrams, and other sensory aids will be used to enhance the learning experience for students with visual impairments allowing them to feel and explore their creations.
- e. Additional supports, such as magnifiers, coloured overlays, or specialized seating, will be provided based on individual student needs.
- f. We have a range of adapted subject specific equipment including:

f. We have a range of adapted subject specific equipment including:

Adaptive tools to support pupil with limited hand mobility designed for easier gripping and manoeuvring while working.

Adaptive brushes with larger or specially designed handles making it easier for individuals with limited dexterity or grip strength to use..

Adaptive scissors for pupils with limited hand strength or coordination. They make cutting paper or other materials easier.

Sensory art materials

5. Accessibility of Art Facilities:

a. The Art classroom has been designed and organized to provide easy accessibility for students with disabilities or special education needs.

b. Clear pathways and appropriate signage will be in place to ensure students can navigate the facilities independently.

c. Consideration will be given to the placement of equipment, ensuring that it is accessible and adjustable to accommodate students with varying physical abilities.



Our approach to teaching
Art and Design

Our Oakwood pedagogical approach

We have developed a pedagogical approach based on a contextual analysis of our students and their needs.

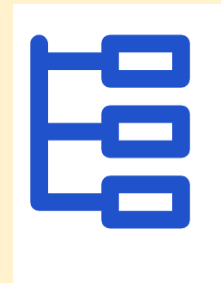
We have used a large research base to inform our selection of approaches to teaching and learning, that we best feel will make the content accessible for our students.

We have divided these strategies into main sub categories:




Foundations



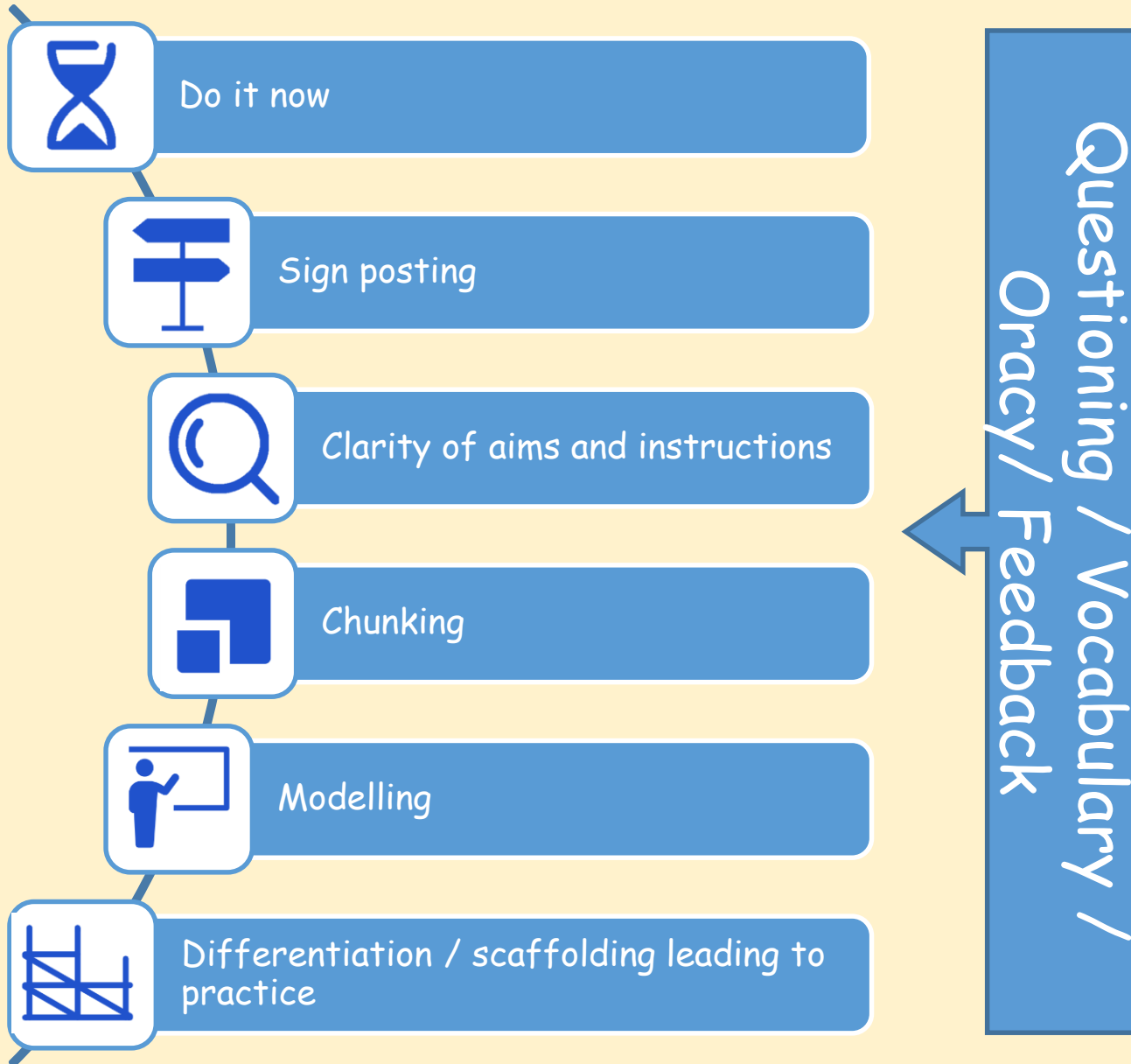
Lesson structure



Foundations

<p>Classroom environment</p>		<p>Setting up a classroom that is welcoming, safe and nurturing. Welcoming students and allowing them entry in a calm and orderly fashion. Having a tidy, well organised space free of unnecessary distractions. Consistent routines that establish an effective classroom environment</p>
<p>Knowing students and developing relationships</p>		<p>Developing relationships with students cannot be under estimated. Get to know them well, their needs, strengths and weaknesses and personal circumstances. Familiarise yourself with the EHCP of students in your class to increase pupils motivation.</p>
<p>High expectations</p>		<p>'The higher the expectations of teachers, the better students perform' - (Rosenthal & Jacobson). Know students starting points and gaps in knowledge very well. Have the belief that all students can succeed and communicate this belief to the students.</p>

Lesson structure



How the Oakwood teaching and learning strategies are used to improve pupils learning in Art

Do It Now	<ul style="list-style-type: none"> Memory review activities are strategically planned to recall key knowledge and address misconceptions. Pupils study various art movement, cultures and style from the past to the present day. Using a timeline pupils can see chronological when these major changes in art happened. We also use recall activities to develop theoretical knowledge, practical knowledge and reinforce art specific vocabulary. Pupils also develop their knowledge of important art movements and their concepts. This helps pupils by building up knowledge of the past and how these events and the changes in technology have meant that new art style and technique have had to evolve.
Signposting	<ul style="list-style-type: none"> Signposting cues students in to what they can expect from each stage of their lesson. It provides them with structure and clarity.
Chunking	<ul style="list-style-type: none"> Teachers use chunking to break down information and tasks into smaller manageable chunks or sections. This is important considering the low working memory demands of learners.
Modelling	<ul style="list-style-type: none"> Teachers regularly deliver practical demonstrations to build pupils knowledge and understanding of how to create different effects, techniques and recreate different styles Individual demonstration are used to reinforce and increasing secure their knowledge of different techniques and styles. Visual aids are used to support learning and the development of skills. High quality visual aids help to promote engagement and set high expectations for the lesson.
Adaptive teaching	<ul style="list-style-type: none"> Scaffolding - teachers use a range of strategies to provide temporary support for pupils and moving towards them being more independent. Some examples include, writing frames, partially completed examples and class demonstration. Stretch and challenge - teachers use the art progression framework to identify the outcomes across schemes of work. This helps to provide appropriate stretch and challenge for all learners

Art links to wider learning

English

Pupils use specific art vocabulary when evaluating, analysing, and describing their work and others. They also use oracy skills when discussing and presenting work to the class.

Creating a story based on a mythical creature, posters and advertising material.

Reading and comprehending non-fictional text on an artist or topic.

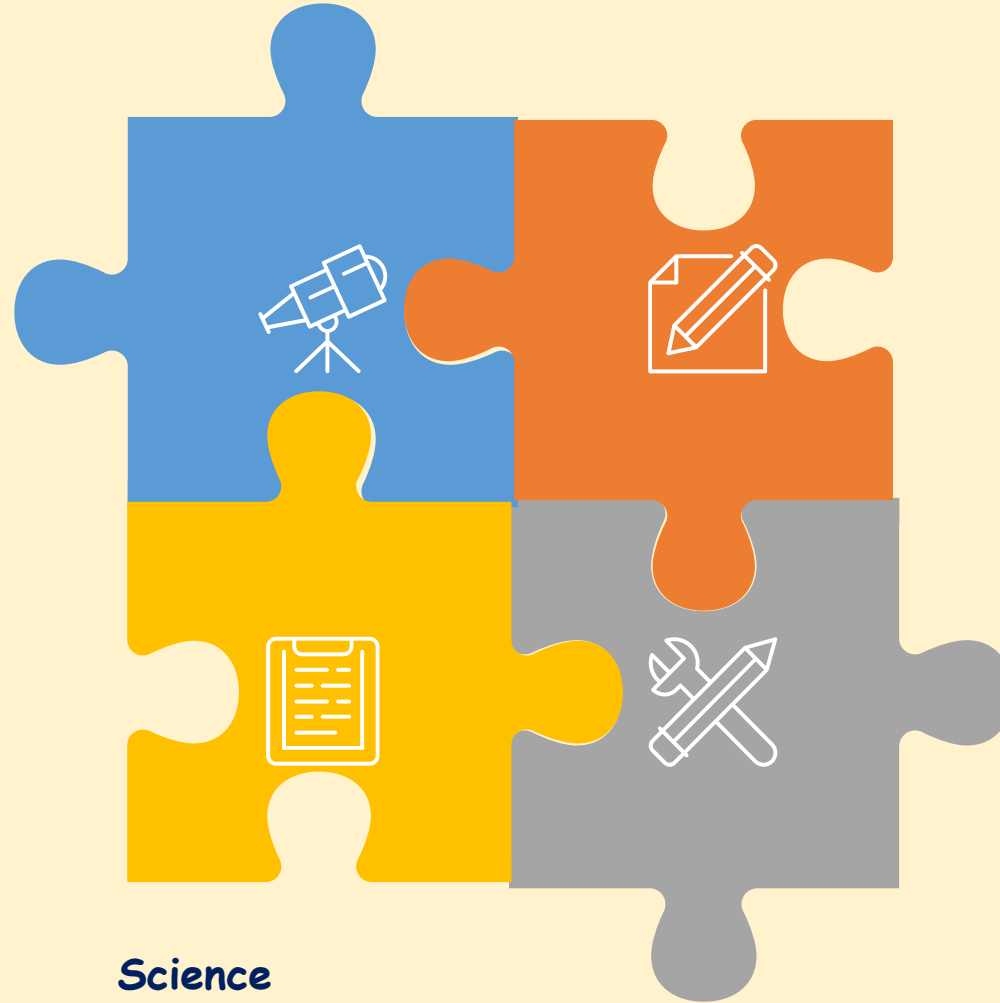
Gothic literature and architecture.

Computing

Core computing skills: setting up folders, saving work, keyboard shortcuts, removing backgrounds, photo editing and internet research.

Designing magazines and promotional material

Photoshop, Layering images, image selection, design elements, working to a brief, animation and modelling skills.



Science

How light travels across an object and shadows and light reflections are formed. How a camera works, taking photographs and drawing 3D objects from observation, looking at shadows and light reflections.

RMT

Learning about famous designers
How to draw 3D shapes using shade and one-point perspective

Design ideas and research analysis

Humanities

Geography migration and travel link to the Viking topic and longboats.

Gothic architecture, Ancient Egypt, Vikings and the artist's timeline are linked to historical events and the culture of each time period.

Maths

Using maths skills when creating perspective and observation drawings. Some of the maths skill the pupils will use in art are measuring, estimation, scale, shape and dividing clay into workable pieces.

Subject enhancements

At Oakwood, we believe in providing a comprehensive curriculum that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous role models throughout the curriculum. These enhancements aim to deepen students' understanding of key knowledge, foster a love for the subject, and develop crucial real-world skills. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

Trips: Trips offer students the opportunity to apply their knowledge in real-life situations and develop practical skills. The following table highlights the trips organized by year group and their focus:

<u>Year</u>	<u>Trip</u>	<u>Focus</u>
Year 8	Three Sister	Photography trip to the Three Sisters to take photographs of the wildlife, ponds, plants and trees. Pupils will develop photographic skills as well as developing their work further in the classroom by adding artistic effects and adjust the contrast and hue to enhance their compositions using Photoshop.
Year 8	Artist shading workshop	
Year 9	Manchester City Centre	Photographing the Gothic architecture and gargoyles around Manchester as primary inspiration for a clay mark project.
Year 9	Visiting Artist	Artist workshop based on industrial landscapes. Pupils will have the opportunity to meet a practising artist, ask questions about their career as well as learning new techniques to further develop their skills.
Year 10	Yorkshire Sculpture Park	A day trip to the Yorkshire sculpture park to inspire a lovely for sculpture both contemporary and from the past. Pupil will be given the opportunity to take photographs of different sculptures and sketch their ideas. This will be part of their preliminary research drawings and photographs for a sculpture project at the end of year 10.

Subject enhancements

Inclusion and Cultural Capital: We value inclusivity and aim to provide a diverse and representative curriculum. To celebrate inclusivity, we have incorporated the study of famous artists, designers, sculptors and architects throughout the curriculum. The following important figures are interwoven into our lessons:

Year	Art Movements, Artists, Designers, Sculptors and Architects
Willows cycle 1	Graffiti and Pop Artist Keith Haring
Willows Cycle 2	Sculpture and Architect Antoni Gaudí
Year 7	Abstract Art, Cubism, Surrealism, Sculpture
Year 8	William Morris The Arts and Craft Movement, Surrealism
Year 9	Realism Artist Chuck Close
Year 10	Jasper Johns, Hannah Hoch, Kurt Schwitters,
Year 11	Barbara Hepworth, Henry Morre, Claes Oldenburg

Subject enhancements

Additionally, on Inclusivity Day (March 23rd), students study a famous individual from the computing field who has overcome challenges to achieve success. This activity aims to inspire students by reflecting their own experiences and the experiences of others in the curriculum.

Year	Artists, Designers, Sculptors and Architects
Willows cycle 1	Artist Leonardo Da Vince Autistic
Willows Cycle 2	Artist Henry Matisse Wheelchair-Bound
Year 7	Sculptor Yayoi Kusama Schizophrenia
Year 8	Portrait Artist Chuck Close Wheelchair-Bound
Year 9	Artist Frida Kahlo Spina bifida
Year 10	Artist Stephen Wiltshire Autistic



Creative Arts Policy - Impact (What)

Developing pupil's artistic skills

- Through the use of visual aids, regular technical demonstrations and staff support, all pupils have gained a greater understanding and demonstrated a development in their art ability, knowledge and understanding.
- The schemes of work through KS2 - 4 have been designed to inspire, engage, and encourage students to explore their artistic abilities. .
- Pupils are encouraged to explore different art forms, techniques, and mediums. Allow them to experiment and make mistakes, as this is a vital
- By the end of Y9 all pupils will have the skills and knowledge to complete a GCSE art and design qualification or Bronze Arts Award.

Fostering a love of the art.

- Within art lessons pupils are given the opportunity to work with a wide variety of 2D and 3D materials encompassing many styles and techniques.
- Recognize and celebrate students' artistic achievements through exhibitions, displays, and awards.
- Organise visits to the Yorkshire sculpture park and opportunity to photograph Gothic architecture around Manchester.
- In year 9 we invite local artists to speak to pupils and deliver a workshops, giving them exposure to the broader art community.
- Provide opportunities for students to express themselves through art. Allow them to choose their own themes and subjects for their artwork,

To support pupils to becoming more confident in art and their use of media, tools and equipment.

- A well-structured art curriculum that progressively introduces students to various art forms, techniques, and media year upon year.
- Resource are differentiated to cater to the needs of varying abilities and learning styles.

Creative Arts Policy - Impact (What)

To develop pupils use of subject specific vocabulary and understanding of art terminology.

- Pupils have gained a greater understanding of key terms and subject specific vocabulary through the regular use of the vocabulary board, visual word boards in classrooms and PowerPoints to develop understand, discussion and encouraging pupils to give their response in sentences using descriptive terminology.

To develop an appreciation for the changes in art throughout history.

- In the art classroom there's a visual timeline of artists and art movements where pupils can see how artist styles have evolved and changed over the course of time. Throughout the key stages pupils are introduced to both contemporary and classical art from the past.

British Values

British Values

- **Extremism and radicalization** - All subject teachers in the department are familiar with the indicators of vulnerability to extremism and radicalization and the procedures for dealing with concerns. When delivering lessons in History we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the curriculum.
- **Promoting values** - During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** - we have looked at all areas of our History curriculum and have pre-planned the coverage of the British values through the topics that we have selected.

SMSC in Art

Spiritual development in Art

Our Art and design course is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.

Moral development in Art

Throughout the course students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a meaning that will often convey a message.

Social development in Art

Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop large scale artwork to enhance the school.

Students discuss and research a range of artists, designers and crafts people, encouraging and developing communication skills.

Cultural development in Art

Throughout the units of work explored Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a variety of cultures, beliefs and religions.

SMSC in Music

Spiritual development in Music

Pupils are given exciting opportunities that help them to value and enjoy Music in the curriculum with many opportunities to perform in music lessons. These promote confidence and self-esteem and inspire pupils to grow as Musicians. Pupils develop their own interests in Music and also learn about the Musical interests of others, as well as explore how Music can change and effect our moods, feelings and emotions.

Moral development in Music

Pupils think about and learn to respect the musical ability of others, and are encouraged to develop a respect for a whole range of music. Pupils reflect upon and have critical discussions about Musical performances, then express their own opinions of the work of others, justifying their views. Pupils explore role models in music and discuss the influences that these can have.

Social development in Music

Students have the opportunity to perform in order to build up their confidence, with our Oakwood Choir performing in and also outside of school at the Trafford Centre, a local Care Home, and at the annual Young Voices Concert with 18,000 people. Students work independently and collaboratively to perform on their own, in small ensembles and as a whole class on a variety of instruments. Students discuss music from a wide range of bands, singers, DJ'ers and Music Producers, encouraging and developing communication skills.

Cultural development in Music

Throughout the units of work explored, students will develop their knowledge and understanding of a wide variety of musical styles and genres and their cultural implications, such as African slaves on Plantations in Blues Music, the Manchester Arena bombing in 2017, and music from the 1990's e.g. before social media and smartphones.

Creative Arts curriculum - SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

Social

Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Spiritual

Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Explicit art curriculum opportunities



See Art curriculum - SMSC overview



See Art curriculum - SMSC overview



See Art curriculum - SMSC overview



See Art curriculum - SMSC overview

Explicit music curriculum opportunities



See Music curriculum - SMSC overview



See Music curriculum - SMSC overview



See Music curriculum - SMSC overview



See Music curriculum - SMSC overview

Music assembly



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

Art assembly



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

Homework tasks



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils

Creative Arts curriculum - SMSC overview

Oakwood Academy

	Willows Curriculum	Year 7 Curriculum	Year 8 Curriculum	Year 9 Curriculum	
Social	<p>Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.</p>	<p>Working collaboratively to create small sculptures for an art display based on the story <i>George's Marvellous Medicine</i>. As a class, pupils will come up with ideas for what object they can make for the potion pot. Consider how the sun and moon have influenced human societies, from ancient myths to modern science. Encourage students to share stories or facts about how different cultures view the sun and moon</p>	<p>Fruit painting in a Pointillist style. Work in pairs or small groups to create a collaborative fruit painting, fostering teamwork and communication.</p>	<p>The first photographic camera, 1839 / Discuss Karl Blossfeldt's <i>Photography 1865-1932</i>. Collaborate in small groups to take and edit photographs, enhancing cooperative skills. Visit to The Three Sisters for a photography trip: Promote teamwork and social interaction through group activities during the photography trip. Encourage students to share their ideas and perspectives while capturing the natural beauty of the environment.</p>	<p>Look at the role of masks in community events, social cohesion, and rites of passage.</p>
Moral	<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.</p>	<p>Illustrate key scenes from "<i>George's Marvellous Medicine</i>" and discuss the moral lessons of the story, encouraging understanding of right and wrong (moral) and reflection on character actions. Explore the idea of balance and duality represented by the sun and moon. Discuss how this can relate to concepts of right and wrong, day and night, and other moral dichotomies.</p>	<p>Damien Hirst spin paintings. Discuss the controversial aspects of Hirst's work and the ethics of using animals in art.</p>	<p>William Morris Inspired Polyblock Print. Create a design idea for a polystyrene print: Encourage students to consider the environmental impact of their materials and processes, discussing sustainable practices in art and design. The first photographic camera, 1839 / Discuss Karl Blossfeldt's <i>Photography 1865-1932</i>. Address the ethical implications of photography, including issues of privacy and consent.</p>	<p>Explore how masks can represent moral values and teachings, such as bravery, wisdom, and justice.</p>
Spiritual	<p>Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Create artistic representations of the magical potions from the story using various materials encouraging creativity, imagination and self expression. Discuss how the sun and moon have been important symbols in various cultures and religions. Ask students to reflect on how these celestial bodies make them feel and what they represent to them personally.</p>	<p>Introduction to the artist <i>Georges Seurat</i> a French post-Impressionist painter 1859-1891. Reflect on how Seurat's pointillism technique creates a sense of harmony and peace. Firework Painting. Reflect on the beauty and fleeting nature of fireworks as a metaphor for moments in life. Produce a paper collage inspired by Wright's stained glass window designs. Reflect on the beauty and complexity of stained glass windows and their use in sacred spaces.</p>	<p>Take a series of leaf photographs. Encourage students to find beauty and inspiration in nature, fostering a sense of wonder and connection to the environment. Self-portrait - encourage students to reflect on their own identity and how they perceive themselves, exploring their inner emotions and thoughts as they create their self-portraits</p>	<p>Discuss the spiritual significance of masks in various African cultures, such as their use in connecting with ancestors, spirits, and deities.</p>
Cultural	<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity</p>	<p>Look at how different artists and cultures have represented the sun and moon in their art. Discuss the symbolism and meanings attributed to these celestial bodies in different cultural contexts.</p>	<p>Painting Techniques. Firework Painting. Cultural: Discuss how different cultures celebrate with fireworks and their significance in various festivals.</p>	<p>The first photographic camera, 1839 / Discuss Karl Blossfeldt's <i>Photography 1865-1932</i>. Examine how photography has documented and influenced cultural history and identity. Take a series of leaf photographs. Using Photoshop experiment with different tools and effects. Explore how nature has been depicted in art across different cultures and historical periods. Copy the other half of a tonal insect image. Look at how insects are represented in various cultural artworks and their symbolic meanings</p>	<p>Examine the diversity of mask-making traditions across different African cultures and how these traditions reflect the unique identities and histories of these communities. Graphic design skateboard project - Study the work of street artists from diverse backgrounds, discussing how their cultural heritage influences their art.</p>

Music Curriculum - SMSC Overview

Oakwood Academy

	Willows Curriculum	Year 7 Curriculum	Year 8 Curriculum	Year 9 Curriculum	
Social	<p>Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.</p>	<ul style="list-style-type: none"> Learn Christmas songs to develop a sense of belonging and happiness. Encourage group discussions on how changing tempo (the speed of the music) creates a change of mood and emotion, promoting critical thinking. Pupils perform on ukuleles in small groups to develop ensemble skills and collaboration. 	<ul style="list-style-type: none"> Facilitate group discussions about why Shape of You is the most popular song on YouTube. Encourage peer feedback on each other's performances of the song, developing communication skills. Whole class performances on Glockenspiels to enhance team work and collaboration. 	<ul style="list-style-type: none"> Sing a number of pieces as a whole class to promote self esteem, a sense of unity and cooperative skills. Encourage group discussions on how the Blues scale and the Walking Bass Line on the keyboard affects our mood, promoting critical thinking. 	<ul style="list-style-type: none"> Encourage participation skills in whole class discussions on the impact Rap music has had on popular culture e.g. Gangster's Paradise by Coolio raising awareness of the plight of disaffected black Americans. Pupils perform on acoustic guitars in small groups to develop ensemble skills and collaboration.
Moral	<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.</p>	<ul style="list-style-type: none"> Learn the importance of resilience that many athletes have as pupils explore music from the Olympics 2012. Unpack the lyrics to Counting Stars which talk about always trying our best in life regardless of how difficult life challenges are. 	<ul style="list-style-type: none"> Unpack the lyrics to Written In The Stars which talk about always trying our best in life regardless of how adverse our upbringing has been. Understand how role models like George Ezra positively impact us in creating music we can enjoy and make us feel happy. 	<ul style="list-style-type: none"> Discuss how respecting each other's ideas about how life was like in the 90's e.g. before social media etc. is very important. Unpack the moral implications of white Americans taking people of colour from Africa to work as their slaves on plantations under very harsh conditions. 	<ul style="list-style-type: none"> Learn the of making bad choices can lead to bad consequences for our actions as discussed in the lyrics of Bad Habits. Explore the rivalry of East and West Coast rap artists that led to many deaths as a consequences to poor choices.
Spiritual	<p>Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<ul style="list-style-type: none"> Look at how music with a slower tempo has a meditative quality and can help us relax and unwind in stressful situations. Explore how Dance music brings out feelings happiness, joy and a sense of wellbeing. Discuss how music from the 90's brings back nostalgia to aid our wellbeing. 	<ul style="list-style-type: none"> Learn the importance of how to look for the good in others and appreciate them and ourselves without needing to change as discussed in Just The Way You Are. Understand how integral the Christmas season is to the Christian faith by performing Christmas songs. 	<ul style="list-style-type: none"> Encourage students to understand that having faith and belief in ourselves as is the theme in High Hopes will help us to be successful. Look how African slaves sang spiritual songs to help them stay positive working under extreme conditions on plantations working 18 hours a day, which formed Blues. 	<ul style="list-style-type: none"> Look at how the sharps and flats on a keyboard have a meditative quality and how the theme of Little Bit Of Love is to seek guidance from those around us. Learn how the Manchester Bombing in 2017 at the memorial brought about forgiveness when 'Don't Look Back In Anger' was sung.
Cultural	<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity</p>	<ul style="list-style-type: none"> Discuss how different cultures are represented in different special occasions e.g. World Cup, Olympics... Discuss how culture has changed massively since the 1990's e.g. we now have smartphones, social media, YouTube etc. 	<ul style="list-style-type: none"> Look at how rap music has impacted culture e.g. 2Pac rapping he will never see a black president before Obama. Discuss how the guitar is used and performed in different cultures e.g. flamenco style in Spanish culture. 	<ul style="list-style-type: none"> Explore how culture in the 1990's was very different to life today e.g. no social media, no smartphones, no YouTube etc. Discuss how Stormzy brought the culture and music style of Grime to the mainstream. 	<ul style="list-style-type: none"> Explore how nightclub culture as featured in Bad Habits can be a good thing but also lead to making bad choices. Discuss how Manchester artists like Oasis talk about the culture of Manchester in their songs.

Music at Oakwood

Introduction

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

At Oakwood, we aim to provide a high quality music curriculum to:

- Have access to high quality musical experiences that deliver life-enhancing benefits through curriculum and adopt habits and behaviours that foster a respectful and joyful community.

The music curriculum at Oakwood specifically aims to equip pupils with the knowledge and skills that will enable them to:

- Be inducted into the powerful cultural knowledge associated with music.
- Discover and develop their performing skills to a level of proficiency that enables them to participate in social music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging.

Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world

Music is often called the language of emotion and it has amazing power to change lives. As well as the huge enjoyment and sense of achievement gained from music-making, music opens up new ways for people to express themselves and make connections with others, allowing them to explore and show more of their full potential.

Professional links:

The music department has professional links that support curriculum delivery with:

- Music Mark (Subject Association).
- Local LA Music Hubs

Vision in Music



Here at Oakwood Academy, we pride ourselves on delivering a music curriculum that is:

- Inspiring
- Highly engaging
- Accessible for ALL pupils and abilities
- Celebrates diversity
- Builds confidence
- Nurturing to ALL pupils to excel in their musical skills
- Broad and Varied
- Promotes independent thinking
- Challenging for the most able
- Infuses pupils with an appreciation of all styles and genres
- Fully prepares pupils for the KS4 Music Option qualification – WJEC

Subject design in Music

• Coherence

- To ensure coherence, the curriculum progressively builds pupils' musical understanding through the development of knowledge and skills in context. Knowledge is broken down into the inter-related dimensions of music: structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques). Skills are broken down into performing, composing and music appreciation.
- In addition, pupils will grow their knowledge of the context in which the music with which they engage was created and performed. Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively.
- The emphasis of our music curriculum is the development of pupils musical understanding. Pupils experience music in an integrated manner through creative, practical and engaging activities in which they are provided the opportunities to explore and control sound and musical processes. Their musical understanding and core music skills develops progressively over time.

• Organization

- Foundation stage learning - pupils start to recognise and explore how sounds can be made, changed and organised. They also move on to recognising and exploring the way the sounds can be combined and used expressively, and start to develop performing engaging songs with basic chords and progressions. They also start to learn the fundamentals of music production using GarageBand on our Mac suite.
- From Year 8 onwards, pupils recognise and explore how musical ideas relate to each other within musical structures and how different parts fit together. At this stage they start to learn about more complex chords and progressions in order to perform songs and pieces of music from a variety of genres to a higher musical degree.
- Music is offered as an option at KS4 and it is here that pupils use all of the vast music skills acquired at KS3 to research their favourite songs to perform at regular showcase concerts. The requirements that all pupils will undertake as part of their coursework are:
 - 1) 2 solo performances
 - 2) 2 ensemble performances,
 - 3) 2 compositions (in 2 contrasting styles)

Curriculum Design in Music

- Teachers break down curriculum sequences of learning into component parts and draw from the breadth of **concepts** to give pupils the knowledge they need to appreciate the wider subject
- The curriculum has been planned so that music is listened to and then performed from a wide variety of genres that is highly engaging and accessible for all pupils regardless of music ability.
- Then these activities inform pupils' composition using music production techniques in Garageband and Logic Pro X in our state-of-the-art Mac suite, using world class artists like Avicii and Marshmello to produce fantastic songs in various genres such as dance and rock music.
- Below are some of the genres and styles of music covered here at Oakwood Academy to ensure a broad and balanced curriculum:

Pop



Rock



Blues



Reggae



Decades



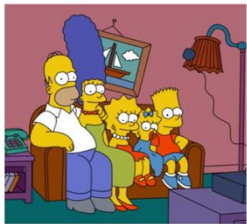
Indie



Ballads



TV Themes



Singer-songwriter



Rap



Country



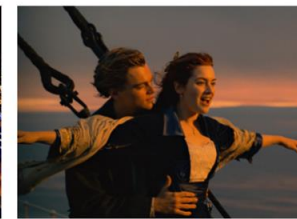
Dance



Special Occasions



Film Music



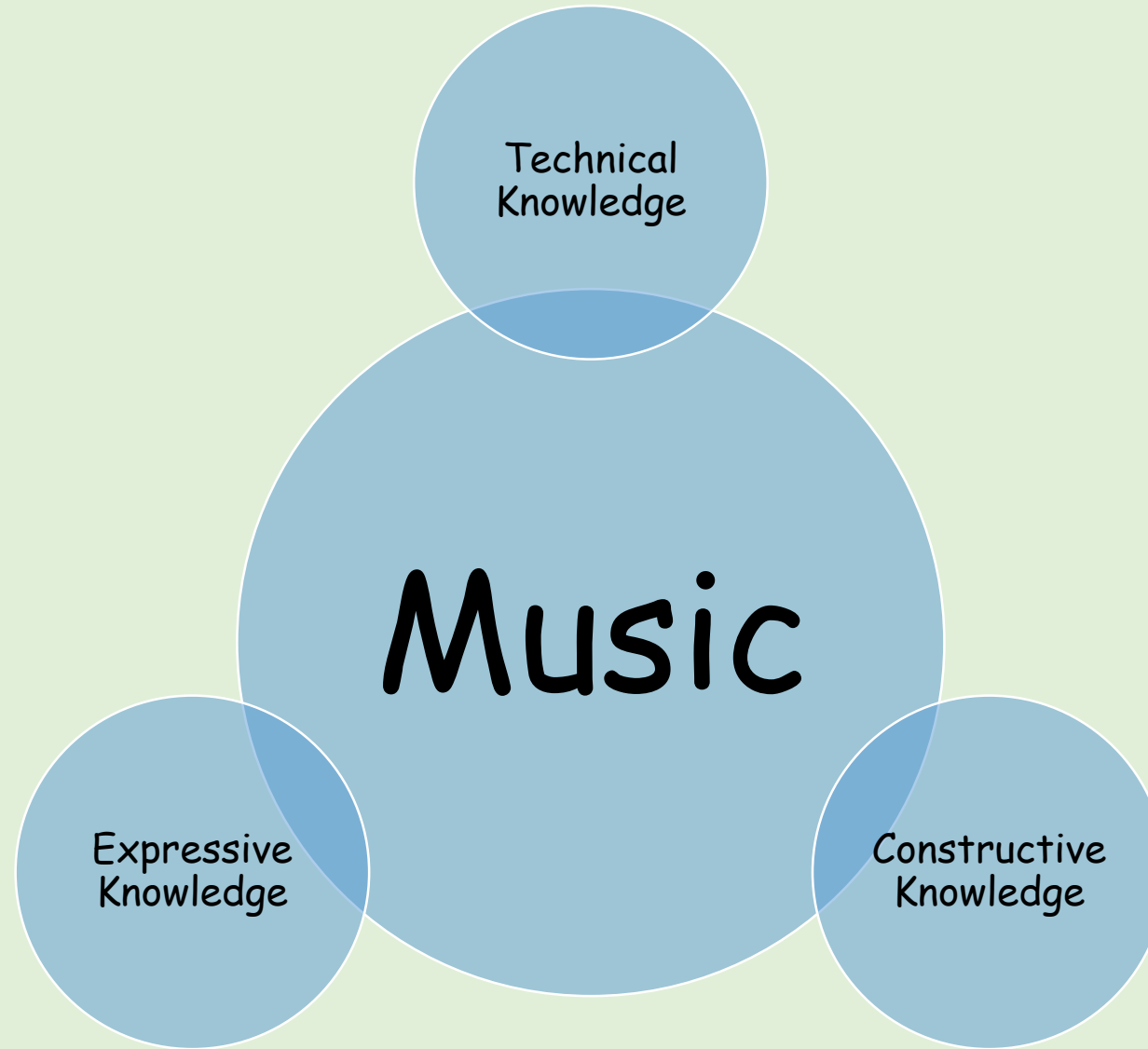
Video Game Music



Classical



The components of knowledge identified in Music are:



Breadth and Depth of the Music Curriculum

Musical Knowledge

1. Technical Knowledge	2. Constructive Knowledge	3. Expressive knowledge
<p>Translating intentions successfully into sound, for example</p> <ul style="list-style-type: none"> The techniques of singing (posture, projection and control) and playing instruments (hand and body, control over the instrument) Technical knowledge of music technology - understanding the music and the technology Knowledge of technical systems of notation, tablature, programming 	<p>How musical components come together both analytically and in the creative process, for example</p> <ul style="list-style-type: none"> Knowing how music works - scales, cords, keys, systems, form, structure Deconstructing (analysing) and constructing (creating) 	<p>Is focused on the more indefinable aspects of music: quality, meaning and creativity, for example:</p> <ul style="list-style-type: none"> Knowing music's prominence - history, culture, social geography, purpose and meaning Knowing how musical elements (i.e. tempo, dynamic, pitch, timbre) work together in an inter related way to give music expression Applying technical and constructive knowledge in the context of expressive knowledge to give personal musical meaning

Concepts

Music appreciation Appreciating and understanding key music features from various styles, genres, locations, periods of time and artists/composers	Composing Music production skills, structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics			Performing (solo and ensemble) Singing, playing an instrument, using music technology skills to enhance performance techniques		
3	1	2	3	1	2	3
<ul style="list-style-type: none"> Develop an understanding of the history of music (culture, geography) Music appreciation (identifying emotions/purpose and meaning through listening) Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener 	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <p>As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces</p>			<ul style="list-style-type: none"> Children perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Creating opportunities to celebrate, share and experience music of all kinds will consolidate the learning 		

Contexts

Music for special occasions	90s music	Country music	Songs of the summer	Best of 2010's	Rock music	Blues music	Reggae music	The music of Manchester	Dance music compilation
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The concepts in Music

Oakwood Academy



Music appreciation

- Develop an understanding of the history of music (culture, geography)
- Identifying emotions/purpose and meaning



Composing

Improvise and compose music for a range of purposes using the inter-related dimensions of music



Performing

Pupils perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

The guiding principles of our curriculum through Music

Inclusion focus

- We have selected musical genres and artists that are representative of our school community. For example, music artists with special needs such as Adam Levine from Maroon 5 (ADHD)
- We want music lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success
- Our music tasks are designed to gradually build up pupil knowledge so that eventually pupils could work towards developing their musical understanding and skills
- Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement
- The music curriculum recognises that such skills may be expressed instrumentally, vocally or through music technology
- Every music task can be attempted by all and every pupil, regardless of disability or special need.

Appropriate content

- The curriculum content has been chosen specifically for its appropriateness for our students, this is driven by rigorous assessments of student starting points.
- The diverse range of musical contexts covered in the music curriculum are specifically chosen to support pupils love of music and develop their musical understanding and culture of the wider world.

Locality

- Where we can, we have identified areas of music genre and artists that are linked to our locality. For example, sequences of learning focusing on 'Music in Manchester' at Key Stage 3

Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning. The pedagogical principles applied are grounded in research.

Making connections across subjects

- Appreciation of music supported by making explicit links between subject areas. This supports opportunities for pupils to embed key vocabulary and learning.
- Our whole school curriculum has been designed with collaboration between all subject leads at its core. We want students learning to be joined up and connected where strong links are possible. For us, this will allow our students, many of who have difficulties with cognition and learning, the best opportunity to experience content across different specialisms. This repetition and opportunities for retrieval practice will allow for deeper learning.

Knowledge (Components and Concepts)


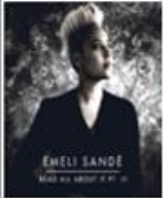




- Prototype theory - it is clear to see how key concepts have been replicated across a range of contexts in the music curriculum (for example the concepts of music appreciation, composing and performance build progressively over key stage 3 to develop pupils accuracy, control and fluency of music skills in order to fully prepare them for the demands of the WJEC qualification at KS4)
- The music curriculum offers a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding.

Sequencing

- A 'scaffolding' approach is taken so that each sequence of learning is organized and builds on prior learning with new musical concepts and skills

Willows - Music







Oakwood Academy

Willows	Autumn 1							Autumn 2							Spring 1						Spring 2						Summer 1						Summer 2												
Week - Term	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
Week - Cumulative	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	30	31	32	33	34	35	36	37	38	39						
Months	Sept - Oct							Nov - Dec							Jan - Feb						March - April						April - May						June - July												
Theme	 Intro to Music!							 Music For Special Occasions							 What Is Tempo?						 90's Music						 Dance Music Comp						 Summer Vibes!												
Type	[Color-coded grid]							[Color-coded grid]							[Color-coded grid]						[Color-coded grid]						[Color-coded grid]						[Color-coded grid]												
Lessons overview	1. What is a software instrument? 2. What is a Loop? 3., 4., 5. Showcase Song: 'Shape of You' by Ed Sheeran 6. Intro to Singing 7. End of Term Recap							1., 2., 3. Showcase Song: 'Read All About It' by Emilie Sande 4. Intro to YouTube Piano Tutorials 5. White notes on a keyboard intro 6. Christmas Song Performances 7. End of Term Recap							1., 2., 3. Showcase Song: 'Counting Stars' by One Republic 4. Glockenspiels - Intro 5. Beats in Garageband Intro 6. End of Term Recap						1., 2., 3. Showcase Song: 'Cotton Eye Joe' by Rednex 4. Percussion - Intro 5. Garageband - Country instruments 6. End of Term Recap						1. Importing Beats & Synth Loops 2. Creating an arrangement 3. Finishing the Brief 4. Dance Composition Assessment 5. Guitar - Intro 6. End of Term Recap						1., 2., 3. Showcase Song: 'Despacito' by Justin Bieber 4. Ukulele - Intro 5. Finding instruments with a summer vibe 6. DJ'ing - Intro 7. End of Year Recap												

Music Appreciation Pupils develop an understanding about music concepts, history of music, it's purpose, emotions and meanings	Composing Pupils develop music production & composition skills using Garageband and for a range of contexts	Performing Pupils develop key music performance concepts and skills in a range of contexts
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Year 7 - Music





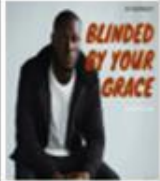

Oakwood Academy

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week - Term	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Week - Cumulative	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 30 31 32	33 34 35 36 37 38 39
Months	Sept - Oct	Nov - Dec	Jan - Feb	March - April	April - May	June - July
Theme	 Intro to Music!	 What Is A Chord?	 Rap Music	 Country Music	 Dance Music Comp	 Songs Of The Summer
Type	Vertical bars representing lesson types (blue, yellow, green)	Vertical bars representing lesson types (yellow, green)	Vertical bars representing lesson types (yellow, blue, green)	Vertical bars representing lesson types (yellow, blue, green)	Vertical bars representing lesson types (blue, yellow, green)	Vertical bars representing lesson types (yellow, blue, green)
Lessons overview	<ol style="list-style-type: none"> 1. What is a software instrument? 2. What is a Loop? 3., 4., 5. Showcase Song: 'Shape of You' by Ed Sheeran 6. Intro to Singing 7. End of Term Recap 	<ol style="list-style-type: none"> 1., 2., 3. Showcase Song: 'Just The Way You Are' by Bruno Mars 4. Intro to YouTube Piano Tutorials 5. White notes on a keyboard intro 6. Christmas Song Performances 7. End of Term Recap 	<ol style="list-style-type: none"> 1., 2., 3. Showcase Song: 'Written In The Stars' by T. Tempah 4. Glockenspiels - Level I 5. Beats in Garageband Intro 6. End of Term Recap 	<ol style="list-style-type: none"> 1., 2., 3. Showcase Song: 'Old Town Road' by Lil Nas X 4. Percussion - Level I 5. Garageband - Country Instruments 6. End of Term Recap 	<ol style="list-style-type: none"> 1. Importing Beats & Synth Loops 2. Creating an arrangement 3. Finishing the Brief 4. Dance Composition Assessment 5. Guitar - Level I 6. End of Term Recap 	<ol style="list-style-type: none"> 1., 2., 3. Showcase Song: 'Shotgun' by George Ezra 4. Ukulele - Level I 5. Finding instruments with a summer vibe 6. DJ'ing - Level I 7. End of Year Recap

<p>Music Appreciation Pupils develop an understanding about music concepts, history of music, it's purpose, emotions and meanings</p>	<p>Composing Pupils develop music production & composition skills using Garageband and for a range of contexts</p>	<p>Performing Pupils develop key music performance concepts and skills in a range of contexts</p>
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Year 8 - Music







Oakwood Academy

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week - Term	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6 7
Week - Cumulative	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 30 31 32	33 34 35 36 37 38 39
Months	Sept - Oct	Nov - Dec	Jan - Feb	March - April	April - May	June - July
Theme	 Best Of The 2010's	 Back To The 90's	 Rock Music Comp	 Blues Music	 What Is D Major?	 Reggae Music
Type	Vertical bars in blue, green, yellow, blue, green	Vertical bars in yellow, blue, green, yellow, blue, green	Vertical bars in blue, yellow, green, blue, yellow, green	Vertical bars in yellow, blue, green, yellow, blue, green	Vertical bars in yellow, blue, green, yellow, blue, green	Vertical bars in yellow, blue, green, yellow, blue, green
Lessons overview	<ol style="list-style-type: none"> Software instrument recap How to Favourite a Loop in Garageband 4., 5. Showcase Song: 'High Hopes' by Panic! At The Disco Vocal techniques - Level I End of Term Recap 	<ol style="list-style-type: none"> 1., 2., 3. Showcase Song: 'Blue' by Eiffel 65 YouTube Piano Tutorials recap Black notes on a keyboard intro Christmas Song Performances End of Term Recap 	<ol style="list-style-type: none"> Creating a Drummer Track Recording chords into Garageband 3. Finishing the Brief 4. Rock Composition Assessment 5. Glockenspiels - Level II 6. End of Term Recap 	<ol style="list-style-type: none"> 1., 2., 3. Showcase Song: '12 Bar Blues' 4. Percussion - Level II 5. How to record into Garageband 6. End of Term Recap 	<ol style="list-style-type: none"> 1., 2., 3. Showcase Song: 'Blinded By Your Grace' by Stormzy 4. Guitar - Level II 5. Quantisation in Garageband 6. End of Term Recap 	<ol style="list-style-type: none"> 1., 2., 3. Showcase Song: 'Three Little Birds' by Bob Marley 4. Ukulele - Level II 5. Editing effects in Garageband 6. DJ'ing - Level II 7. End of Year Recap

<p>Music Appreciation Pupils develop an understanding about music concepts, history of music, it's purpose, emotions and meanings</p>	<p>Composing Pupils develop music production & composition skills using Garageband and for a range of contexts</p>	<p>Performing Pupils develop key music performance concepts and skills in a range of contexts</p>
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Year 9 - Music



Oakwood Academy

Year 9	Autumn 1							Autumn 2							Spring 1						Spring 2						Summer 1						Summer 2												
Week - Term	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
Week - Cumulative	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	30	31	32	33	34	35	36	37	38	39						
Months	Sept - Oct							Nov - Dec							Jan - Feb						March - April						April - May						June - July												
Theme	 What Is A Riff?							 Complex Chord Progressio							 Sharps And Flats						 Rap Music Comp						 The Music Of Manchester						 Music In The Media												
Type	Blue	Blue	Green	Yellow	Yellow	Yellow	Green	Green	Yellow	Yellow	Yellow	Yellow	Blue	Green	Green	Yellow	Yellow	Yellow	Blue	Green	Blue	Blue	Blue	Blue	Yellow	Green	Green	Yellow	Yellow	Yellow	Blue	Green	Green	Yellow	Yellow	Yellow	Blue	Yellow	Green						
Lessons overview	1. Intro to Logic Pro X & Instruments 2. How Loops work in Logic Pro X 3., 4., 5. Showcase Song: 'Blinding Lights' by The Weeknd 6. Vocal techniques - Level II 7. End of Term Recap							1., 2., 3. Showcase Song: 'Bad Habits' by Ed Sheeran 4. YouTube Piano Tutorials - Advanced 5. White & Black notes on a keyboard recap 6. Christmas Song Performances 7. End of Term Recap							1., 2., 3. Showcase Song: 'Little Bit Of Love' by Tom Grennan 4. Glockenspiels - Level III 5. Quantisation in Logic Pro X 6. End of Term Recap						1. Creating a Beat in Logic Pro X 2. Recording chords into Logic Pro X 3. Adding Lyrics 4. Rap Composition Assessment 5. Percussion - Level III 6. End of Term Recap						1., 2., 3. Showcase Song: 'Wonderwall' by Oasis 4. Guitar - Level III 5. Arrangement Track in Logic Pro X 6. End of Term Recap						1., 2., 3. Showcase Song: Pupils choose, rehearse and get assessed on their favourite TV, film or video game music 4. Ukulele - Level III 5. Editing effects in Logic Pro X 6. DJ'ing - Level III 7. End of Year Recap												

Music Appreciation Pupils develop an understanding about music concepts, history of music, it's purpose, emotions and meanings	Composing Pupils develop music production & composition skills using Garageband and for a range of contexts	Performing Pupils develop key music performance concepts and skills in a range of contexts
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Year 10 - Music

Oakwood Academy

Year 10	Autumn 1							Autumn 2							Spring 1						Spring 2						Summer 1						Summer 2												
Week - Term	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
Week - Cumulative	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	30	31	32	33	34	35	36	37	38	39						
Months	Sept - Oct							Nov - Dec							Jan - Feb						March - April						April - May						June - July												
Unit								Solo Performance - Piece #1													Composition #1 - Dance Music												Ensemble Performance - Piece #1												
Type	[Color-coded bars]							[Color-coded bars]							[Color-coded bars]						[Color-coded bars]						[Color-coded bars]																		
Lessons overview	1., 2. Planning & Research 3., 4., 5., 6. Rehearsals 7. INTERIM Recordings							1. Evaluations 2., 3., 4., 5., Final Rehearsals 6. FINAL Recordings 7. Recap of Unit/Intervention							1. Planning & Research 2., 3., 4., 5. Composing Sessions 6. INTERIM Recordings						1. Evaluations 2., 3., 4., Final Composing Sessions 5. FINAL Recordings 6. Recap of Unit/Intervention						1. Planning & Research 2., 3., 4., 5. Rehearsals 6. INTERIM Recordings						1. Evaluations 2., 3., 4., 5., Final Rehearsals 6. FINAL Recordings 7. Recap of Unit/Intervention												

<p>Rehearsals Pupils use these sessions to rehearse/compose their pieces of music</p>	<p>Planning & Reserach Pupils choose their songs and research chords, lyrics and/or notation</p>	<p>Recordings INTERIM recordings show pupils' early work, and FINAL recordings show progress made</p>	<p>Evaluations Pupils reflect on their Strengths, Areas to Improve, and Next Steps</p>	<p>Recap/ Intervention These are used to complete any paperwork & offer intervention if needed</p>
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Progress in Music

- Students get better at Music by being given many opportunities to develop their music appreciation, performing and composition skills with highly engaging lessons, that stretch the most able and are accessible to all.

Music Progression Models

- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be very individualized based on their starting points.
- The intent for the Music curriculum is laid out in the Music Concept progression models. The progression model documents detail the steps of progress that we want our children to achieve over a key stage.

British Values

British Values

- **Extremism and radicalization** - All subject teachers in the English department are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. When delivering lessons in English we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the English curriculum.
- **Promoting values** - During lessons in English we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** - we have looked at all areas of our English curriculum and have pre-planned the coverage of the British values through the topics that we have selected.

Home Learning Policy

- Students have Home Learning packs whereby they can choose a selection of work to complete from a list of given topics. For each year group there a range of tasks to choose from that they will complete over the course of a half term, as part of the Home Learning pack. These are opportunities to extend knowledge, hone skills or recap and retain prior learning.

Music links to wider learning

English

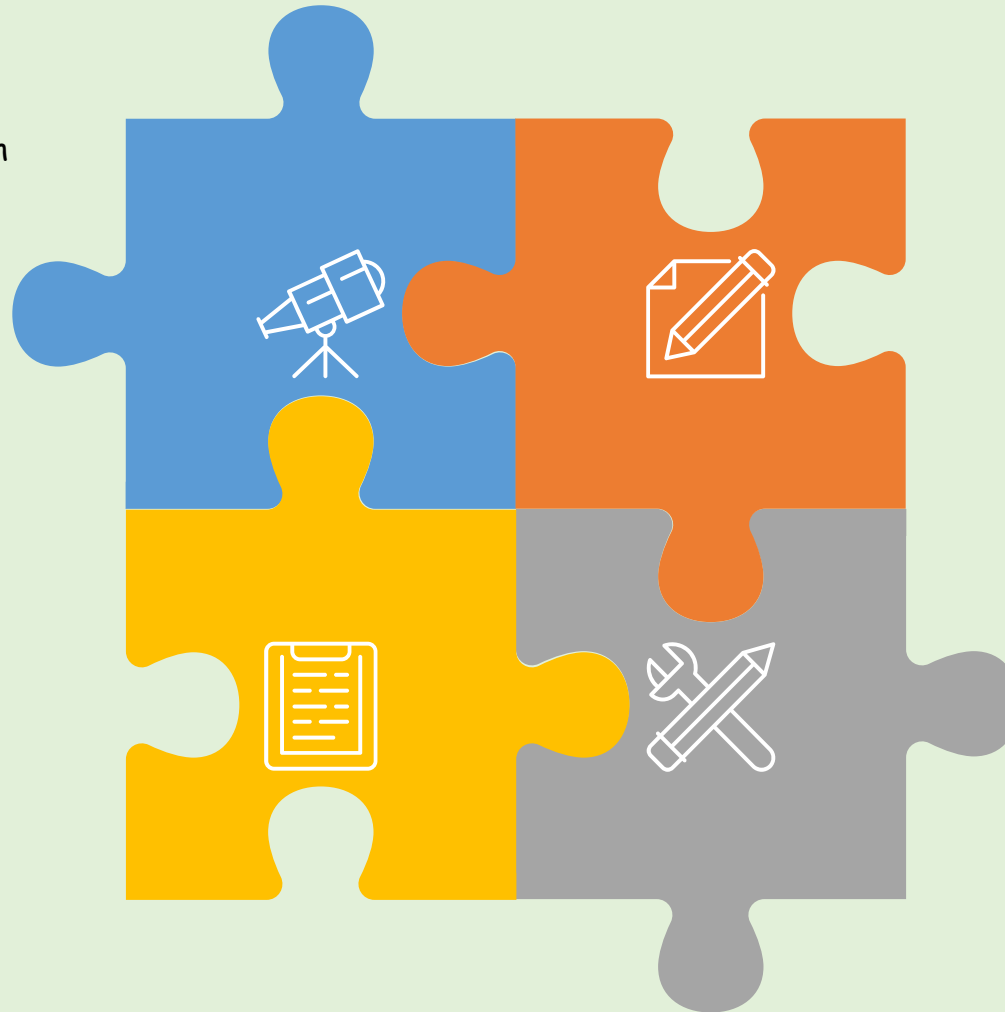
Song lyrics are a crucial part of music, and pupils get the chance to understand and analyse these meanings and phrases, write song lyrics as a form of creative expression, and use key music vocab such as tempo and accuracy.

PE

Integrating Music with dance by incorporating rhythmic movement

ICT

Music technology and production is embedded throughout the music curriculum using the very latest Apple Mac computers on Garageband and the professional program Logic Pro X. Pupils have the opportunity to learn the Mac operating system and also key ICT skills such as scrolling, saving and creating projects.



Geography

Learning about music from different parts of the world, such as reggae from Jamaica and to local Manchester music from Oasis.

History

Pupils explore music and have the chance to perform pieces from various times in history, from 1950's Blues to classic songs from the 1990's, and the latest pop songs

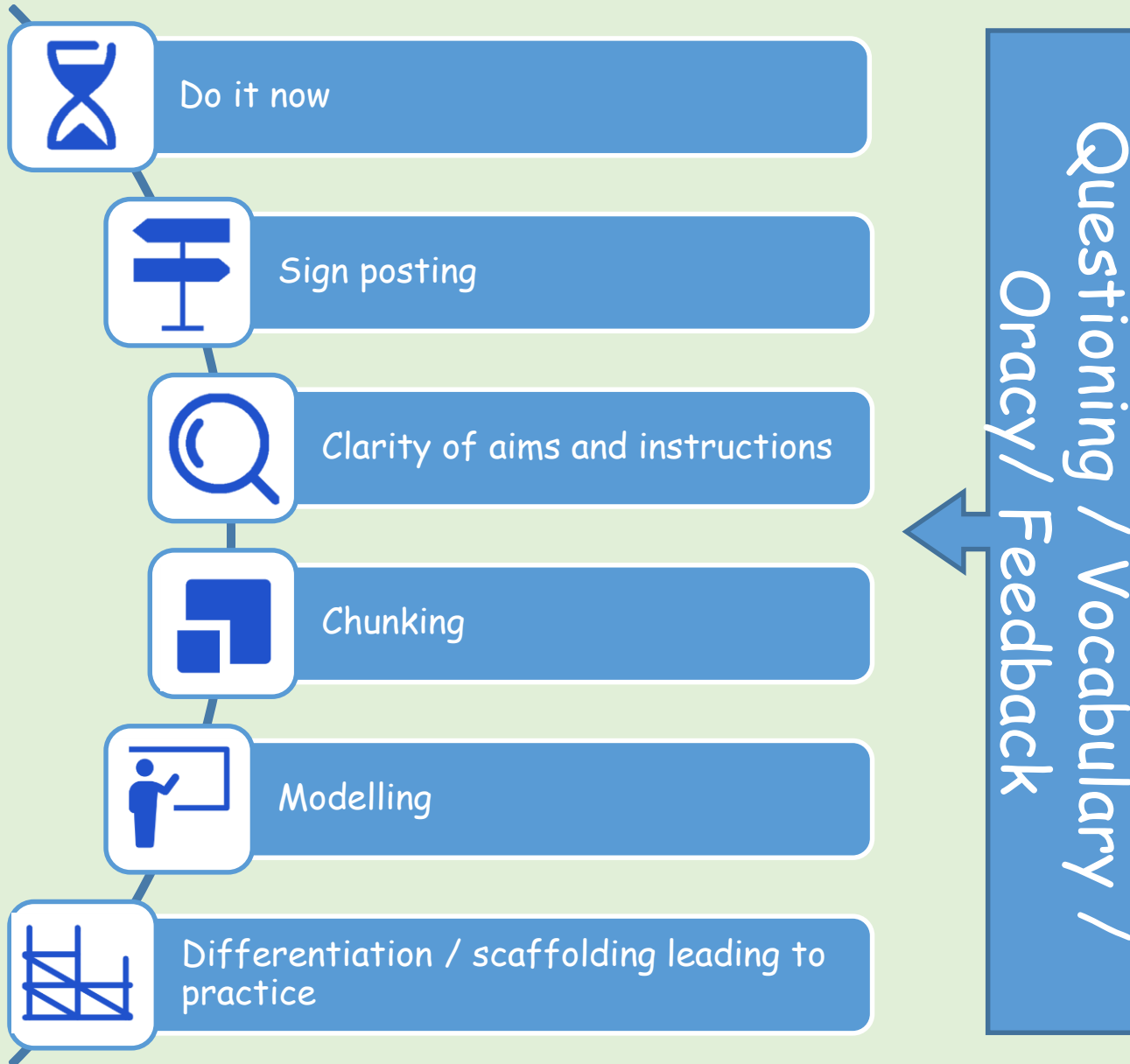
Maths

Pupils enhance their maths skills while performing across the whole curriculum, as they count their beats, bars, and how many times each chord is played in the various chord progressions.



Our approach to teaching
Music

Lesson structure



How the Oakwood teaching and learning strategies are used to improve pupils learning in Art

Do It Now	<ul style="list-style-type: none"> Memory review activities are strategically planned to recall key music concepts and address misconceptions. Pupils study various art movement, cultures and style from the past to the present day. Using a timeline pupils can see chronological when these major changes in art happened. We also use recall activities to develop theoretical knowledge, practical knowledge and reinforce music specific vocabulary. Pupils also develop their knowledge of important music movements and their concepts. This helps pupils by building up knowledge of the past and how these events and the changes in music technology have meant that new music style and technique have had to evolve.
Signposting	<ul style="list-style-type: none"> Signposting cues students in to what they can expect from each stage of their lesson, and how the lessons build to each other. It provides them with structure and clarity.
Chunking	<ul style="list-style-type: none"> Teachers use chunking to break down information and tasks into smaller manageable chunks or sections. This is important considering the low working memory demands of learners.
Modelling	<ul style="list-style-type: none"> Teachers regularly deliver practical demonstrations to build pupils music knowledge and understanding of how to perform different music concepts such as chords, YouTube Piano Tutorials etc. Individual demonstration are used to reinforce and increasing secure their knowledge of different music concepts. Visual aids are used to support learning and the development of skills. High quality visual aids help to promote engagement and set high expectations for the lesson.
Adaptive teaching	<ul style="list-style-type: none"> Scaffolding - teachers use a range of strategies to provide temporary support for pupils and moving towards them being more independent. Some examples include teaching pupils how to navigate and operate a Mac computer, class demonstration. Stretch and challenge - Formal assessments identify G&T pupils who are then given harder music concepts to master e.g. adding a bassline as well as the chords.

Subject enhancements

At Oakwood, we believe in providing a comprehensive curriculum that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous role models throughout the curriculum. These enhancements aim to deepen students' understanding of key knowledge, foster a love for the subject, and develop crucial real-world skills. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

Oakwood Choir: Pupils in our Oakwood Choir regularly perform in assemblies such as Christmas and Easter, and have performed in the community:

- Trafford Centre - to Christmas shoppers
- Beechfield Lodge Care Home



Subject enhancements

Inclusion and Cultural Capital: We value inclusivity and aim to provide a diverse and representative curriculum. To celebrate inclusivity, we have incorporated the study of famous artists, bands, musicians and singers throughout the curriculum. The following important figures are interwoven into our lessons:

Year	Artists, Bands, Musicians, and Singers
Willows	Emilie Sande, One Republic, Despacito, Justin Bieber
Year 7	Ed Sheeran, Bruno Mars, Tinie Tempah, Avicii, Lil Nas X, George Ezra
Year 8	Panic! At The Disco, Eiffel 65, Blues artists, Stormzy, Bob Marley
Year 9	The Weeknd, Tom Grennan, Coolio, Oasis, 2 Pac
Year 10 & 11	Pupils pick their own favourite singers and bands for their coursework!

Subject enhancements

Additionally, on Inclusivity Day (March 23rd), students study a famous individual from the Music Industry who has overcome challenges to achieve success. This activity aims to inspire students by reflecting their own experiences and the experiences of others in the curriculum.

Year	Artists, Bands, Musicians, and Singers
Willows	Mel B - Spice Girls (ADHD)
Year 7	Will.I.Am (ADHD)
Year 8	Adam Levine - Maroon 5 (ADHD)
Year 9	Robbie Williams (Asperger's)
Year 10	Beethoven (Deafness)





Accessibility and inclusivity

We are committed to ensuring that all students have equal access to high-quality music education, regardless of their disabilities or special education needs. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed. This section of our music policy outlines our approach to inclusivity and the provision of adapted equipment to support students with disabilities or special education needs.

1. Inclusive Teaching Strategies:

- a. The Oakwood T&L principles are based upon inclusive teaching strategies to meet the diverse learning needs of students.
- b. Modifications to instructional methods, assessments, and resources will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of music concepts.

2. Adapted Equipment:

- a. Oakwood is equipped with a range of adapted equipment to facilitate the participation and learning of students with disabilities or special education needs.
- b. Assistive technologies, such as screen readers, and alternative input devices, will be provided to students with fine and gross motor difficulties
- c. For students with mobility impairments adjustable-height tables are available to ensure they can comfortably participate in hands-on experiments.
- d. Tactile models, enlarged diagrams, and other sensory aids will be used to enhance the learning experience for students with visual impairments.
- e. Additional supports, such as magnifiers, coloured overlays, or specialized seating, will be provided based on individual student needs.

f. We have a range of adapted subject specific equipment including:

Adaptive tools to support pupil with limited hand mobility designed for easier gripping and manoeuvring while working.

Adaptive tables for pupils in wheelchairs to adjust height to ensure optimum comfort

Accessibility features within the Mac OS system and Garageband to make navigation much easier e.g. visual impairment etc.

5. Accessibility of Music Facilities:

a. The Music classroom has been designed and organized to provide easy accessibility for students with disabilities or special education needs.

b. Clear pathways and appropriate signage will be in place to ensure students can navigate the facilities independently.

c. Consideration will be given to the placement of equipment, ensuring that it is accessible and adjustable to accommodate students with varying physical abilities.



Music - Impact (What)

To develop pupil's performance and artistic skills

- Through the use of visual aids, regular technical demonstrations and staff support, all pupils have gained a greater understanding and demonstrated a development in their ability in music.
- The SOW at KS3 is set up so that all pupils throughout Y7-Y9 will learn a minimum of 32 music pieces, and in this we cover simple chords and progressions in Y7 right through to much more complex music skills by the end of Y9 such as syncopation, notation and riffs, broken chords and 7th chords.
- By the end of Y9 all pupils will be fully developed in being able to perform a wide selection of music pieces in a variety of genres, from pop to rock, to blues to 90's music.

To foster an enduring love of the arts.

- Incredibly high levels of engagement in all music lessons is achieved by teaching high level music concepts using performance pieces that all pupils love and want to learn. These include the very latest pop songs in the charts, older classics, rock, blues, music from 90's and 2000's, as well as learning music by the biggest artists in the world such as Ed Sheeran, Stormzy, Adele and John Legend.

To support pupils to become more confident in music technology and their use of artistic tools and equipment.

- Music technology is the fundamental core skill used in music lessons, and permeates in every aspect across the SOW at KS3 to prepare pupils for the requirements of WJEC at KS4. This is done with majority of the time learning how to use the professional music software on the iMacs called Garageband, which is the industry standard.
- Garageband is used in all the performance pieces' pupils learn throughout the KS3 syllabus, and there are also compositional projects in creating dance and pop songs using loops such as synths and beats that pupils undertake to reach their creative potential.

Music - Impact (What)

To develop pupils use of subject specific vocabulary and understanding of musical and art terminology.

- Pupils have gained a greater understanding of key terms and subject specific vocabulary through the regular use of the vocabulary board, visual word boards in classrooms and PowerPoints to develop understand, discussion and encouraging pupils to give their response in sentences using descriptive terminology.

Develop an appreciation for the genres in music and art.

- We inspire pupils to develop an appreciation for music by exploring how music is linked to history, for example learning 'Don't Look Back In Anger' on the anniversary of the 22nd June 2017 Manchester terror attack, and how blues music came about from the plantations in Mississippi.
- Music has deep links with all cultures in history and this appreciation is also used to inspire our pupils, such as fashion styles and gig culture in the 90's topic when we learn 'Blue' by Eiffel 65.