



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 2023
Policy to be reviewed:	September 2024
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 KS2 & KS3 Art

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.

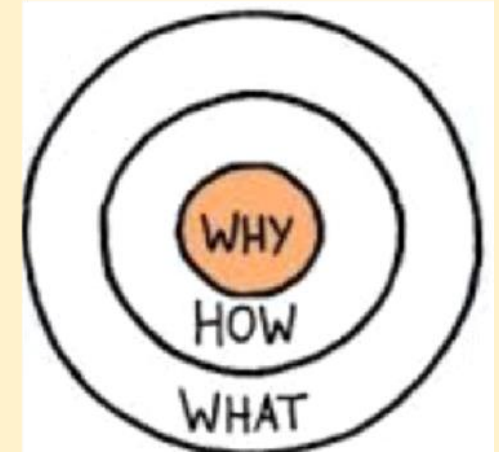
- Pupils have gained a greater understanding of key terms and subject specific vocabulary through the regular use of the vocabulary board, visual word boards in classrooms and PowerPoints to develop understand, discussion and encouraging pupils to give their response in sentences using descriptive terminology.

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.

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)

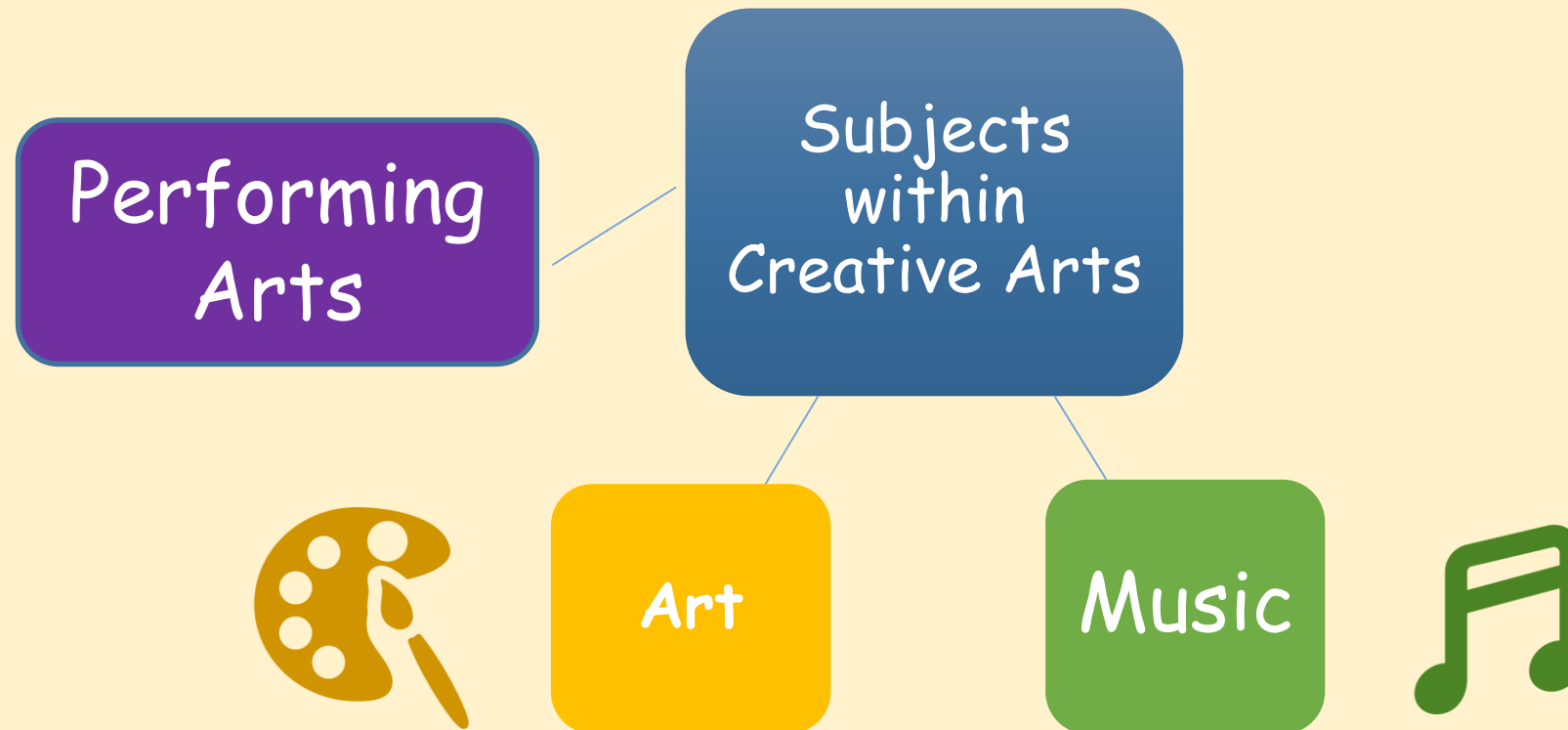
This policy has been developed through:

- 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.

Contents	Slide number
<p><u>Subject information:</u></p> <ul style="list-style-type: none"> · Introduction and aims · The Vision of Creative Arts at Oakwood · Professional links 	<p>1 - 2</p>
<p><u>Subject design and intent:</u></p> <ul style="list-style-type: none"> · Rationale · Art and music Curriculum Maps (components, concepts and context) · Art and music progression models · Cross-curricular links (including SMSC and British Values opportunities) · Home Learning 	<p>2 - 8</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;"><u>Other information</u></p> <ul style="list-style-type: none"> · Resources 	<p>9</p>

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.

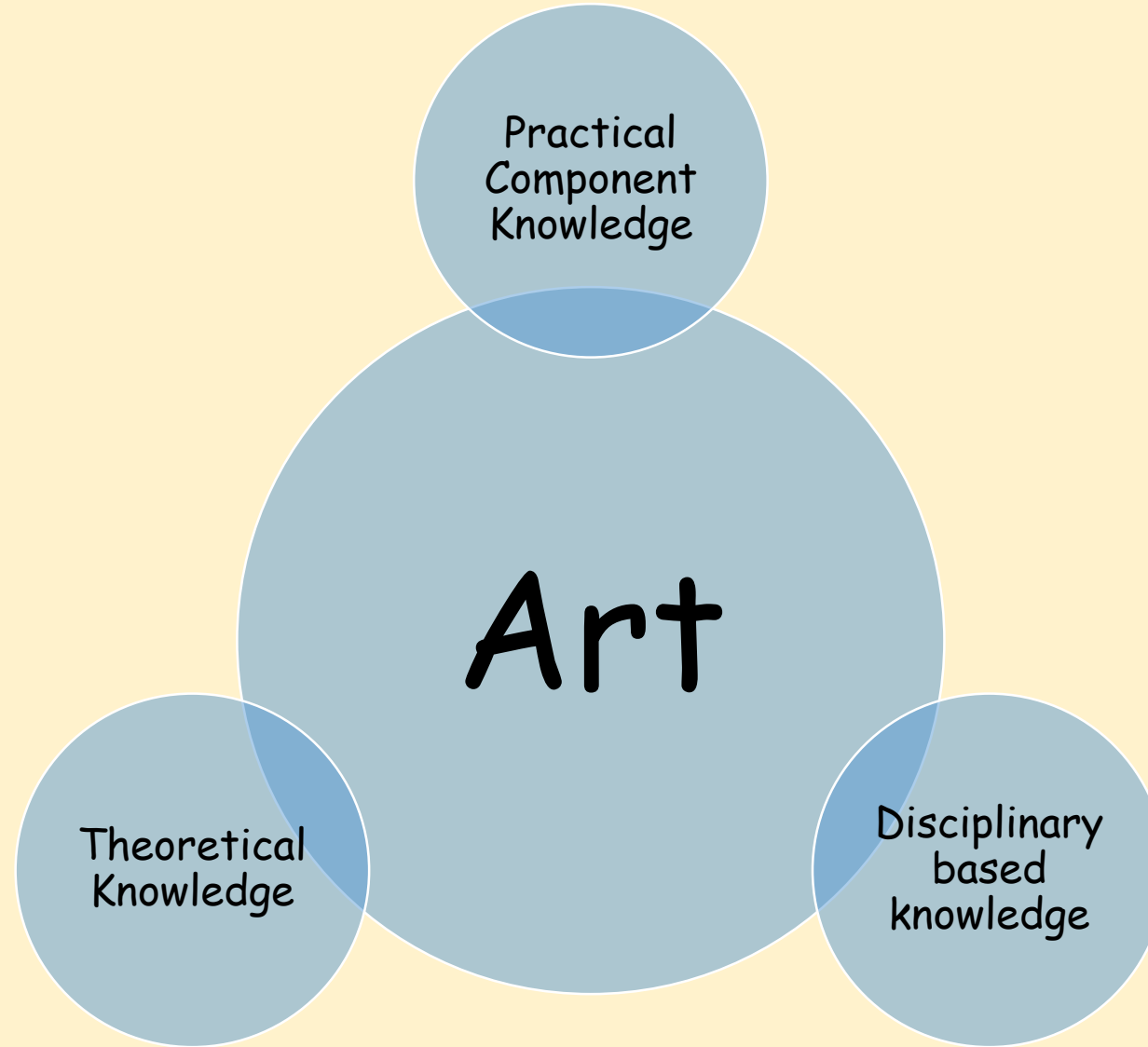
Knowledge (Components and Concepts)

- 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:



Curriculum Design

• 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

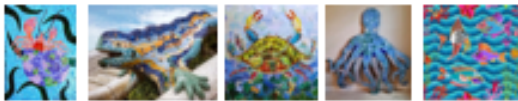
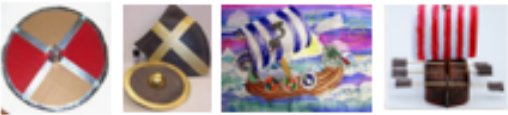


Evaluating own and others work

Willows - Art Cycle 1

Oakwood Academy






Willows	Autumn 1							Autumn 2							Spring 1							Spring 2							Summer 1							Summer 2						
2022-2023 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 / Oil Pastel Eye							Warm and cold colours							Clay							Mixed Media Sweet Wrapper																				
Art activities	Colour wheel eye activity Primary and secondary colour Oil Pastel eye drawing							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. Draw a sun and a moon with warm colours on one side and cold on the other.							Introduction to a range of ceramic artists Draw from natural forms Design a decorative bowl inspired by your research Create a coil pot bowl Develop moulding and manipulating skills Using clay tools to develop texture and detail Develop painting skills.							Discuss Andy Warhol's silkscreen prints Observational drawings of food packaging Oil pastel, pencil crayons and paint workshop																				
Formal Elements <small>Line, texture, tone, colour, proportion, shape, form, pattern</small>	Line Texture Proportion Colour Tone Shape Form							Line Texture Proportion Colour Tone Shape Form							Line Texture Pattern Colour Form Shape							Line Texture Pattern Colour Shape Proportion																				
Specialisms <small>Painting, Drawing Collage, Printing, 3D, Graphic Design</small>	Painting Drawing Collage							Painting Drawing Collage							3D Clay Painting Drawing							Painting Drawing Collage																				
Artwork Project Inspiration																																										
Technical Language	Sponging, bleeding, primary, secondary, shade, blending							Emotion, vibrant, pale, depth, background, foreground, warm, cold, stand out							Manipulating, moulding, relief, ceramics, inspiration, coil, slip, kiln, bisque firing							Illustrator, advertising, proportion, accuracy, blending, logo																				
Artist	Chuck Close							Keith Haring							Sonya Wilkins, Julia Nelson, Jennifer McCurdy, Kate Malone							Andy Warhol, May Van Millingen, Nancy Stanlee																				
Cross Curriculum Links															RMT produce design																											

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 sea 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 seaweed, coral and rocks. Decorate with poster paint and pencil crayons.</p>							<p>Discuss the key features of famous Viking paintings.</p> <p>Practice drawing a longship 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

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	Baseline Assessment							Painting Techniques					Cubism					Paper-Mache Fish					Surrealist Landscape															
Art activities	Pattern design featuring an different types of linear Colour theory / Colour wheel Discuss Karl Blossfeldt's Photography 1865-1932 Take a series of leaf photographs. Using Phatarhap experiment with different tools and effects Copy the other half of a tonal insect image Learn about the Pop Art movement Create an anamorphic portrait in a Lichtenstein style Art theory Kahoot at the start and end of the theme							Firework Painting Introduction to the artist Georges Seurat a French post Impressionist painter 1859-1891 Fruit painting in a Pointillist style Kandinsky research paper Kandinsky inspired artwork Abstract Expressionist Jackson Pollock 1912-1956 Action painting in a Jackson Pollock style Damien Hirst pop painting					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 design					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					Introduction to the Surrealist artists Rene 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 <small>Line, texture, tone, colour, proportion, shape, form, pattern</small>	Line Texture Colour Tone Proportion Shape Pattern Form							Line Texture Colour Tone Pattern Shape					Line Texture Colour Shape Pattern					Line Texture Colour Tone Pattern Shape Form Proportion					Line Colour Tone Shape Form Proportion															
Specialisms <small>Painting, Drawing, Collage, Printing, 3D, Graphics, Phatarhap</small>	Drawing Painting Photograph Photoshop Graphics							Abstract and realistic painting					Drawing Shading techniques Paper Collage					Drawing 3D modeling					Drawing															
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					Imaginative, surrealism, dreamlike, perspective, proportion, scale, realistic															
Artists/Art History	Colour Theory, Pop Art 1950, Lichtenstein Karl Blossfeldt 1865							Wassily Kandinsky 1866-1944, Jackson Pollock 1912-1947, Damien Hirst 1965 Bristol, Georges Seurat 1859-1890					Cubism 1907, Picasso 1881-1973 Frank Lloyd Wright 1867-1959, Architect					Claus Oldenburg 1929-2022, Antony Gormley 1950 Michelle Stitzlein 1967 - American Artist					Surrealism began in 1924 after World War One Salvador Dali 1904 - 1989 Rene Magritte 1898 - 1967															
Cross Curriculum Links	PD social & moral							RMT architecture, Music					PD					Maths					Maths															


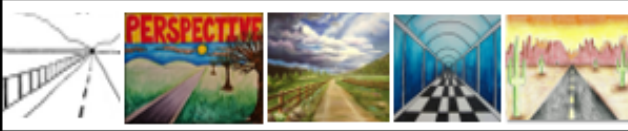

Year 8 - Art

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	Mythical Creature														William Morris Inspired Polyblock Print										Clay Mask Design													
Art activities	<p>Visit to The Three Sisters for a photography trip to photograph plants, trees and landscapes.</p> <p>Using Photoshop experiment with different effects and techniques on your photographs to change colour and add distortions.</p> <p>Draw different types of lines to emphasize textures using pens.</p> <p>Introduction to mythical creatures from around the world</p> <p>Design a mythical creature</p> <p>Write a blurb about your creature and research the type of habitat your creature might live in.</p> <p>Refine your final composition by adding paint and tone.</p> <p>Using Photoshop add a title and a blurb to your scanned work. Experiment with the font style, size and colour to enhance your design.</p> <p>Refine your work further by changing the layout, colour and adding lighting effects.</p>														<p>Shading technique workshap</p> <p>Observational leaf drawing</p> <p>Discover William Morris's wallpaper prints</p> <p>Develop colour blending skills using pencil crayons</p> <p>Create a design idea for a polystyrene print</p> <p>Add extra detail to the polystyrene and choose small areas to remove using a scalpel</p> <p>Align the polystyrene with the first print and print the second design using a different colour</p>										<p>Art and History trip to Manchester to photograph gothic architecture in April.</p> <p>Learn about Gothic architecture and how gargoyles were used for decoration and drainage.</p> <p>Learn about the use of masks in African culture and the link between animals and nature.</p> <p>Develop a series of artistic research pages inspired by this theme.</p> <p>Observational drawing of animals and plants</p> <p>Design a mask with both animal and human features either human or grotesque.</p> <p>Cover health and safety rules when using clay.</p> <p>Clay workshap focusing on how to create different surface textures, mould intricate shapes and join clay using slip.</p> <p>Develop moulding and manipulation skills when recreating your design in clay.</p> <p>Paint the clay when fired to add extra detail and tone to emphasize shape and form.</p>													
Formal Elements	Line Texture Colour Tone Proportion Shape Form														Line Texture Colour Tone Proportion Shape Pattern Form										Line Texture Colour Tone Proportion Shape Form													
Specialisms	Painting Drawing Graphics Design														Painting Drawing Printing										Painting Drawing 3D Clay													
Project Inspiration																																						
Technical Language	Blurb, description, characteristics, features, illustrator, imaginative, mythical, myth, hue, saturation, contrast														Observational, arts and craft movement, fabric, polyblock printing, cross-hatch, polystyrene										Manipulating, mould, ceramics, relief, inspiration, slip, kiln, bisque firing													
Artists	Greek Mythology 900 BC to 800 BC Japan - Manga 1814, Pokémon - 1980s to the present day.														Arts and Crafts Movement 1860 - England, William Morris 1834 - 1896, MC Esher 1898 - 1972										Gothic architecture mid-12th century - 16th century Tribal African Art													
Cross Curriculum Links	English														Maths										RMT, Computing													

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	Self Portrait													Perspective Landscape											Graphic Design Skateboard Design													
Art activities	<p>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. Trace their portrait and add features in a Julian Opie style. Using Photoshop add colour and shades. Learning how to draw the different facial features 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.</p>													<p>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. Tree 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.</p>											<p>Learn about the street artists Jean-Michel Basquiat, Greg Mike, Mr Cenz and create interesting and exciting research pages based on your favourite artist.G Discuss the different types of Graphic Design careers Follow a client's advertising brief and research your chosen theme, cartoon, band or country. Create a series of design ideas experimenting with lettering, layout and colour. Draw your final design on a pre-cut skateboard-shaped template. Develop painting skills, colour mixing, texture and add fine detail. Evaluate the project</p>													
Formal Elements	Line Texture Colour Tone Proportion Shape Form													Line Texture Colour Tone Proportion Shape Form											Line Texture Colour Tone Proportion Shape Form													
Specialisms	Painting Drawing													Photography Photoshop Painting Drawing											Graphic Design Painting Drawing													
Project Inspiration																																						
Technical Language	Realistic, abstract, facial features, contours, form, reflection, blending.													Parallel, horizon, vanishing point, perspective, depth, vertical, diagonal, horizontal, eye level, proportion											Advertising, brief, client, graphics, illustrator, layout, concept, eye-catching													
Artist	Chuck Close, Pablo Picasso, Van Gogh, Julian Opie, Klimt Beryl Cook, Roy Lichtenstein, Edvard Munch, Kandinsky													Thomas Gainsborough 1727-1788 John Constable 1776-1837 Contemporary artists: Julian Beever, Leonid Afremov											Street artists: Jean-Michel Basquiat, Greg Mike, Mr Cenz													
Cross Curriculum Links	Maths, PD spiritual													Maths, Computing											Maths, Computing													


Year 10 - Graphics

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													Typography											Stamp Project WWF, RSPCA, RSPB, BATTERSEA Dogs & Cats Home													
Art activities	Introduction to contemporary collage artists Create a series of collage based on one of the following festival themes: music, football, gaming, film 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						Typeface collage Research the artist Kurt Schwitters and Jasper Johns Create interesting research paper Annotate your work Letter stencil Develop compositional skills using the app Pic Collage					Choose a typeface to advertise Research your chosen typeface Come up with 8 design ideas Recreate your favourite design using Photoshop Refine your work Write an evaluation						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 <small>Line, texture, tone, colour, proportion, shape, form, pattern</small>	Line Texture Colour Pattern Proportion Shape													Line Colour Tone Pattern Shape											Line Texture Colour Tone Proportion Shape Pattern Form													
Specialisms <small>Painting, Drawing, Collage, Printing, 3D, Graphic Design</small>	Painting Drawing Collage Graphic Design 3D													Graphic Design Painting Drawing											Graphic Design Painting Drawing													
Project Inspiration																																						
Technical Language	Composition, annotation, focal point, overlapping, eye-catching, refine, promotional material													Blurb, typeface, font, series, contrast, scale, puzzle, thought provoking, captivating,											Concept, campaign, advertisement, charity, conservation, organisation, protection, extinct, endangered													
Artists	Loui Jover, Pedro Carvalho, Mickalene Thomas Molokid, Hannah Höch													Kurt Schwitters, Jasper Johns											Barbara Kruger, Ed Harrison, Jess Bright Designs dribbble													
Cross Curriculum Links	Computers													Computers, English											Computers, English, PD													






Year 11 - Graphics

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 logo 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 stage 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 plans 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																		



Year 10 - Performing Arts

Oakwood Academy

Year 10 Performing Arts	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	Foundations of Performance					Comedy					Physical Theatre					Arts In The Community					Project Development (EC)					Deliver A Performance (EC)					Employability									
Performing Art Activities	Explore the purpose of performance. Explore different ways to communicate. Learn the importance of collaboration in Performing Arts. Develop communication skills through practical application.					Develop an understanding of what comedy performance is. Study Jim Carey's performance of 'The Grinch.' Document and reflect upon my participation in a comedy workshop. (EA, BA)					Participate in a variety of movement styles. Document and reflect upon my participation in a variety of movement styles. (EA) Learn the importance of body language to express emotion. Research the artist Rowan Atkinson. (EB, BC) Create and perform a comedy sketch inspired by the character 'Mr Bean'. (BC)					Research an arts venue 'The Laury Theatre'. Create an informative collage about 'The Laury Theatre'. (EB) Create an advert for 'The Laury Theatre'. (EB) Experience an arts performance. (EB) Review your arts experience. (EB) Document your experience. (EB)					Consider the arrangements required to deliver a performance. Explore the individual skills needed to plan deliver a performance. Select an appropriate theme for an Educational Theatre performance. Develop main character(s) and plot.					Prepare for and perform an audition. Complete the development of a structured performance. Develop rehearsal skills. Understand the importance of off-stage roles. Deliver the performance to an audience. Evaluate the arts award experience (EO, BO).					Intrinsically assess leadership skills and identify areas for improvement. (BO, S2A) Learn to self-reflect and identify strengths and weaknesses. (S1A) Research three artists and how they progressed in their careers. (S1D) Explore jobs in the arts sector. (S1D) Identify education routes for jobs in the arts sector. (S1D) Select, prepare for, and perform in a mock audition. (S1D)									
Formal Elements	Characters, Plot, Theme, Convention, Genre, Audience, Technical Elements, Performance Elements.					Audience Convention Performance Elements					Audience Convention Theme Genre Technical Elements Performance Elements Characters Plot					Audience Performance Elements Technical Elements Plot Theme					Audience Technical Elements Plot Characters Convection Theme					Characters, Plot, Theme, Convention, Genre, Audience, Technical Elements, Performance Elements.														
Specialisms	Comedy, Theatre, Physical Theatre, Music, Direction, Puppetry, Educational Theatre					Physical Theatre Direction Theatre					Comedy					Comedy Physical Theatre Direction					N/A - Specialisms will be dependent on the art experienced.					Educational Theatre, additional specialisms will be student led.					Specialisms will be student-led, based on the theme, genre, and convection selected by pupils.					Direction. Other specialisms will be student led, based on student self-assessment				
Project Inspiration	N/A - This unit focuses on intrinsic development.																														NA - Student-led									
Technical Language	Collaboration, Communication, Projection, Compromise, Empathy					Inflection, Personification, Facial Expression					Gestures, Mime, Atmosphere, Body Language, Inspiration, Props					Community, Engagement, Critic, Evaluation, Character Analysis, Persuasive Language					Infomercial, Educational, Collaboration, Audience, Exposition, Conflict, Suspense, Character Motivation					Resilience, Body Language, Projection, Enthusiasm, Confidence, Compromise, Positivity, Soliloquy, Monologue.					Employability, Reflection, Application, Workshop, Audition, Agency									
Actors and Artists	N/A - This unit focuses on intrinsic development.					Jim Carey					Rowan Atkinson					N/A - Artists will be dependent on the art experienced.					DVLA, Green Cross Code, British Heart Foundation, NHS					N/A - This unit focuses on intrinsic development and peer assessment.					N/A - This unit focuses on intrinsic development.									
Cross Curriculum Links	English, All About Me, Personal Development.					All About Me					All About Me, Personal Development, PE					Computing, Art, English, Humanities, Personal Development					English, All About Me					English, All About Me, Personal Development					All About Me, Personal Development, Computing									

Year 11 - Performing Arts

Oakwood Academy

Year 11 Performing Arts	Autumn 1							Autumn 2							Spring 1						Spring 2						Summer 1					
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	Personal Development							Review							Arts Leadership Journal												Assessment Review					
Performing Arts Activities	Give an honest self-assessment of performance ability. (S1A) Choose an appropriate topic for their SMART target. (S1A) Understand how to set a SMART target. (S1A) Perform a 'benchmark' performance. (S1A) Review a 'benchmark' performance. Develop a plan to achieve their target. (S1A) Complete an arts development journal. (S1B) Review a peers skill development. (S1B) Review and reflect upon my own development. (S1B)							Learn technical theatre phrases and understand what they mean. Experience an art event. (S1C) Critically review the art experienced. (S1C) Develop a review (written or verbal) using key words and phrases. (S1C) Share the review with the wider community. (S1C)							Self-assess leadership skills. (B0, S2A) Explore the skills required to be a good leader. (S2C) Take part in a puppetry workshop. Plan a progressive workshop in your chose art form. (S2A) Create session plans for your workshops, identifying your role. (S2A, S2B) Appropriately advertise for their workshop. (S2B) Complete a risk assessment for their workshop. (S2B) Deliver their workshop, and evidence their contribution and personal development. (S2C, S2D) Assess participant engagement. (S2A, S2E) Reflect upon the quality of the workshop delivery. (S2E) Reflect upon their development as a leader. (S2E)												Ensure all work is ready for assessment.					
Formal Elements <small>Characters, Plot, Theme, Convention, Genre, Audience, Technical Elements, Performance Elements.</small>	Audience, Performance Elements. Other elements to be student led dependent on target.							Formal Elements Characters, Plot, Theme, Convention, Genre, Audience, Technical Elements, Performance Elements.							Audience, Performance Elements. Other elements to be student led dependent on workshop focus.																	
Specialisms <small>Comedy, Theatre, Physical Theatre, Music, Direction, Puppetry, Educational Theatre</small>	N/A - Specialisms dependent on student focus.							N/A - Dependent on the art experienced.							N/A - Specialisms dependent on student focus.																	
Project Inspiration	N/A - This unit focuses on intrinsic development.																															
Technical Language	SMART Target, Reflection, Review, Journal, Commitment, Resilience.							Critic, Constructive Criticism, Analysis, Atmosphere, Blog, Vlog, Article							Leadership, Progressive, Engagement, Teamwork, Problem Solving, Role Model, Inclusive, Encouragement																	
Actors and Artists	N/A - This unit focuses on intrinsic development.							Michael Billington, Lynn Gardener							N/A - This unit is about the transfer of known skills and the development of leadership skills.																	
Cross Curriculum Links	Personal Development, All About Me							Computing, English, Personal Development							English, PE, Personal Development, All About Me																	

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



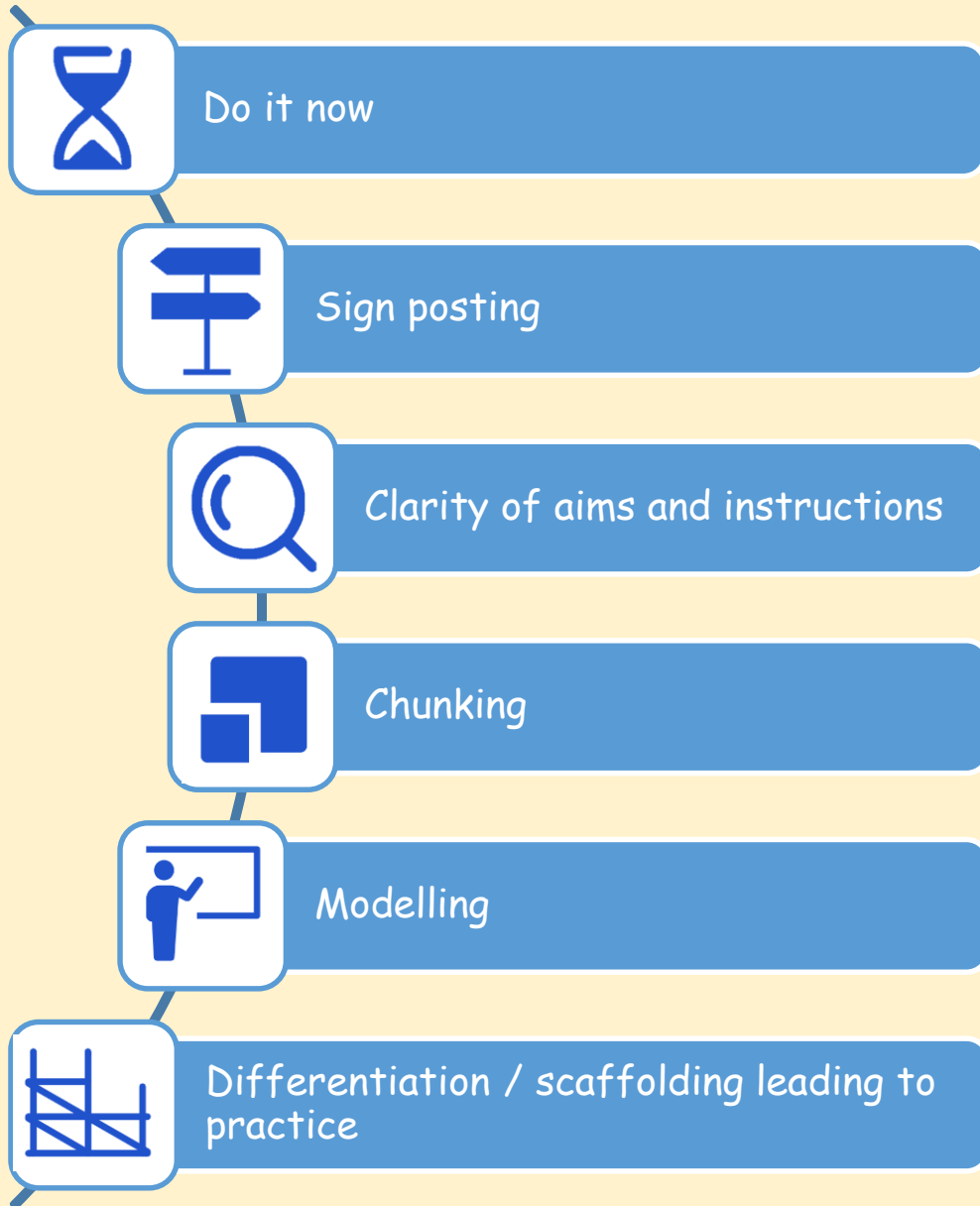
Lesson structure



Foundations

Classroom environment		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
Knowing students and developing relationships		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.
High expectations		'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.

Lesson structure



Questioning / Vocabulary / Oracy / Feedback

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

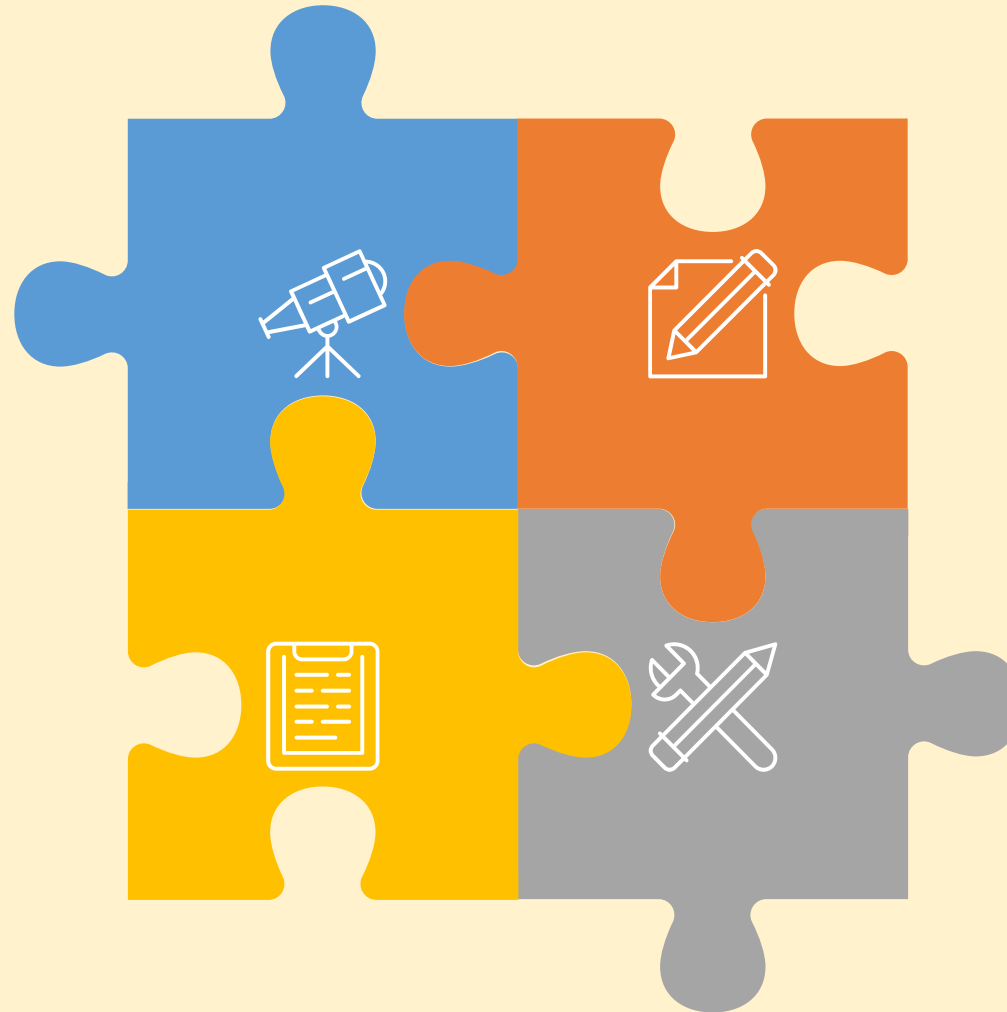
Art links to wider learning

English

Using specific art vocabulary when evaluating, analysing and describing their work and others.

ICT

Pupils have regular access to computer and iPads when researching artists, designers, crafts people and theme based work. Pupils will use the graphics package Photoshop in KS3 and KS4 to complete their graphic coursework.



RMT

Learning about architects designers and product design

History

Learning about famous artists of the past and how art has changed over the years due to technology advances and the invention of the camera.

Maths

Using maths skills when creating perspective and observation drawings. Some of the maths skills 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	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	Sculptor and Architect Antoni Gaudi
Year 7	Pop Art, Abstract Art, Cubism, Surrealism
Year 8	William Morris The Arts and Craft Movement
Year 9	Realist 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 Vincent Van Gogh
Willows Cycle 2	Artist Henry Matisse
Year 7	Sculptor Yayoi Kusama
Year 8	Portrait Artist Chuck Close
Year 9	Artist Frida Kahlo
Year 10	Artist Stephen Wiltshire

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

Students explore and develop their own interests in music through a variety of personal tastes and learn to compose in these styles allowing students to explore their personal tastes further. Students learn to appreciate and understand the musical interests of their peers through evaluation and demonstration. Students learn how careers may be developed in Music and Music Technology and may influence their decision in a career choice due to the skills they have developed through creative composing and team work during performance.

Moral development

Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. Students also focus on how music is used in a particular culture and how this genre is composed and performed. Students learn to appreciate various styles or genres of music and appreciate the performance of other students.

Social development

There are opportunities for pupils to work in pairs and groups on musical tasks, and pupils learn to respect each others opinions and work, this requires students to understand the needs and ability of others. Teamwork is encouraged in order to be successful in composing and performing, especially as a successful ensemble which is a requirement at WJEC.

Cultural development

Across all year groups, students focus on various styles and genres of music from the slave and plantation origins of Blues music to more contemporary musical styles like the oppression and poverty faced by famous rap artists. There are opportunities for pupils to take part in the Oakwood Choir which utilises songs from artists with contrasting origins and backgrounds.

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>	<ul style="list-style-type: none"> Explore the changes in society from one art/music style to another and highlight their differences. Participate in discussions with others about the art & music in 'my local area' and what makes it unique 	<ul style="list-style-type: none"> Explore the changes in society from one art/music style to another and highlight their differences e.g. 1990's music compared to the music from 2010's. Appreciate diverse viewpoints when exploring different art and music styles. 	<ul style="list-style-type: none"> Explore in more depth the changes in society from one art/music style to another and highlight their differences Appreciate diverse viewpoints and moral issues within music/art pieces 	<ul style="list-style-type: none"> Appreciate diverse viewpoints and moral issues within different artists work with explanations Investigate moral issues and the affect of adverse backgrounds affecting artists and musicians
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"> Appreciate moral and ethical issues when exploring the changes in society from one period of time to another in pieces of music and art and highlight their differences. 	<ul style="list-style-type: none"> Appreciate moral and ethical issues when exploring the changes in society from different art and music time periods to another and highlight their differences. Recognize right and wrong in relation to how people view the same piece of art and music 	<ul style="list-style-type: none"> Recognise right and wrong in relation to the themes of differing works of art and music Appreciating consequences relating to how music/art has affected their artists 	<ul style="list-style-type: none"> Recognise right and wrong in relation to moral issues of art and music e.g. is Banksy's work vandalism? Appreciating consequences relating to actions (Atlantic slave trade)
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"> Respecting multi cultural faiths and what affects where people live Enjoying learning about the surrounding world and different historical eras Reflect on 	<ul style="list-style-type: none"> Participate in discussions with others about 'my local area' and what makes it unique (i.e. a multicultural society) Appreciate diverse feelings and values around why people live in volcanic areas Enjoying learning about different places around the world 	<ul style="list-style-type: none"> Exploring beliefs and respecting faiths when exploring different countries in Europe and their differences Enjoying learning about different places around the world 	<ul style="list-style-type: none"> Exploring beliefs and respecting faiths when exploring different India compared to the UK Enjoying learning about different places around the world
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"> Investigating moral issues and diverse viewpoints when discussing where music/art comes from Investigating cultural influences when discussing what affects where music and art originates Identifying and discussing cultural landmarks in key cities 	<ul style="list-style-type: none"> Appreciate cultural influences in 'my local area' and what makes it unique Appreciate diverse viewpoints within their local community 	<ul style="list-style-type: none"> Appreciating diverse viewpoints and rules/law when exploring different countries in Europe and their differences 	<ul style="list-style-type: none"> Exploring beliefs and respecting faiths when exploring different India compared to the UK Appreciate diverse viewpoints within their local community

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



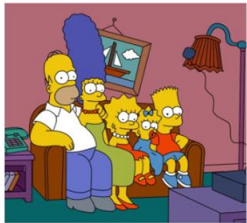
Indie



Ballads



TV Themes



Singer-songwriter



Rap



Country



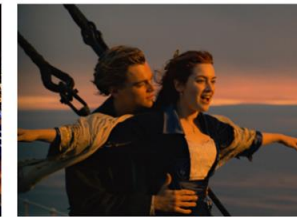
Dance



Special Occasions



Film Music



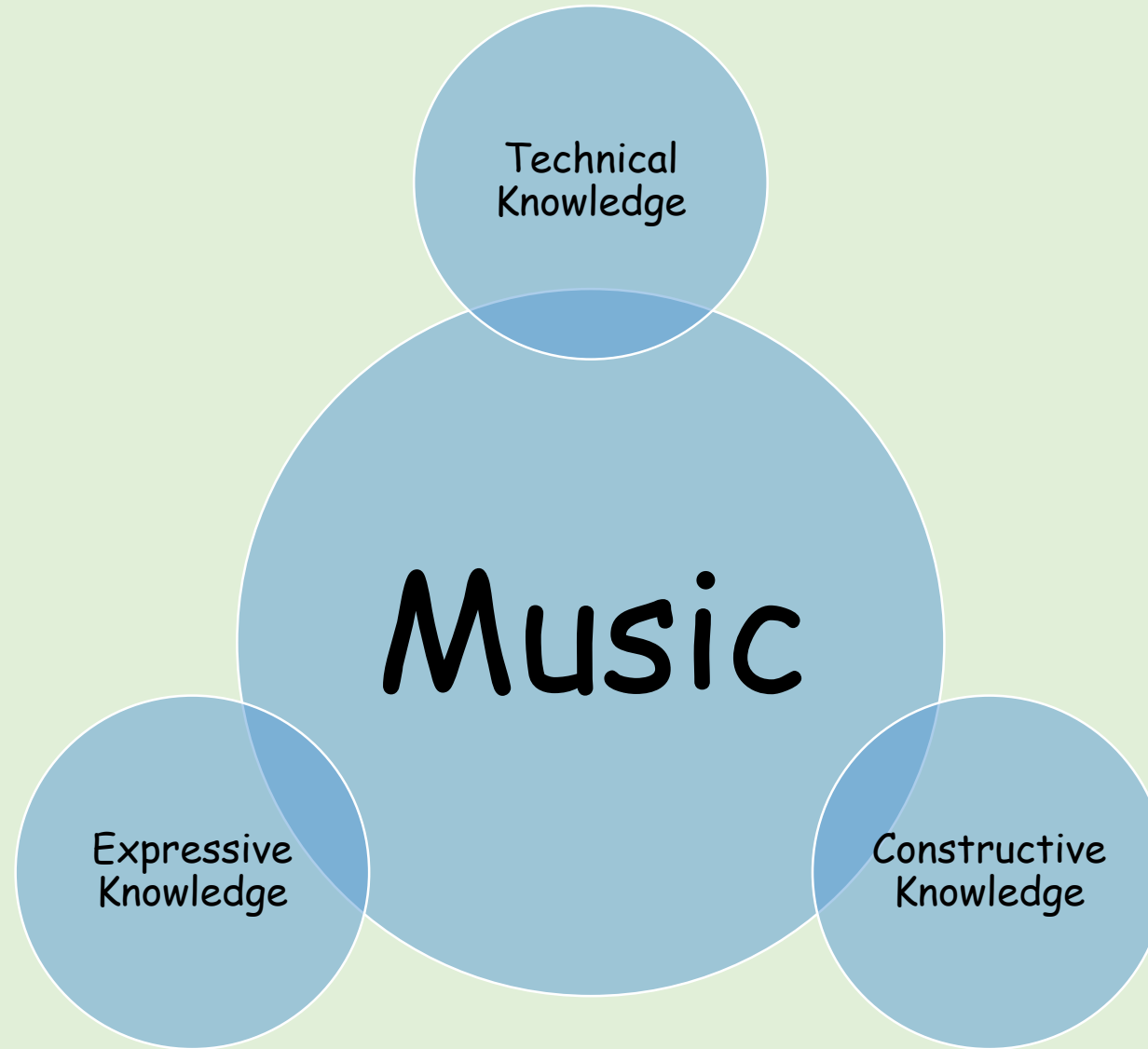
Video Game Music



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
-----------------------------	-----------	---------------	---------------------	----------------	------------	-------------	--------------	-------------------------	-------------------------

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)




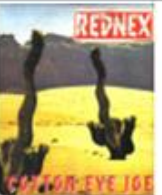


- Prototype theory - it is clear to see how key concepts have been replicated across a range of contexts in the music curriculum (for example the concepts of music appreciation, composing and performance build progressively over key stage 3 to develop pupils accuracy, control and fluency of music skills 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 bars]							[Color-coded bars]							[Color-coded bars]						[Color-coded bars]						[Color-coded bars]						[Color-coded bars]												
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
--	---	--

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 in blue, green, yellow, and light green.	Vertical bars in green, yellow, and light green.	Vertical bars in green, yellow, blue, and light green.	Vertical bars in green, yellow, blue, and light green.	Vertical bars in blue, yellow, and light green.	Vertical bars in green, yellow, blue, and light 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>
--	---	--

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	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	[Color-coded bars]							[Color-coded bars]							[Color-coded bars]						[Color-coded bars]						[Color-coded bars]																		
Lessons overview	1. Software instrument recap 2. How to Favourite a Loop in Garageband 3., 4., 5. Showcase Song: 'High Hopes' by Panic! At The Disco 6. Vocal techniques - Level I 7. End of Term Recap							1., 2., 3. Showcase Song: 'Blue' by Eiffel 65 4. YouTube Piano Tutorials recap 5. Black notes on a keyboard intro 6. Christmas Song Performances 7. End of Term Recap							1. Creating a Drummer Track 2. Recording chords into Garageband 3. Finishing the Brief 4. Rock Composition Assessment 5. Glockenspiels - Level II 6. End of Term Recap						1., 2., 3. Showcase Song: '12 Bar Blues' 4. Percussion - Level II 5. How to record into Garageband 6. End of Term Recap						1., 2., 3. Showcase Song: 'Blinded By Your Grace' by Stormzy 4. Guitar - Level II 5. Quantisation in Garageband 6. End of Term Recap						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>
--	---	--

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	[Color-coded grid]							[Color-coded grid]							[Color-coded grid]						[Color-coded grid]						[Color-coded grid]						[Color-coded grid]												
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
--	---	--

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>
--	---	--	---	---

Year 11 - Music

Oakwood Academy

Year 11	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 #2													Composition #2 - Rock Music												Ensemble Performance - Piece #2												
Type	Blue	Green	Green	Green	Green	Green	Purple	Yellow	Green	Green	Green	Green	Purple	Green	Blue	Green	Green	Green	Green	Purple	Green	Yellow	Green	Green	Green	Green	Purple	Green	Blue	Green	Green	Green	Green	Green	Purple	Yellow	Green	Green	Green	Green	Green	Purple	Green		
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>
--	---	--	---	---

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.

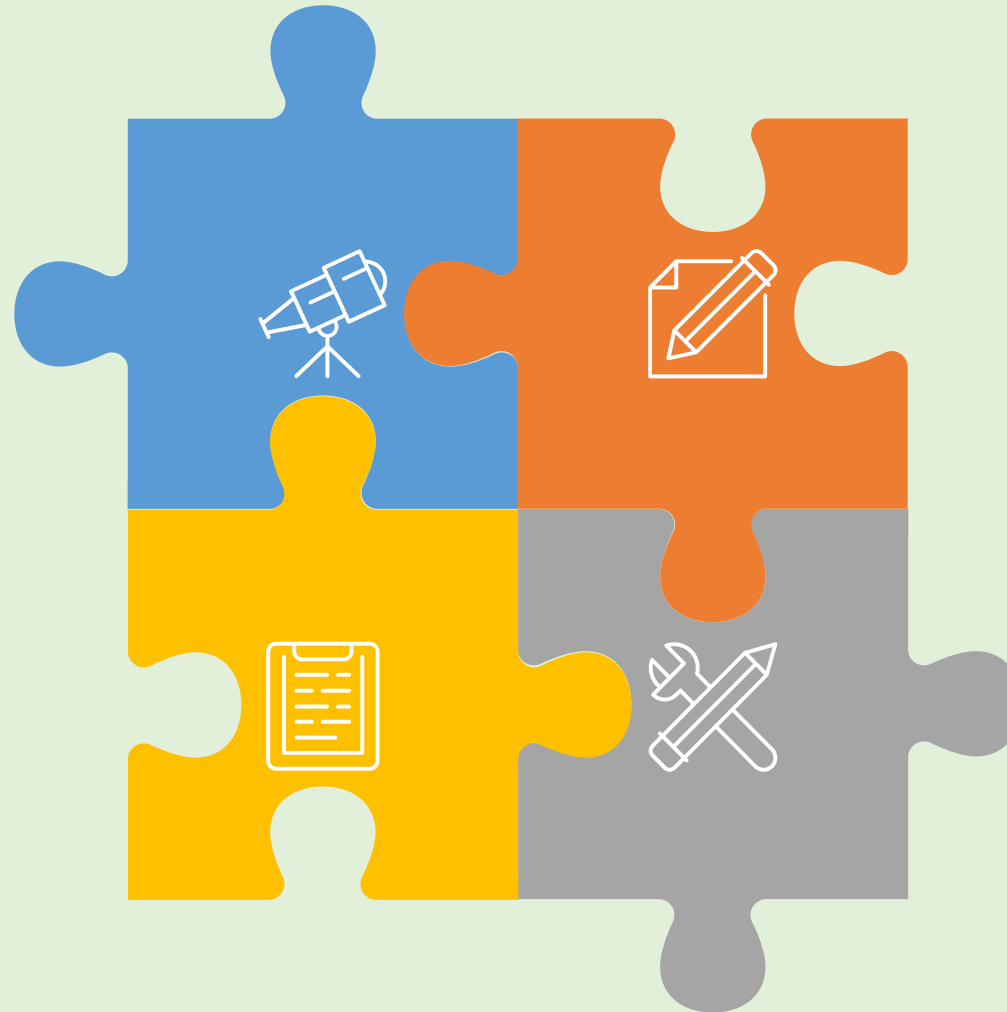
Music links to wider learning

English

Song lyrics are a crucial part of music, and pupils get the chance to understand these meanings and phrases, as well as key music vocab such as tempo and accuracy.

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.



*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.