



The Russett School



Our Curriculum:

Creative Arts

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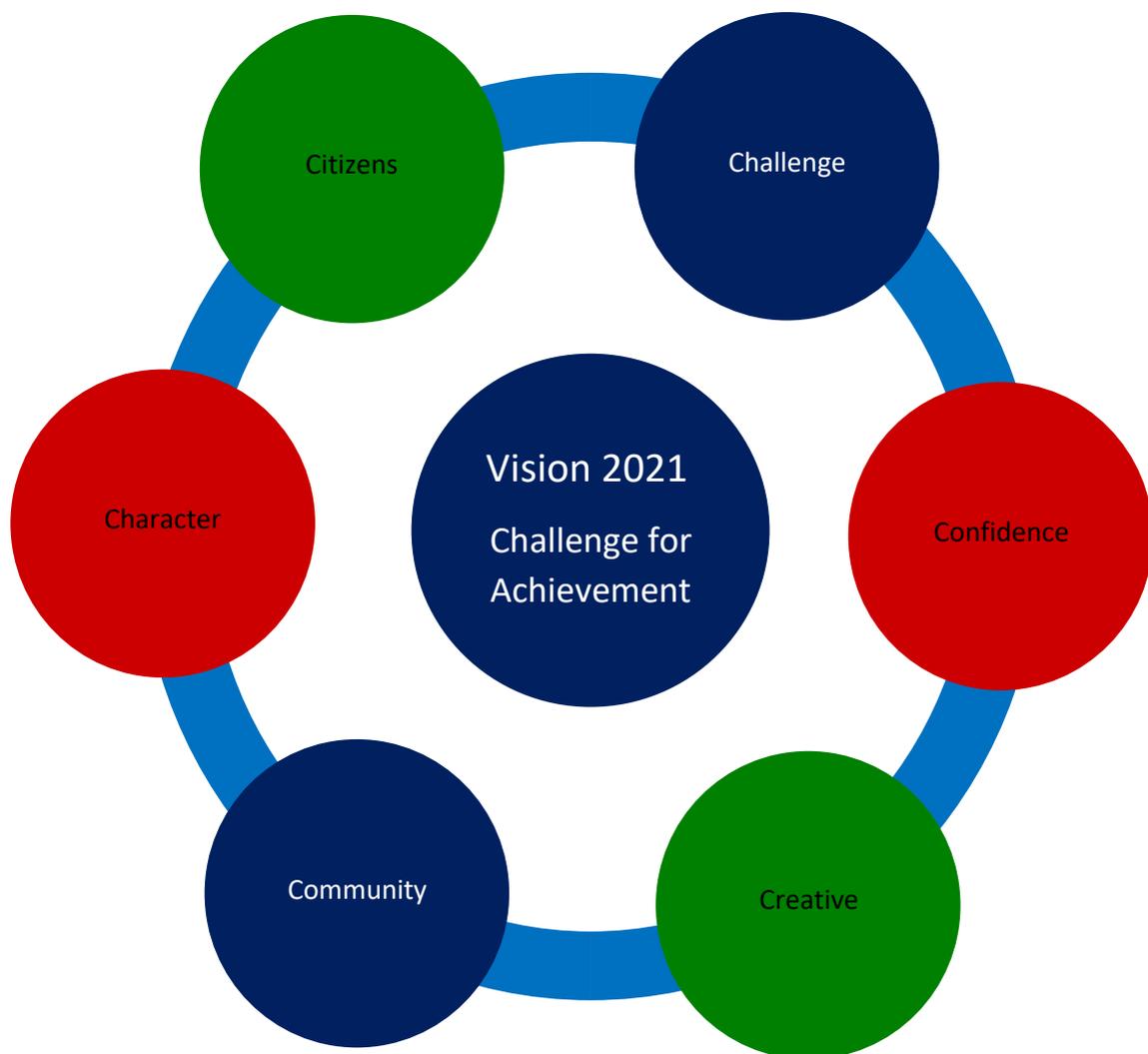
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Our Trust's Vision 2021

The fundamental vision of The Russett Learning Trust is to be a

Centre of Excellence in providing Outstanding Training, education and care.

WHAT DRIVES US The mission of the Trust is that we will "**Challenge for Achievement**" and be relentless in our pursuit of ever improving outcomes for all, through delivering the six C's of





The six C's

Citizens

1. To prepare pupils/students for the next stage of their development.
2. To develop appropriate employability skills.
3. To provide learning outside of the classroom.
4. To encourage engagement in their local community.

Confidence

1. To be confident and happy in all their learning.
2. To prepare pupils/students to be as independent as possible.
3. To develop pupils/students understanding and resilience to change.
4. To promote individual life chances and develop skills for future needs

Challenge

- For all pupils/students to be lifelong learners 1.
- 2.To develop pupils/students' skills to be able to stay safe. 3.
- All pupils/ students to develop resilience to change and unpredictability.
4. To achieve excellent outcomes for all pupils /students.

Creative

1. Pupils/students to develop a love of learning.
2. To deliver individual learning pathways.
3. To use technology to learn and develop creative thinking and independence.
4. To motivate and enthuse pupils/students through a personalised curriculum.

Community

- 1.To promote understanding of their community. 2.Each
pupil/ student has a place in society.
- 3.Pupils/students to engage in enrichment activities. 4.To
be aware of the environment in which they life and have a
understanding of the wider world.

Character

1. To develop personal qualities and promote tolerance and strength.
2. To promote self - reliance.
3. To promote pupils /students understanding of health, wellbeing and family life.
4. To develop well rounded pupils/ students.

Introduction



The Russett School is part of the Russett Learning Trust, which is a multi-academy trust, whose focus is to lead and manage academies for pupils and students aged between 2 - 25 years old. The Russett School is an academy for pupils and students from 2 - 19 years with Special Educational Needs. Our pupils have a range of abilities and needs including multiple, complex and severe learning difficulties. The Russett School works in partnership with parents and carers to provide a personalised, bespoke education programme that aims to remove barriers to learning and prepare students for the next stage in their lives. We view our pupils as active participants in their own learning journey.

This manual demonstrates how our creative arts curriculum meets the needs of our pupils and supports the Ofsted Education Inspection framework 2019. It will explain the intent, implementation and impact of the curriculum, the work that subject leaders undertake, including medium- and long-term planning across the whole academy and the use of monitoring and assessment to ensure outstanding teaching and learning at The Russett School. The manual details the progressive teaching of creative arts, the pathway system and the strategies used to overcome barriers to learning that are employed at The Russett School.

At The Russett School, pupils follow three pathways across the curriculum within all subjects. These pathways are; Coastal, Countryside and City. Each learner's full potential is planned for through careful differentiation, resources and progressive planning. Resources are carefully ordered and monitored to accommodate pupil needs across the pathways, and to ensure that every individual pupil can engage fully in all aspects of the curriculum. Pupils can move pathways if required and we review these regularly to ensure that pupils are on the appropriate pathway as they progress through the academy. Interventions are introduced where pupils need support. This enables pupils to enjoy and develop skills within creative arts.

The creative arts curriculum encourages children to be imaginative throughout their academic lives and beyond. It stimulates a healthy imagination in children about our environment and promotes creative thinking. We believe creative arts encourage the development of knowledge, emotional range, physical skills and positive attitudes; this is achieved through presenting our children with opportunities to express themselves, to hone skills and to develop an awareness of, and interest in new experiences. In addition, the curriculum is enhanced through a range of first-hand learning experiences beyond the classroom.

Intent

Rationale

“Creativity now is as important in education as literacy, and we should treat it with the same status.”
– Robinson (2006)



At the Russett School we provide a safe, happy and welcoming environment where all our pupils can learn and develop as individuals and everybody's contributions are valued and celebrated. This is reinforced throughout the creative arts curriculum, allowing pupils the opportunity to develop and celebrate their individuality and creativity through a variety of activities and experiences.

Our broad and balanced curriculum is carefully designed to meet the needs of all pupils at The Russett School. By the time a pupil leaves the Russett School they will have experienced a creative arts curriculum that stimulates their creativity and imagination and provides visual, tactile and sensory experiences as a way of understanding and responding to the world. The creative arts curriculum will encourage them to communicate what they see, feel and think using colour, texture, form, pattern, different materials (clay, paint, plaster, fabric, paper) and processes. It will allow them to become involved in shaping their environments through art and design activities and improve their ability to control materials, tools and techniques. Creative arts encourage our pupils to make informed judgements, make aesthetic and practical decisions whilst exploring ideas and meanings through the work of artists and designers.

In music students explore a curriculum which extends their abilities in; rhythm, melody, instrumental skills, working in a group and part playing. Key Stage 4 and Post 16 students are encouraged to develop a skill on a rock band instrument such as, keyboard, electric bass, drum kit, guitar or microphone, and to play with their peers, together as a band. Pupils will also take part in trips & experience visitors, e.g. African drummers and visit local art galleries/artists. There are many benefits to viewing forms of creative arts for our pupils, it can raise their spirits, motivate and enthuse our pupils to think of careers in that field and allows exposure to creative arts of various forms of which they may not have seen before or experienced.

The curriculum supports pupils to experience the impact that creative arts have had on contemporary life and that of different times and cultures. Pupils are given the opportunity within lessons to work both on their own and collaboratively with others, on projects in two and three dimensions and on different scales. Pupils will also have the opportunity to use a wide range of materials and resources, including ICT. Across all key stages, pupils will be helped to improve their independence through food and cookery lessons and will be taught the importance of healthy eating. Through this, they will develop a wide range of transferrable and important skills so they can progress through the academy and enable them to lead independent lives in the future.

Implementation

Our creative arts curriculum follows the national curriculum for art and design, music and design and technology, it is modified to provide the most relevant and worthwhile learning opportunities for our pupils allowing them to develop important skills gradually at their own pace whilst building upon and developing these as the pupils progress through the academy. When teaching and delivering the creative arts curriculum, as an academy, we adopt a 'Total Communication Approach', drawing, for instance, on signing, Picture Exchange Communication System (PECS), Voice Output



Communication Aids (VOCAs) and Objects of Reference. This model enables a shared understanding between adult and learner, without which no true learning can take place. The creative arts curriculum follows the National Curriculum. Each term, a different key stage will visit a different area of the creative arts curriculum, either music, D&T, or art, therefore providing full coverage over the course of a year, whilst also allowing enough time and depth to focus on and develop key skills. To ensure fluency of creative arts skills and knowledge, learning activities ensure that skills and knowledge are reinforced and built upon across the different key stages. The curriculum is clearly mapped in both long and medium-term mapping documents that are provided for class teachers and individual session plans are drawn up from these to ensure full curriculum coverage and appropriate differentiation for each pathway.

As mentioned, pupils at The Russett School are placed discreetly in 'pathways' within mixed ability classes; the pathways are named 'Coastal', 'Countryside' and 'city'. Knowledge of the pathway an individual pupil is on, helps teaching staff to ensure that the creative arts curriculum is being taught consistently and is suited to the academic capabilities of each child within the academy. Each creative arts subject are covered in depth over the course of a pupil's education at the Russett School. They are revisited, recapped and then developed to extend their knowledge and curiosity, building upon prior learning whilst ensuring that their learning is kept as relevant to their future as possible allowing them to leave the academy with a good knowledge of a wide variety of creative areas as well as the skills to generalise this into their own futures. The varying topics of learning that are to be taught in each key stage can be found on the Long Term Planning - these plans then feed into the term based Medium Term Planning, giving teaching staff ideas of structured lessons to teach within the creative arts curriculum. Topics are revisited throughout the curriculum to ensure a continual building and development of creative experience and knowledge for each pupil.

Each class is required to teach one 40 minute creative arts session each week, rotating through art, design and technology, and music each term. Class teachers deliver art, and design and technology and we are fortunate at the Russett School to have a specialist music teacher who leads music classes across school.

Our specialist music teacher also offers shorter (20-30minutes dependent on cohort/ individual) 1:1 and group sessions for pupils who would especially benefit from additional music sessions within a term. The individual goals for these children are set by our Music teacher but some of the goals could include the following:

- Improving the pupils' mood
- Enhancing the pupils' quality of life
- Strengthening the pupils coping skills
- Encouraging emotional expression from the pupil
- Relieving stress and symptoms of anxiety from the pupil

Subject leaders



As subject leaders it is highly important to ensure that the creative arts curriculum is being taught regularly and successfully within the academy. To ensure this is done, we complete regular:

1. Learning walks - during which a number of classes are visited during creative arts teaching time, usually with a member of SLT and a member of the Local Governing Committee (LGC).
2. Work scrutiny sessions - allow feedback to assessment, targets setting, progress, and goals. It also provides a platform for lively professional discussion about how teachers are using and covering the creative arts curriculum, and if they are finding any difficulties when teaching. There is a focus on the standard of pupil work and teacher feedback; ensuring that the academy's marking policy is being followed as well as the various mapping documents. Work scrutiny is done through looking at a pupils work as they progress through the subject rather than a stand-alone piece so that progression is evident; this can also be done through Evisense, online learning journey.
3. Peer support meetings- these are used to give constructive feedback to teachers from the creative arts subject leaders to give ideas and support in relation to the creative arts curriculum, usually following a creative arts lesson observation or learning walk
4. Work moderation sessions- moderation sessions aim to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently. These are held half termly, as this allows moderation for each new topic, and enable a discussion throughout each teaching key stage to moderate and evaluate work from each class. Teachers will mark unfamiliar work from unnamed pupils to ensure that marking across the academy is consistent, fair and objective. Moderations are also conducted externally; taking examples of internally moderated work to a cluster meeting of similar local schools to ensure that our assessment process is accurate, consistent, and rigorous. Moderation also allows subject leads and SLT to see if teacher's judgments are accurate and are of a similar level throughout the academy, allowing for more summative assessment opportunities. It ensures that teacher assessment will produce outcomes which are fair to pupils and provide an accurate picture of progress for parents and carers.
5. Timetable audits - This allows us to audit when each class is teaching creative arts and to ensure that creative arts is taught weekly.

Home Learning

We use home learning through the online learning journey platform 'Evisense' - this enables teacher's to set home learning tasks that are linked to the creative arts curriculum that can be easily accessed at home by parents. Parents in turn, are able to upload and share what they have done at with their children, this allows subject leaders to monitor what creative arts tasks are being completed, and are able to see if the learning within the academy is consolidated by completing a home learning task.

Planning

Long Term Planning

Subject leaders have responsibility of developing the creative arts curriculum used within the academy. The creative arts curriculum follows the National Curriculum, ensuring that all pupils



have regular access to art, music, and design and technology opportunities within their learning journey. The curriculum is under constant review to ensure that the academy curriculum is up keeping and current with any National Curriculum framework produced by the government. Subject leads are also in regular discussion with class teachers to ensure that the curriculum is appropriate for their year groups and cohorts. This also includes ensuring that resources are available and suitable.

Long term plans cover the three subject areas within creative arts on a two year rolling programme; each key stage covering art, music and D&T once every year, staying with this subject for a whole term. Doing this allows the full national curriculum to be covered at our academy and remain appropriate to our learners.

[Long term planning can be found under appendix 1](#)

Medium Term Planning

Medium term plans are developed from the long term plans, giving lesson examples of how to teach each subject throughout the term showing clear progression. Targets and learning intentions are differentiated by the different pathways; Coastal, Countryside and City, this allows the subject to be taught concisely, providing challenge to all, extension to the most able, and sensory integration ideas to meet every individual's needs. This enables teachers to have example lessons of the subject, and which order lessons should be taught in to achieve effective learning and consolidation of knowledge. Each medium term plan covers a half-term, going into more depth than the long term plans and are reviewed when necessary in line with changes to the national curriculum, and long term mapping. Each week on the medium term plan includes useful resources as well as assessment opportunities.

All creative arts subjects are revisited yearly throughout a pupil's educational journey, this enhances and continues to support the continual development of skills and knowledge as well as being more appropriate for our pupils, most of whom struggle to retain information in the long term.

[Medium term planning can be found in under appendix 2](#)

Daily Planning

Daily lesson plans are written by class teachers following the medium term plans, which in turn follow the long term mapping. This ensures that the individual pupils learning needs are catered for with regard to behaviour strategies, motivating activities, and continual development thus ensuring thorough differentiation so each pupil is able to access learning at their own level and will therefore achieve attainable goals set for them by the teacher. Subject leaders will take a sample of planning during a term to ensure they are of a good quality and follow the intended learning outcomes.

[An example of a daily plan can be found under appendix 3](#)



Resources

The subject leaders have the responsibility to ensure that the curriculum is appropriately resourced for each of the creative arts subjects. The music resources have been ordered in line with recommendations from the music specialist teacher to ensure that they are most appropriate for our learners and are able to cover the requirements of the curriculum.

Specialist D&T and art resources are ordered and stored centrally in a resource cupboard to ensure they are used appropriately for their intended purpose; the more general resources such as paints and paper are ordered by individual class teachers and encouraged to be used in other subjects to further develop and improve the transferrable skills from the creative arts. The necessary resources for each area of the curriculum and the upcoming lessons are noted on the medium-term planning, if there are resources that class teachers feel would be beneficial and aid their teaching further then they are able to request these be ordered by discussion with one of the subject leaders.

Reading and Writing

At first it may seem that the creative arts curriculum does not directly lend itself to crosscurricular links with reading or writing. However, the nature of the subjects allows pupils to develop the necessary skills to improve their writing, such as fine motor skills development in art, using a paint-brush or in music playing a guitar. Reading and writing skills are both developed through D&T when pupils are planning in the design stage of their work as well as the evaluation stage. The creative arts as a whole provides the opportunity for learners to demonstrate, consolidate, and generalise their skills in a variety of contexts.

How do the creative arts support other areas of our curriculum?

The creative arts provide an excellent link to other areas of the curriculum; as an intrinsically motivating subject many pupils the creative arts provide teachers with an opportunity to get their class interested in a new topic. For example, using an art project to introduce an RE topic or using D&T in history. Reference to the creative arts can be found in the planning documents of other subjects.

Cultural Capital

'Cultural capital can be described as the knowledge and skills that can help to improve children's life chances. It's the essential knowledge that children need to prepare them for their future success.'

The creative arts curriculum at The Russett School is aimed to promote and extend our pupils Cultural Capital by ensuring that a wide range of vocabulary is used. Teaching staff are encouraged to model how to complete certain techniques within specific creative arts sessions as well as using them accurately and discretely in other subjects using cross curricular links. The converse is also true as the creative arts provide excellent opportunities for pupils to use skills they have learned in other subjects in different settings, really consolidating their learning. For example, using measurement and time when cooking, and communicating and counting in music. We also encourage the use of outdoor learning within our creative arts curriculum, this can be



done through the use of trips and visits or by simply taking the session outdoors and using the outdoor environment as inspiration for a composition. This enables our children to have 'real life' experiences in relation to the world they live in and their most familiar surroundings.

Cultural Capital 'is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement' for example with cross-curricular links to other subjects as well as providing children from less advantaged backgrounds opportunities to experience and take part in new experiences and the chance to meet people from different communities and backgrounds.

Pupils, including those from less advantaged backgrounds, will develop their Cultural Capital through a variety of activities to develop and encourage their engagement in arts and culture. Doing this during childhood supports young people to know who they are, engage with the world around them and navigate choices as they get older. Young people need to be able to play and explore - this is how resilience, curiosity and creativity are nurtured and this is incorporated and encouraged through the creative arts curriculum at the Russett School. The curriculum encourages individuals to explore creativity in their own way and encourages parent participation/communication where appropriate. It allows pupils to encounter authors, musicians, musical/artistic genres, foods, theme days etc. The curriculum also develops Cultural Capital further by having conversations that portray culture as a positive, freeing force in the lives of children and young people. As well as offering new cultural opportunities for young people within and across a range of contexts, from home, school and locality, to national, global society and the virtual world.

CPD

Subject leaders take responsibility to ensure that their subject knowledge is up to date and secure so that they are able to support other teachers in school. This is done by keeping up to date with the latest changes to government directives through research and through training. This can include external CPD training as well as online. A key part of CPD is feeding back to the teaching staff in teachers meetings to extend knowledge. Should development areas be identified during lesson observations and learning walks, class teachers will first discuss this with the subject leaders to see if their expertise can help. If it is felt that further CPD is required then this can be recommended by the subject lead also.

Impact

Our curriculum shows clear progression through the key-stages whilst also ensuring that there is regular reinforcement and repetition which is so important for our pupils. Teachers follow the long and medium term plans as set out by the subject leaders but are expected to differentiate these for their own classes to ensure that each individual is challenged and engaged in all learning.

The effectiveness of the curriculum can be monitored through the assessment of pupil outcomes, and analysis of their progress towards their targets. To do this we use a range of



assessment and analysis strategies for example moderation of work and use of assessment and other data tracking systems (B-squared, Evisense).

By analysing this data staff are able to identify gaps in learning, and interventions can be put into place to reduce these. Individual lessons and the curriculum can also be modified if necessary.

Monitoring of the creative arts across the Academy

Our creative arts curriculum is monitored and evaluated through a range of strategies - these mainly comprise of monitoring planning, work scrutiny, moderation of work and auditing of timetables. These are key to ensuring that the creative arts are taught regularly and has impact. Peer support sheets can also be used to ensure effective teaching and learning within the curriculum.

There are a variety of ways that the impact of arts lessons can be monitored, moderated and scrutinised. At the simplest level there are regular audits of teaching time undertaken to ensure that the creative arts are being taught as specified in the academy's subject provision document. Individual lesson plans are monitored to ensure that medium and long-term planning is being followed and that lessons are being appropriately taught showing progression. Samples of pupil work are taken from different classes and at different pathways to both assess learning and moderate teacher assessment.

Due to the nature of creative arts lessons and our pupils, we find that written work is not the most effective way of assessing pupil learning or progress. Pictorial evidence and staff observation are far more valid and relevant. Evisense provides an ideal platform to showcase pupil progress and allows for more abstract pupil learning to be tracked, linked to their targets and shared with parents and other professionals. Due to the nature of the software it makes accessing observations to carry out quality assurance inspections on individuals and groups straightforward for subject leads.

Assessment of the creative arts

Teachers at the Russett School are constantly carrying out formative assessments of pupils in creative arts, at the most basic level this is through regular questioning in lessons to ensure understanding, this also incorporates pupil observations; both of which can be recorded on the lesson evaluation box on lesson plans and on Evisense. This assessment impacts future planning quickly and allows misconceptions and misunderstandings to be addressed immediately. More summative assessments are undertaken by teachers through careful analysis of evidence gathered over the topic or series of lessons as well as their own formative assessments. This assessment is completed through the online assessment software B-Squared and is collected once a term. The data shows small steps of progression through different levels. This data is analysed by subject leaders to monitor progress and note any anomalies or trends that need addressing. In these situations, changes and interventions are put in place to help; for example subject leader training for teachers who may be struggling with the subject or a discussion regarding an individual pupil to see if there are any external circumstances that may be a



contributing factor. Data is viewed in a variety of different ways to see if there are any discrepancies between groups; for example data comparing progress of girls and boys is monitored although due to our school having a very high proportion of male pupils this is less pertinent. We monitor progress of pupils who are from an English as an Additional Language (EAL) background as well as those who receive Pupil Premium Grant (PPG), when looking at the creative arts data there is rarely any discrepancy between these groups and other pupils, if it does appear then interventions can be put in place to help narrow any gaps in attainment.

B-squared data and pupil progress is shared with parents at parents evenings and during annual reviews, they are also able to keep up to date with the activities done by their child through regular uploads to Evisense.

Subject leaders compile reports to senior leaders and the Local Governing Committee to detail progress and changes to the creative arts subject and curriculum and leads will also present directly to them when requested. Both SLT and the LGC join subject leads on learning walks also, so that there is regular and clear communication and understanding with regard to the creative arts curriculum and how it is being taught.

Reviewing the curriculum

The effectiveness and appropriateness of the creative arts curriculum will be continually monitored over the academic year and in doing this areas of strength can be shared and areas of development can be identified and improved. Keeping the curriculum as a working document will allow it to respond quickly to any potential changes to the national agenda fluidly.

The curriculum will be monitored and reviewed through the following methods.

- Learning walks
- Questionnaires
- Peer observations
- Work scrutiny and moderation (both internal and external)
- Continued Professional Development - feedback to all teaching staff
- Curriculum meetings
- Leadership meetings
- Classroom observations from SLT

Summary

The creative arts at The Russett School provides pupils of all abilities the opportunity to develop a wide variety of skills that are important for their futures. It will allow pupils to express themselves in a variety of ways beyond verbal communication, which is something that a large proportion of our learners struggle with. The curriculum and the experiences within it will open a variety of opportunities to explore careers and college courses that may have previously



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been unavailable. I will also, vitally, provide a wide variety of life skills that are, by definition, important for all pupils for life after school, for example cooking and problem solving skills.

After leaving The Russett School our learners will have developed to their highest potential in the wide vairety of skills that are incorporated in the creative arts curriculum; providing them with a great basis to continue and develop their creatvity in the future.

Appendices

Appendix 1 - Long Term Planning

EYFS

Early Years Foundation Stage (EYFS)			
Early Learning Goals			
Area	Design Technology	Art	Music
Exploring and Using Media and Materials	<p>Constructing Learning to construct with a purpose in mind</p> <p>Using a range of tools: Through this, to learn about planning and adapting initial ideas to make them better. For example, a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle. But they might then modify their initial idea by using masking tape.</p> <p>Cooking techniques: To practise stirring, mixing, pouring and blending ingredients during cookery activities.</p> <p>Exploration: To dismantle things and learn about how everyday objects work. For example, a child might dismantle a pepper grinder and discover how it is put together and the materials different parts are made of.</p>	<p>-Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like.</p> <p>-Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience.</p> <p>-Support children's responses to different textures, e.g. touching sections of a texture display with their fingers or feeling it with their cheeks to get a sense of different properties.</p> <p>-Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'</p>	<p>-Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas.</p> <p>Listen with children to a variety of sounds, talking about favourite sounds, songs and music.</p> <p>-Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow.</p> <p>- Accept wholeheartedly young children's creations and help them to see them as something unique and valuable</p> <p>-Make notes detailing the processes involved in a child's creations, to share with parents.</p>



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			<p>-Draw on a wide range of musicians and storytellers from a variety of cultural backgrounds to</p>
	<p>Discussion: be given opportunities to discuss reasons that make activities safe or unsafe, for example hygiene, electrical awareness, and appropriate use of senses when tasting different flavourings. They will also learn to record their experiences by, for example, drawing, writing and making a tape or model</p>	<p>-Talk about children's growing interest in and use of colour as they begin to find differences between colours.</p> <p>-Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if...".</p> <p>-Choose unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added.</p>	<p>extend children's experiences and to reflect their cultural heritages.</p> <p>-Introduce children to a wide range of music</p>



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<p>Being Imaginative</p>	<p>Developing preferences for forms of expression. • Uses movement to express feelings</p> <p>Children will notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</p> <p>Children will Engage in imaginative role-play based on own first-hand experiences with their creations</p> <p>Children will develop stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Children will use available resources to create props to support roleplay in design technology</p> <p>.Children will capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Children will create simple representations of events, people and objects.</p>	<p>•Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them</p>	<p>•Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story</p> <p>Help children communicate through making sounds on their bodies linked to their imaginative ideas: with their bodies they could clap, click, flick, rub, slap, stamp, or tap their knees; or with their voices they could hum, shout, sing, whisper, whistle or say a word in different ways</p>
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KS1

Key Stage 1						
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	Year 1			Year 2		
National Curriculum Strands	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Area	Music	Design Technology	Art	Music	Design Technology	Art
	<p>Listening activities-Give children opportunity to listen to sounds outside of the classroom: birds, cars, the wind, insects and voices.</p> <p>-Guessing games -Ask one pupil, hidden from view, to play an instrument. Another pupil has to select an instrument that they think makes the same sound from a box. Lead the pupils in a discussion about the sounds that they and others have made.</p>	<p>To develop an understanding of simple mechanisms through designing and making moving pictures.</p> <p>For children to develop their understanding of how movement can be created by investigating everyday products and making simple levers and sliders from given examples.</p> <p>To give children the opportunities to understand structure</p>	<p>To produce creative work, exploring their ideas and recording their experiences -become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>- evaluate and analyse creative works using the language of art, craft and design</p> <p>- know about great artists, craft makers and designers, and understand the historical and cultural</p>	<p>Performance activities: Lead the pupils in singing a variety of simple songs and rhymes. Include action songs, where possible, for example: <i>Head, shoulders, knees and toes and One finger, one thumb keep moving;</i></p> <p>Play <i>Follow My Leader</i> as a whole class activity. Make a sound or ask one of the pupils to make a sound, and the rest of the class copies. Develop this into a</p>	<p>To develop an understanding of simple mechanisms through designing and making moving pictures. These can be based on characters or scenes from stories and could be designed for use in storytelling activities.</p> <p>For children to develop their understanding of how movement can be created by investigating everyday products and making simple levers</p>	<p>To produce creative work, exploring their ideas and recording their experiences -become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>- evaluate and analyse creative works using the language of art, craft and design</p> <p>- know about great artists, -craft makers and designers, and understand the historical and cultural</p>



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		<p>and to develop their own ideas by creating their learnt knowledge to strengthen their projects.</p> <p>To develop children's understanding and perceptions of food and to manipulate food and use the basic principles of creating food from a balanced and nutritious view.</p>	<p>development of their art forms</p>	<p>'chain of sound' around the circle.</p> <p>Lead a discussion about the differences between loud, quiet, fast and slow sounds, and the best ways of making them. Have the pupils create patterns with sounds, for example: loud – quiet – loud – quiet; or long – short – long – short.</p>	<p>and sliders from given examples.</p> <p>To give children opportunities to develop their understanding of structures. They develop and model their ideas by creating static models from sheet and reclaimed materials and using construction kits. They gain a basic understanding about structures and how these can be made stronger gives children opportunities to develop their understanding of structures. They develop and model their ideas by creating static models from sheet and reclaimed materials and using construction kits and they will gain a basic understanding about structures and how these can be made stronger.</p> <p>To develops children's understanding of designing and making with food and the importance of healthy eating</p>	<p>development of their art forms</p>
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Lower KS2

Lower Key Stage 2						
	Year 3			Year 4		
National Curriculum Strands	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<i>Area</i>	Music	Design Technology	Art	Music	Design Technology	Art



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	<p>Listening-Pupils to listen to and discuss environmental sounds on different themes, for example: down our street; a wet day; and/or on the beach. Encourage them to use appropriate vocabulary to show how we make sounds, for example: scraping; tapping; shaking;</p> <p>Listening-Provide an opportunity for them to listen to, recognise and make different sound qualities from different</p>	<p>To begin to design, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>To begin to make from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>To produce creative work, exploring their ideas and recording their experiences -become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>- evaluate and analyse creative works using the language of art, craft and design</p> <p>- know about great artists, craft makers and designers, and understand the historical and cultural</p>	<p>Listening - Play an extract of music for the pupils to listen to and discuss. Focus on the sounds that they hear, for example: loud/quiet; high/low; fast/slow; and long/short.</p> <p>Play sections of music from, for example: <i>The Nutcracker Suite</i> by Tchaikovsky; <i>Dance of the Sugar Plum Fairy</i> (quiet); and <i>Russian Dance</i> (loud). <i>Carnival of the Animals</i> by SaintSaens; talk about the differences in volume,</p>	<p>To design, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computeraided design</p> <p>To make from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>To produce creative work, exploring their ideas and recording their experiences -become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>- evaluate and analyse creative works using the language of art, craft and design</p> <p>- know about great artists, craft makers and designers, and understand the historical and cultural</p>
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<p>materials, for example: wood; metal; and skin.</p> <p>Encourage the pupils to use words to describe, for example: knocking on a door/wood; rain on a tin roof/metal; or a drum beat/skin.</p> <p>Composing-Set up an outdoor music/sound area where pupils can play with and explore the sound properties of larger items, for example: buckets; plastic tubing; brushes; and sticks. Allow some time for the pupils to investigate and discuss together how they can make different sounds with the materials available. Focus on whether these sounds are loud or quiet, and fast or slow.</p> <p>Composing-Use instruments to explore together and elicit sounds to accompany stories for example: <i>Three Little Pigs</i>: building houses, e.g. straw – maracas; sticks – claves/coconut shells; bricks – tambour; and wolf – drum;</p>	<p>To begin to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To begin to use technological knowledge to understand how to use electrical and mechanical systems and use them in their products</p> <p>To begin to become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.</p>	<p>development of their art forms</p> <p>Pupils taught to use a range of materials creatively to design and make products and to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Focus on Pop art and artist Ya a yoi Kusam to create work in a similar style using a variety of materials.</p>	<p>pitch and speed in the various sections.</p> <p>Perform-Encourage the pupils to select instruments to create musical patterns and accompaniments, for example: simple repeated accompaniments e.g. <i>Canoe Song</i>;</p> <p>Composing- Provide pictures of objects or creatures which make sounds, for example: leaves; a giant; a mouse. Challenge the pupils to produce an appropriate sound for each picture. Have them choose sounds for a particular purpose, for example: a scrunchedup bag – rustling leaves; a drum – giant steps; or fingernails scraping on a desk – mice scurrying.</p>	<p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To use technological knowledge to understand how to use electrical and mechanical systems and use them in their products</p> <p>To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.</p>	<p>development of their art forms</p> <p>Pupils taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Focus on Abstract art and Kandinsky, using a variety of colours and techniques to create work in his style.</p>
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Upper KS2

Upper Key Stage 2						
	Year 5			Year 6		
National Curriculum Strands	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<i>Area</i>	Music	Design Technology	Art	Music	Design Technology	Art



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	<p>Listen to clip of composition made with everyday objects Model using kitchen objects to create sounds. Students explore objects that relate to the clip one at a time making as many sounds as possible with each object or combination of objects. Play the track again and allow the students to play along using the new sounds they have found. Conduct and give the students opportunities to solo if they wish.</p> <p>Listening -Allow the pupils to listen to each other's music and discuss their own and others' music-making.</p> <p>Focus on:</p> <p>the number of instruments used;</p>	<p>To design, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computeraided design</p> <p>To make from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To use technological knowledge to understand how to use</p>	<p>To produce creative work, exploring their ideas and recording their experiences -become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>- evaluate and analyse creative works using the language of art, craft and design</p> <p>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of</p>	<p>Listening: Play two versions of the same song - focus the pupils on comparing and describing various characteristics of each version</p> <p>Composing- Make a range of untuned and tuned instruments available. Allow the pupils to explore, select and combine instruments to create short musical patterns, for example: improvising and creating musical 'conversations'; using similar and contrasting instruments to 'question and answer'; and making echo patterns.</p>	<p>To design, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computeraided design</p> <p>To make from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To use technological knowledge to understand how to use</p>	<p>To produce creative work, exploring their ideas and recording their experiences -become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>- evaluate and analyse creative works using the language of art, craft and design</p> <p>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of</p>
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	<p>the use of dynamics (loud/quiet);</p> <p>and the choice of instrument.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>electrical and mechanical systems and use them in their products</p> <p>To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.</p>	<p>different kinds of art, craft and design.</p> <p>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Focus on cubism and look at Picasso, making art in his style.</p>		<p>electrical and mechanical systems and use them in their products</p> <p>To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.</p>	<p>different kinds of art, craft and design.</p> <p>Pupils taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and about great artists, architects and designers in history.</p> <p>Look at a variety of movements and artists, including Banksy, Pollock, Mondrian, and Goldsworthy.</p>
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KS3

Key Stage 3						
	Year 7/8			Year 9		
National Curriculum Strands	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<i>Area</i>	Design Technology	Music	Art	Design Technology	Music	Art



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	<p>Pupils to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>Pupils to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</p>	<p>Pupils will learn to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Use staff and other relevant notations appropriately and accurately in a range of</p>	<p>All pupils 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.</p>	<p>Pupils to engage in cooking and nutrition sessions whilst still designing, making and evaluating.</p> <p>Incorporating year 1 work and build upon to become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine</p>	<p>Composing- Have the pupils explore, select and combine a range of untuned and tuned instruments to create contrasting moods and atmospheres, for example: a stormy sea: crashing or rolling cymbals for the sea; tuned instruments to create melodic patterns; and various 'blown' instruments to represent the wind.</p> <p>Can the pupils add their musical instrument to teach rhythms and to 4 beat songs</p> <p>All pupils to be aware of the vocabulary of tempo,</p>	<p>All pupils 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.</p>
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<p>Pupils to critique, evaluate and test their ideas and products and the work of others</p> <p>Pupils to understand and apply the principles of nutrition and learn how to cook.</p> <p>Within any project pupils need to engage in design, make, then evaluation stages.</p> <p>Pupils to engage in cooking and nutrition sessions whilst still designing, making and evaluating.</p> <p>Pupils to understand and apply the principles of nutrition and health and to plan and cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Link to science topic of bodies, growth and digestion.</p> <p>Pupils to design and produce and evaluate a model based upon their topic. The model needs</p>	<p>Pupils to critique, evaluate and test their ideas and products and the work of others</p> <p>Pupils to understand and apply the principles of nutrition and learn how to cook.</p> <p>Within any project pupils need to engage in design, make, then evaluation stages.</p> <p>Pupils to engage in cooking and nutrition sessions whilst still designing, making and evaluating.</p> <p>Pupils to understand and apply the principles of nutrition and health and to plan and cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Link to science topic of bodies, growth and digestion.</p> <p>Pupils to design and produce and evaluate a model based upon their topic. The model needs</p>	<p>musical styles, genres and traditions</p> <p>identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>	<p>Pupils taught to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas and to use a range of techniques and media, including painting.</p> <p>Focus on abstract art, building on work in KS1 and look at Mondrian in more depth than KS2. Pupils to create work in his style and research another abstract artist, use their work as an influence and discuss.</p>	<p>ingredients; adapting and using their own recipes] and to understand the source, seasonality and characteristics of a broad range of ingredients.</p>	<p>pitch, dynamics, texture, timbre and duration - play an extract of music for the pupils to listen to and discuss. Focus on the sounds that they hear, for example: loud/quiet; high/low; fast/slow; and long/short.</p> <p>Play contrasting pieces of music and discuss together how the instruments influence the mood. For example, you could use <i>The Planets</i> by Holst:</p>	<p>Pupils taught to increase their proficiency in the handling of different materials and to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. They will also learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p> <p>Pupils will experience a variety of movements and artists, recap and build upon the work from previous key stages.</p> <p>Look at post impressionism (Van Gogh), Expressionism (Pollock), Surrealism (Dali), abstract (Rothko, Kandinsky) discuss the differences and use their styles to influence. Encourage pupils to research themselves and find a different artist for the different movements.</p>
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Outstanding inclusion for all

	to have a purpose to be able to be successfully					
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	evaluated, for example a rocket or space vehicle will be required to move.					
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KS4

Key Stage 4						
	Year 10			Year 11		
National Curriculum Strands	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<i>Area</i>	Design Technology	Music	Art	Design Technology	Music	Art



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<p>Pupils to be given a project linked to their topic to work on.</p> <p>Pupils will spend time on the planning and design phase to meet a specific need. For example, to make a night light choosing specific colours, making sure the materials chosen are suitable.</p> <p>Encourage pupils to critique and refine their ideas.</p> <p>Encourage risk taking in design.</p> <p>Create their final planned product, test it</p>	<p>All pupils to be aware of the vocabulary of tempo, pitch, dynamics, texture, timbre and duration - play an extract of music for the pupils to listen to and discuss. Focus on the sounds that they hear, for example: loud/quiet; high/low; fast/slow; and long/short.</p> <p>Play contrasting pieces of music and discuss together how the instruments influence the mood. For example, you could use <i>The Planets</i> by Holst:</p> <p>Compose their own pieces of music can they make their own music</p>	<p>Build on work from KS3.</p> <p>Pupils to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.</p> <p>Pupils to become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p>	<p>Incorporate work from year 10, develop and build upon the technical, and design and making skills learned. Introduce a further project for pupils to work on.</p> <p>Ensure pupils are following safe working practices with increasing independence as well as using appropriate terminology.</p> <p>Encourage pupils to have more input, independence and autonomy over their project. Pupils to consider the materials being used (science link) and their</p>	<p>Compose-How to Play: Seat the children in a circle. Challenge the children to send a simple rhythm (perhaps comprising of just one or two claps) around the room whilst maintaining a steady pulse.</p> <p>Perform-Campfire songs-children to sit in a circle and sing simple campfire songs either solo or ensemble. Encourage them to add expression through their voices</p>	<p>Pupils to develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <p>Pupils develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</p> <p>Pupils develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as</p>
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	<p>and begin evaluation work. What went well, what needs to be improved?</p>	<p>using given instruments and songs that match their given instruments e.g a triangle could be played to twinkle, twinkle little star to start off with.</p>	<p>Pupils develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> <p>Recap on work, artists and movements over their time in school. Look at the different art and encourage pupils to comment. Pupils to choose an artist at random and create work in their style, encouraging risk taking.</p>	<p>appropriateness, also to consider the cost and whether they could sell their product (maths link).</p> <p>Give pupils clear deadlines for different stages to meet (careers link) to develop decision making and time management skills.</p>		<p>appropriate to students' own work.</p> <p>Encourage pupils to look at art in different contexts and link with careers. Look for art around school and in the local community. Encourage pupils to consider the purpose of art in each context.</p> <p>Encourage pupils to make art for different situations and purposes, posters signage etc.</p>
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KS5- post 16

Post 16						
	Year 12			Year 13/14		
Areas	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<i>Area</i>	Design Technology	Art	Music	Design Technology	Art	Music



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	<p>To develop knowledge and experience of real world contexts for design and technological activity To develop knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use To make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product To create and analyse a design concept and use a range of skills and</p>	<p>Encourage pupils to have an interest in, enthusiasm for and enjoyment of art, craft and design with experience of working with a broad range of media and an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate</p> <p>Encourage pupils to look at photography as an art form, pupils to practice taking photos and experience a variety of photography art. Culminating in a</p>	<p>Give the pupils an opportunity to listen to a wide variety of styles of music and identify their purpose, for example: <i>Swan Lake</i> – dance; <i>O Jesus I have promised</i> – worship; <i>Pirates of the Caribbean</i> – film music; and <i>Coronation Street</i> – a TV theme tune.</p> <p>Play contrasting pieces of music and discuss together how the instruments influence the mood. For example, you could use <i>The Planets</i> by Holst:</p>	<p>To be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens To develop curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world To work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners To gain an insight into the creative, engineering and/or manufacturing industries To develop the capacity to think creatively,</p>	<p>Encourage pupils to have an interest in, enthusiasm for and enjoyment of art, craft and design with experience of working with a broad range of media and an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate Developing a knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures</p> <p>Develop an awareness of different roles, functions, audiences and</p>	<p>Provide pupils with the opportunity to perform on instruments, for example: recorder; tin-whistle; drums; violin; - Give the pupils an opportunity to play their chosen instrument to given music – Children are to then have a go at creating their own lyrics to given music or even create their own lyrics and create their own instrumental piece.</p>
	<p>knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology</p>	<p>photography competition across the department to be judged and voted on by the school.</p>	<p><i>Mars</i> is loud and powerful, with brass instruments and strong rhythms; and <i>Neptune</i> is quiet and mysterious, a freer style with higher pitched sounds.</p>	<p>innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients</p>	<p>consumers of art, craft and design</p> <p>Encourage pupils to look at outdoor art installations look in depth at Andy Goldsworthy. Encourage pupils to complete work in this style in the outdoor area, culminating in an exhibition open to others in school.</p>	



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<u>Week/ Session</u>	<u>Learning intentions linked to National Curriculum strands</u>	<u>Example tasks/activities by pathway</u>	<u>Resources</u>	<u>Assessment opportunities</u>
1	<p>Construct with a purpose in mind, using a variety of resources</p> <ul style="list-style-type: none"> •Use simple tools and techniques competently and appropriately •Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary •Select the tools and techniques they need to shape, assemble and join materials they are using 	<p>L/O To find out about the work of Arcimboldo.</p> <p>Show the image of the family portrait. What did Arcimboldo use to make this picture? Think, pair, share. Explain that Arcimboldo was a painter and that he liked painting lots of different types of portraits</p> <p>City: See Arcimboldo PPT and https://www.twinkl.co.uk/resource/t-or-167-carrot-club-giuseppearcimboldo-portrait-display-posters - Use the frame as a guide and take a picture of the child and print - allow children to add food items on top of their own face.</p> <p>Countryside: Carrot club story and then introduce sticking dry materials to a piece of given art work on top of given arcimboldo piece</p> <p>Coastal: Carrot Club story - Make sensory and allow all children to partake https://www.twinkl.co.uk/resource/t-or-150-carrot-club-ebook making their own free style arcimboldo painting - Use dry items so it can go into a piece of work for folder e.g coloured rice, pasta etc</p> <p>Assessment questions</p> <ul style="list-style-type: none"> • Do the children know who Arcimboldo was and where he lived? • Can the children identify which medium Arcimboldo used for his work? 	<p>https://www.twinkl.co.uk/resource/t-or-150carrot-club-ebook</p> <p>https://www.twinkl.co.uk/resource/t-or-167carrot-club-giuseppearcimboldo-portraitdisplay-posters</p> <p>https://www.tes.com/teachingresource/giuseppearcimboldo-3013106</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Evisense <input type="checkbox"/> Photos <input type="checkbox"/> Work folder



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• Can the children compare Arcimboldo's portraits?

Appendix 2 - Medium Term Planning

EYFS

Art



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2	<p>To learn about planning and adapting initial ideas to make them better. For example, a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle. But they might then modify their initial idea by using masking tape.</p> <p>-Choose materials for a purpose</p> <p>Experiments to create different textures</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Contstructs with a purpose in mind,</p>	<p>L/O To explore and recreate Arcimboldo's Four Seasons paintings.</p> <p>City: Go through the information on the slide recapping the information about him. Explain that Arcimboldo painted a lot of portraits in the same style as his painting Vertumnus. Tell the children he created a painting in this style for each season. Can you name the four seasons? Create a piece of season art work with a purpose in mind e.g any of the seasons - introduce key words and request short phrase from most able about their picture. 'Snow is cold' etc</p> <p>Country: Look at pictures of seasons -Can children say what clothes you need in certain weathers? Can they create a picture of 'Winter' 'Spring' 'Summer' or 'Autumn' e.g Winter - use sensory items e.g cotton wool, paints, tissue paper - Use winter associated key words - https://www.twinkl.co.uk/resource/t-t276-winter-topic-word-cards</p> <p>Coastal: As above but use given picture to place on top of e.g snowman https://www.twinkl.co.uk/resource/t-t-17322-winter-colouring-sheets</p> <p>Children to explore and learn about Arcimboldo's Four Seasons paintings. They will think about what fruits and vegetables have been used to represent each season before recreating their own season picture using real fruits and vegetables.</p> <p>Artist: Guiseppe Arcimboldo</p> <p>Assessment questions:</p> <ul style="list-style-type: none"> • Can the children say which materials Arcimboldo used to represent each season? • Can the children say why Arcimboldo used different materials to represent each season? • Can the children think of different items they would use to represent an event? <p>Coastal:</p>	<p>https://www.twinkl.co.uk/resource/t-t17322-wintercolouring-sheets</p> <p>https://www.twinkl.co.uk/resource/t-t-276winter-topic-wordcards</p> <p>https://www.tes.com/teachingresource/guiseppearcimboldo-3013106</p> <p>https://www.tes.com/teachingresource/guiseppearcimboldo-3013106</p> <p>Rice Pasta Cotton wool Tissue paper Glue</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Evisense <input type="checkbox"/> Photos <input type="checkbox"/> Work folder
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Outstanding inclusion for all

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3	<p>To learn about planning and adapting initial ideas to make them better. For example, a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle. But they might then modify their initial idea by using masking tape.</p> <p>-Choose materials for a purpose</p> <p>Experiments to create different textures</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Contstructs with a purpose in mind,</p>	<p>L/O To explore Arcimboldo's representations of the four elements.</p> <p>Repeated and create a new season - could also introduce food items to complete this activity with e.g rice, pasta, fruits, veg, crisp, marshmallows.</p> <p>City: Go through the information on the slide recapping the information about him. Explain that Arcimboldo painted a lot of portraits in the same style as his painting Vertumnus. Tell the children he created a painting in this style for each season. Can you name the four seasons? Create a piece of season artwork with a purpose in mind e.g any of the seasons - introduce key words and request short phrase from most able about their picture. 'Snow is cold' etc</p> <p>Country: Look at pictures of seasons -Can children say what clothes you need in certain weathers? Can they create a picture of 'Winter' 'Spring' 'Summer' or 'Autumn' e.g Winter - use sensory items e.g cotton wool, paints, tissue paper - Use winter associated key words - https://www.twinkl.co.uk/resource/t-t276-winter-topic-word-cards</p> <p>Coastal: As above but use given picture to place on top of e.g snowman https://www.twinkl.co.uk/resource/t-t-17322-winter-colouring-sheets</p> <p>Assesment questions: • Can the children match each of Arcimboldo's element paintings to its title? • Can the children think of items they would use to represent an element? • Can the children make decisions about colour, texture and pattern when creating their representation of an element?</p> <p>Children to explore and learn about Arcimboldo's four elements paintings. They will think about what items have been used to represent each element before recreating their own</p>	<p>https://www.tes.com/teachingresource/guiseppearcimboldo-3013106</p> <p>Rice Pasta Cotton wool Tissue paper Glue</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Evisense <input type="checkbox"/> Photos <input type="checkbox"/> Work folder
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The Russett School



EYFS - ELG - EAD

elements picture using items provided. The children shall also enjoy making element portrait collages.

Artist: Guiseppe Arcimboldo



		Explain to the children that Arcimboldo created four painting to represent the four elements: fire, water, air and earth. Show the children the images of Arcimboldo's Four Elements paintings. Can you match the painting to the element?		
5	<p>-Choose materials for a purpose</p> <p>Experiments to create different textures</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Contstructs with a purpose in mind,</p>	<p>L/O To select, arrange and use flowers to make portraits.</p> <p>City: Children to focus on Arcimbolo's Flora painting and the flowers used to represent different facial features. They will discuss the flowers that have been provided before using them to create their own portrait in the style of Arcimbolo</p> <p>Country: Children are to explore different sensory flowers e.g herbs / flower garden - Children are encouraged to taste and see if children can explore different flower textures to create a piece of art work using 'Living things' - Differentiation through outcome and support</p> <p>Coastal: Children are to explore different sensory flowers e.g herbs / flower garden - Children are encouraged to taste and see if children can explore different flower textures to create a piece of art work using 'Living things'</p> <p>Assessment questions: Show the children the image of Flora on the slides. What can you see in this picture? Can you name any of the flowers? Think, pair, share. • Go through the information on the slides about the painting and how the flowers and leaves have been grouped in the painting. Why do you think Arcimboldo decided to use a pink flower for Flora's cheek? Think, pair, share.</p> <p>Can the children explain why Arcimboldo used different flowers for each part of the portrait? • Can they make decisions about texture, colour and size when making their own portraits? • Can they suggest why the paintings might have been given those titles?</p>	<p>Flowers</p> <p>Living plants Paper</p> <p>https://www.tes.com/teachingresource/guiseppearcimboldo-6060647</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Evisense <input type="checkbox"/> Photos <input type="checkbox"/> Work folder



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6	<p>-Choose materials for a purpose</p> <p>Experiments to create different textures</p>	<p>L/O To use oil paints or pastels to create animal portraits</p> <p>City: Ask the children to think of different animals and creatures can they look a the arcimboldo images and replicate from them using different art materials etc</p> <p>Country: Create a small world area using animals, water, and encourage mark making with different art materials including paints, oil pastels, coal, encourage play and encourage the children to use the</p>	<p>Oil pastels Paints Animals Water Coal Paper</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Evisense <input type="checkbox"/> Photos
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<p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Constructs with a purpose in mind,</p>	<p>animals to create art work e.g putting an elephant in paint and making foot prints from the elephant etc</p> <p>Coastal: Create a small world area using animals, water, and encourage mark making with different art materials including paints, oil pastels, coal, encourage play and encourage the children to use the animals to create art work e.g putting an elephant in paint and making foot prints from the elephant etc</p> <p>Children to explore Arcimboldo's Earth, Water, Air and The Cook paintings, and decide what they have in common. They will create animal pictures through sketching and oil paints or pastels.</p> <p>Assessment questions:</p> <ul style="list-style-type: none"> • Can the children make choices when selecting which animals to use in their portraits? • Can the children use oil paints effectively? • Can the children talk about their work and compare it to the work of Arcimboldo? <p>Show the children the images of Earth, Water, Air and The Cook. What do all these paintings have in common? Go through the information on the slides pointing out some of the animals that have been used in the paintings.</p>		<p>□ Work folder</p>
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Week/ Session	Learning intentions linked to National Curriculum strands	Example tasks/activities by pathway	Resources	Assessment opportunities
1	<p>To explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p>	<p>L/O Children explore shape and pattern in buildings. They begin by producing prints and rubbings of patterns found in buildings and go on to look at, and record, the use of shape, space and pattern in local buildings. They question how these features tell us something about the purpose of the building. They work in groups to produce a relief sculpture for temporary display, using their first-hand observations as a starting point</p> <p>City: Walk around the school and use digital camera as 'viewfinder' to look closely at shapes and patterns in the buildings. The images can be used as inspiration for paintings, drawings, etc or could be manipulated using an art package</p> <p>Country: Use digital camera, scanner or Internet to capture images of buildings. Use paint or photo software to manipulate the images to create a piece of art</p> <p>Coastal: Use paint or photo software to manipulate the images to create a piece of art</p> <p>Assessment questions</p> <ul style="list-style-type: none"> • Do the children know who Gaudi was and where he lived? • Can the children identify which medium Gaudi used for his work? • Can the children compare Gaudi's work? 	<p>http://www.thegrid.org.uk/learning/art/ks12/resources/images/Gaudiinspiredbuildings.jpg</p> <p>http://www.thejoyofshards.co.uk/practicalinfoonmosaics & info on mosaics in general http://www.gaudiclub.com/ingles/i_vida/worklist.html list of all Gaudi's works http://www.inspiredmosaics.co.uk/mosaicoutdoor.htm step-by-step instructions for an outdoor mosaic http://www.kaboom.org/Portals/0/DIY/OutdoorMosaic.pdf stepby-step instructions for an outdoor mosaic</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Evisense <input type="checkbox"/> Photos <input type="checkbox"/> Work folder



2	<p>To learn about planning and adapting initial ideas to make them better. For example, a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a school model building. But they might then modify their initial idea by using masking tape.</p> <p>-Choose materials for a purpose</p> <p>Experiments to create different textures</p> <p>Selects tools and techniques needed to shape, assemble and</p>	<p>L/O To explore and recreate different textures of buildings around school</p> <ol style="list-style-type: none"> 1) Start off with rubbings of chalk and 2) Take pictures around school, 3) Print out and create 3-D art work of building surfaces using different mediums for materials e.g leaves to create an outdoor area <p>Rubbings of buildings and surfaces around school.</p> <p>Differentiation through outcome and support given</p> <p>To take pictures of different textures and building walls around school, take rubbings, begin to plan a 3-D school area as a class</p> <p>Assessment questions:</p> <ul style="list-style-type: none"> • Can the children say which materials the builder used to represent each season? • Can the children say why we use different materials to make walls? • Can the children think of different items they would use to make a wall? 	<p>Rice Pasta Cotton wool Tissue paper Glue Chalk Crayons Pencils Paper Wallpaper Coal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Evisense <input type="checkbox"/> Photos <input type="checkbox"/> Work folder
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	<p>join materials they are using</p> <p>Constructs with a purpose in mind,</p>			
3	<p>To learn about planning and adapting initial ideas to make them better. For example, a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a 3-D school building. But they might then modify their initial idea by using masking tape.</p> <p>-Choose materials for a purpose</p>	<p>L/O To explore and recreate different textures of buildings around school</p> <ol style="list-style-type: none"> 1) Start off with rubbings of chalk and 2) Take pictures around school, 3) Print out and create 3-D art work of building surfaces using different mediums for materials e.g leaves to create an outdoor area <p>Rubbings of buildings and surfaces around school.</p> <p>Differentiation through outcome and support given</p> <p>To take pictures of different textures and building walls around school, take rubbings, begin to plan a 3-D school area as a class</p> <p>Assessment questions:</p> <ul style="list-style-type: none"> • Can the children say which materials the builder used to represent each season? • Can the children say why we use different materials to make walls? • Can the children think of different items they would use to make a wall? 	<p>Rice</p> <p>Pasta</p> <p>Cotton wool</p> <p>Tissue paper</p> <p>Glue</p> <p>Chalk</p> <p>Crayons</p> <p>Pencils</p> <p>Paper</p> <p>Wallpaper</p> <p>Coal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Evisense <input type="checkbox"/> Photos <input type="checkbox"/> Work folder



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	<p>Experiments to create different textures</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Constructs with a purpose in mind,</p> <p>EYFS - ELG - EAD</p>			
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<p>5 (Date)</p>	<p>-Choose materials for a purpose</p> <p>Experiments to create different textures</p> <p>Selects tools and techniques needed to shape, assemble and</p>	<p>3) Print out and create 3-D art work of building surfaces using different mediums for materials e.g leaves to create an outdoor area</p> <p>Rubbings of buildings and surfaces around school.</p> <p>Differentiation through outcome and support given</p> <p>To take pictures of different textures and building walls around school, take and draw a model together</p> <p>Country/ Coastal: Begin to reuse materials and allow free choice of different textures children are to use cardboard boxes and add their own textures e.g rice, pasta, etc with PVA glue</p> <p>Assessment questions:</p>	<p>Rice Pasta Cotton wool Tissue paper Glue Chalk Crayons Pencils Paper Wallpaper Coal</p>	<p><input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Evisense <input type="checkbox"/> Photos <input type="checkbox"/> Work folder</p>
	<p>join materials they are using</p> <p>Contstructs with a purpose in mind,</p>	<ul style="list-style-type: none"> • Can the children say which materials the builder used to represent each season? • Can the children say why we use different materials to make walls? • Can the children think of different items they would use to make a wall? 		



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<p>6 (Date)</p>	<p>-Choose materials for a purpose</p> <p>Experiments to create different textures</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Constructs with a purpose in mind,</p>	<p>L/O To finish their model of school</p> <p>Can the children create the same textures as the walls in that particular area of school e.g-if going the outside area can the children use leaves as the ground? Or coloured rice?</p> <p>Differentiation through outcome and support given</p> <p>City - Look at previous drawn models - City children are to re-create their own part of school with different textures and using different materials cardboard, recycled items, glue etc</p> <p>Country/ Coastal: Begin to reuse materials and allow free choice of different textures children are to use cardboard boxes and add their own textures e.g rice, pasta, etc with PVA glue</p> <p>Assessment questions:</p> <ul style="list-style-type: none"> • Can the children say which materials the builder used to represent each season? • Can the children say why we use different materials to make walls? • Can the children think of different items they would use to make a wall? 	<p>Rice</p> <p>Pasta</p> <p>Cotton wool</p> <p>Tissue paper</p> <p>Glue</p> <p>Chalk</p> <p>Crayons</p> <p>Pencils</p> <p>Paper</p> <p>Wallpaper</p> <p>Coal</p>	<p>Questioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class <input type="checkbox"/> Discussion/Participation Evisense <input type="checkbox"/> Photos <input type="checkbox"/> Work folder <input type="checkbox"/>
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Lower KS1

D&T



The Russett School



Week/ Session	Learning intentions linked to National Curriculum strands	Example tasks/activities by pathway	Resources	Assessment opportunities
1	<p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computeraided design.</p>	<p>Explain to pupils that the world's largest wildlife survey will take place later this month on the 25-27 January. People will be spending time on these days, enjoying time with nature counting birds. To support this, we will be designing, making and evaluating bird feeders. Explain that our bird feeders will supplement the natural food sources available for birds at this time of year. Pupils will be introduced to a variety of different examples of bird feeders. Encourage pupils to make decisions and choices about a bird feeder that they can make themselves. Pupils will choose materials, types of bird food and the location to place their feeder while planning out their design. Pupils to plan out and draw/stick images for their design.</p> <p>Coastal: Pupils to make choices about materials and bird food to be included in their product within a small selection.</p> <p>Countryside: To select a style of feeder from a small choice and make decisions about design and bird food with prompting</p> <p>City: To have more freedom over choice of materials/design and to create a design as independently as possible.</p>	<p>-Selection of bird feeders, -Examples of materials that could be used. - Pencils/paper -Cut outs from magazines</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review



The Russett School



2	<p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Pupils to recap the reason that we are making bird feeders and look back over their work from the previous week, following their plans to make their chosen bird feeder.</p> <p>Coastal: Pupils to follow design, using the bird food and materials chosen during the previous lesson with support.</p> <p>Countryside and city: Pupils to follow their design from the previous week as independently as possible.</p>	<p>-Selection of bird feeders, -Examples of materials that could be used. - Pencils/paper -Cut outs from magazines - Work from previous session.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
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The Russett School



<p>3</p>	<p>To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Following previous sessions completing their design, encourage pupils to evaluate their work critically, what could they do to improve it next time? Encourage pupils to evaluate their own and each other's work.</p> <p>Coastal: Pupils to compare their finished product against their design from last session, identifying which elements they like/don't like - feelings charts/word mats available.</p> <p>Countryside: Pupils to evaluate their finished product with minimal support and give positive feedback to their peers.</p> <p>City: Pupils to evaluate their own and other's work independently using the original designs, identifying alterations that could be made and the improvements that these would make to the end product.</p>	<p>- Finished products from last session - Original designs. - Feelings charts/word mats -Evaluation sheets</p>	<p><input type="checkbox"/> Questioning</p> <p><input type="checkbox"/> Class Discussion/Participation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Peer review</p>
<p>4</p>	<p>To understand and apply the principles of a healthy and varied diet</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>To understand seasonality, and know where and how a</p>	<p>Encourage and engage pupils in a food tasting session. Have a variety of ingredients that can be used to make/add to bread for pupils can taste and discuss. (Ensure all suitable for allergies in class). Explain that they are going to be testing the ingredients that we will use to make bread from next lesson. Discuss the ingredients and different types of bread that could be made next week with the class, is it healthy? What does this mean?</p> <p>For each ingredient, encourage pupils to identify it, talk about what it looks like and explore it with all of their senses before eating/tasting it. Pupils to record their thoughts about the different ingredients and be encouraged to sketch what each one looks like.</p> <p>Coastal: Pupils to communicate a like or dislike for different ingredients. To explore and taste each food. To request food / the correct colour of the ingredient. using appropriate communication method. To choose ingredients from a small selection to be used to add to bread mix next session.</p> <p>Countryside: To communicate like or dislike for the food and to verbally describe the food using appropriate language (sweet, salty, rough, smooth.) To choose ingredients to add to bread mix during next week's session.</p>	<p>-Ingredients to make bread/add to bread - Communication aids -Plates</p>	<p><input type="checkbox"/> Questioning</p> <p><input type="checkbox"/> Class Discussion/Participation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Peer review</p>



The Russett School



	variety of ingredients are grown, reared, caught and processed.	City: To communicate like or dislike for the ingredients and give a reason for this choice. To select/identify ingredients to use to make bread during the next session and say where these ingredients come from.		
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The Russett School



5	<p>Pupils to understand and apply the principles of nutrition and learn how to cook.</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>To learn to prepare and cook a variety of predominantly savoury dishes using</p>	<p>Recap on the previous lesson, discuss the ingredients. Go through the recipe and instructions to be followed by the children. Encourage pupil input on what do they need to do next? Do they help to cook at home? What do they make? What important things do they have to remember before, during and after cooking? Demonstrate process and any food prep techniques to class. Reinforce importance of hygiene with group. Pupils to follow instructions to make the bread, remind them of the importance of safety when preparing food.</p> <p>Coastal: Pupils to follow instructions with support, exploring the ingredients and the processes with their senses.</p> <p>Countryside: Pupils to follow instructions with minimal support. To help plan out and order the processes.</p> <p>City: To follow instructions independently, to help order and plan the process.</p>	<p>Ingredients to make bread/add to bread - Communication aids -Bowls -Bread tins -Instructions (symbol/written)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
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The Russett School



	a range of cooking techniques			
6	<p>To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Following previous sessions planning/completing their design, encourage pupils to evaluate their work critically:</p> <p>- What did we make? How did we make it/what ingredients did we use? Pupils to refer to their original designs and photographs of finished products from last week to evaluate their work with support. What could they do to improve it next time? Encourage pupils to evaluate their own and each other's work.</p> <p>Coastal: Pupils to compare their finished product against their design from previous session, identifying which elements they like/don't like - feelings charts/word mats available.</p> <p>Countryside: Pupils to evaluate their finished product with minimal support and give positive feedback to their peers.</p> <p>City: Pupils to evaluate their own and other's work independently using the original designs, identifying alterations that could be made and the improvements that these would make to the end product.</p>	<p>-Evaluation sheets</p> <p>-Photographs of products from last session.</p> <p>-Communication board</p> <p>-Feelings boards</p>	<p><input type="checkbox"/> Questioning</p> <p><input type="checkbox"/> Class Discussion/Participation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Peer review</p>



The Russett School



Upper KS2

D&T

Week/ Session	Learning intentions linked to National Curriculum strands	Example tasks/activities by pathway	Resources	Assessment opportunities
1	<p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern</p>	<p>Explain to pupils that we will be designing and making a musical instrument that will be used to produce a sound effect or as part of an accompanying piece of music. Pupils will be introduced to a variety of different musical instruments. Encourage pupils to make decisions and choices about materials or junk items and tools needed while planning out their design. Pupils to plan out and draw/stick images for their design. Encourage children to make their plans clear enough for someone else to follow.</p> <p>Coastal: Pupils to make choices about materials and tools to be included in the design process of their product within a small selection. Children to explore and manipulate materials used.</p> <p>Countryside: To select a type of musical instrument from a small choice and make decisions about design and materials with prompting</p> <p>City: To have more freedom over choice of materials/design and to create a design as independently as possible.</p>	<p>-Selection of musical instruments. - Examples of materials that could be used. - Pencils/paper -Cut outs from magazines</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review



The Russett School



	pieces and computeraided design.			
2	<p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Pupils to follow their plan from the previous week to begin to craft their design. Encourage testing (check that it produces a sound). Pupils will complete their final design and discuss with the class what they have made it from.</p> <p>Coastal: Pupils to follow design, using the tools and materials chosen during the previous lesson with support.</p> <p>Countryside and city: Pupils to follow their design from the previous week as independently as possible.</p>	<p>-Selection of musical instruments. - Examples of materials that could be used. - Pencils/paper -Cut outs from magazines - Work from previous session.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review



The Russett School



3	<p>To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Following previous sessions completing their design, encourage pupils to model their products and evaluate their work critically, what worked well? Was it successful? What would we change next time? Encourage pupils to evaluate their own and each other's work.</p> <p>Coastal: Pupils to compare their finished product against their design from last session, identifying whether the design has worked and which elements they like/don't like - feelings charts/word mats available.</p> <p>Countryside: Pupils to evaluate their finished product with minimal support and give positive feedback to their peers.</p> <p>City: Pupils to evaluate their own and other's work independently using the original designs, identifying alterations that could be made and the improvements that these would make to the end product.</p>	<p>- Finished products from last session - Original designs. - Feelings charts/word mats -Evaluation sheets</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
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The Russett School



4	<p>To understand and apply the principles of a healthy and varied diet</p> <p>To prepare and cook a variety of predominantly savoury dishes using</p>	<p>Encourage and engage pupils in a food tasting session. Have a variety of ingredients that can be used to make a sandwich for pupils to taste and discuss. (Ensure all suitable for allergies in class). Explain to children that people have different needs that they need to consider when designing or preparing a snack, for example, different groups of people from toddlers to the elderly as well as vegetarians and people who have food allergies. Discuss the ingredients that could be used next week, are they healthy? What does this mean?</p> <p>For each ingredient, encourage pupils to identify it, talk about what it looks like and explore it with all of their senses before eating/tasting it. Pupils to record their thoughts about the different ingredients and be encouraged to sketch what each one looks like.</p>	<p>-Ingredients to make sandwiches -Communication aids -Plates -Knives -Aprons</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
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The Russett School



	<p>a range of cooking techniques</p> <p>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Coastal: Pupils to communicate a like or dislike for different ingredients. To explore and taste each food. To request food / the correct colour of the ingredient using appropriate communication method. To choose ingredients from a small selection to be used to make a sandwich next session.</p> <p>Countryside: To communicate like or dislike for the food and to verbally describe the food using appropriate language (sweet, salty, rough, smooth.) To choose ingredients to use to make a sandwich during next week's session. To comment on ingredients and tools that will be required to make a sandwich.</p> <p>City: To communicate like or dislike for the ingredients and give a reason for this choice. To select/identify ingredients to use to make a sandwich during the next session and say where these ingredients come from. To comment on the suitability of ingredients for certain groups of people.</p>		
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<p>5</p>	<p>Pupils to understand and apply the principles of nutrition and learn how to cook.</p> <p>To select from and use a wider range of materials and components, including construction</p>	<p>Recap on the previous lesson, discuss the ingredients. Go through the recipe and instructions to be followed by the children. Encourage pupil input on what do they need to do next? Do they help to cook at home? What do they make? What important things do they have to remember before, during and after cooking? Demonstrate process and any food prep techniques to class. Reinforce importance of hygiene with group. Pupils to follow instructions to make the sandwiches, remind them of the importance of safety when preparing food.</p> <p>Coastal: Pupils to follow instructions with support, exploring the ingredients and the processes with their senses.</p>	<p>Ingredients to make sandwiches -Communication aids -Plates -Knives -Instructions (symbol/written)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
	<p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>To learn to prepare and cook a variety of predominantly savory dishes using a range of cooking techniques</p>	<p>Countryside: Pupils to follow instructions with minimal support. To help plan out and order the processes.</p> <p>City: To follow instructions independently, to help order and plan the process. To make amendments to their design if they feel this is appropriate and explain their reasons for doing so.</p>		



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<p>6</p>	<p>To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Following previous sessions planning/completing their design, encourage pupils to evaluate their work critically:</p> <p>- What did we make? How did we make it/what ingredients did we use? Pupils to refer to their original designs and photographs of finished products from last week to evaluate their work with support. What could they do to improve it next time? Encourage pupils to evaluate their own and each other's work.</p> <p>Coastal: Pupils to compare their finished product against their design from previous session, identifying which elements they like/don't like - feelings charts/word mats available.</p> <p>Countryside: Pupils to evaluate their finished product with minimal support and give positive feedback to their peers.</p>	<p>-Evaluation sheets -Photographs of products from last session. -Communication board -Feelings boards</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
		<p>City: Pupils to evaluate their own and other's work independently using the original designs, identifying further alterations that could be made and the improvements that these would make to the end product (taste, texture, appearance etc).</p>		



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KS3

Music

Week/ Session	Learning intentions linked to National Curriculum strands	Example tasks/activities by pathway	Resources	Assessment opportunities
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1	<p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p>	<p>Pupils to be introduced to the new subject area of music. Pupils will be introduced to a new musical style through watching examples on the IWB and listening to it being played. Pupils to watch instruments being played along to a rhythm. Before having a go at playing the instruments themselves. Pupils will try a variety of different instruments and attempt to copy a rhythm and play along with staff. Coastal: Encourage pupils to attempt to play each instrument with support to follow technique. Countryside: To name instruments and follow a simple rhythm with support City: To name different instruments played and attempt to follow a more complex rhythm with prompts.</p>	<p>Symbols Communication book Musical instruments Youtube</p>	<p><input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review</p>
2	<p>Pupils will learn to play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and with accuracy and expression.</p>	<p>Remind pupils of the work from the previous week. Check retention of the recognition of the different instruments. Encourage pupils to match different instruments to their types and names. Check to see the retention of how to play the different instruments. Play pupils different music from the previous lesson on the IWB and encourage pupils to recognise the different instruments being played. Pupils to copy a simple rhythm with minimal support with a different instrument. Encourage pupils to play simultaneously with minimal support, following direction from staff. Coastal (10): Pupils to engage with different musical instruments and feel the different vibrations, use wowie speaker and resonance board. Potential for use of soundbeam. Coastal: Encourage pupils to attempt to play each instrument with support to follow technique. Countryside: To match the different instruments to their name and type with support City: To recognise the different instruments played in a piece of music with minimal support. To play an instrument at the same time as a peer, following direction.</p>	<p>Symbols Communication book Musical instruments Youtube Wowie Soundbeam</p>	<p><input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review <input type="checkbox"/></p>



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3	<p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p>	<p>Pupils will explore a different genre of music with support, exploring the different instruments and styles. Pupils will be introduced to different types of instruments involved in the genre of music and attempt to follow along with a simple rhythm attempting to copy a specific technique with support. Coastal (10): Pupils to engage with increased variety of musical instruments and a variety of beats feeling the different vibrations, use wowie speaker and resonance board. Potential for use of soundbeam. Coastal: Pupils to explore and experience different instruments feeling the rhythms and vibrations. Show a preference to a style of music or specific instrument Countryside: Attempt to play along, following a simple rhythm using a new technique on a new instrument. City: Verbally compare the genres of music they have experienced so far, which do they prefer. Compare the different instruments they have played too. Follow a new playing technique for a new instrument.</p>	<p>YouTube Instruments</p>	<p><input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review</p>
4	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>	<p>Pupils to choose their favourite pop-song or nursery rhyme. Find a video and listen to and sing along to part of the songs. What instruments can they hear? Do they all like the same songs? Ask staff about their favourite music, is it the same as the children, can they describe how is it different. Play pupils old types of their music (early pop music etc) how is it different now? How is it the same? Coastal: To experience and demonstrate enjoyment to different types of music and different instruments. Countryside: Pupils to make a list of equipment and props needed to be made for the performance City: To work with staff to create a simple script (1-2 lines/ actions max per pupil)</p>	<p>Youtube videos Instruments</p>	<p><input type="checkbox"/> <input type="checkbox"/> Questioning Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review</p>



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<p>5</p>	<p>Pupils will learn to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p>	<p>Recap on work from the previous weeks building to this. Can pupils demonstrate the different techniques to play the different instruments. Can they follow a rhythm with the different instrument types. Encourage pupils to put two different rhythms together, one following the other to create a short composition. Encourage pupils to take it in turns going around the class to demonstrate their composition.</p> <p>Coastal (10): Encourage pupils to experience a variety of different musical types using the Wowee speaker. Can pupils repeat a pattern to create a simple composition using the soundbeam.</p> <p>Coastal: Pupils to improvise a beat with a chosen instrument. With some support.</p> <p>Countryside: To follow two simple rhythms with support on a chosen instrument</p> <p>City: To create a simple rhythm independently and follow it with a chosen instrument independently.</p>	<p>Instruments Wowee Soundbeam</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
<p>6</p>	<p>Pupils will learn to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p>	<p>Recap on work from the previous weeks building to this. Can pupils demonstrate the different techniques to play the different instruments. Can they follow a rhythm with the different instrument types. Encourage pupils to put two different rhythms together, one following the other to create a short composition. Encourage pupils to work together to create a paired composition, taking turns in playing their music.</p> <p>Coastal (10): Encourage pupils to experience a variety of different musical types using the Wowee speaker. Can pupils repeat a pattern to create a simple composition using the soundbeam.</p> <p>Coastal: Pupils to improvise a beat with a chosen instrument. With some support.</p> <p>Countryside: To follow two simple rhythms with support on a chosen instrument</p> <p>City: To create a simple rhythm independently and follow it with a chosen instrument independently.</p>	<p>Instruments Wowee Soundbeam</p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Questioning • <input type="checkbox"/> Class Discussion/Participation • <input type="checkbox"/> Observation • <input type="checkbox"/> Peer review



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KS4

Year Group/s: 10, 11

Design and

Technology

Week/ Session	Learning intentions linked to National Curriculum strands	Example tasks/activities by pathway	Resources	Assessment opportunities
1	<p>Pupils will design and build something to meet a specific need.</p> <p>Encourage pupils to critique and refine their ideas.</p> <p>Encourage risk taking in design.</p>	<p>Pupils will be introduced to their challenge for the next few weeks. Explain that they need to make a pair of shoes out of newspaper. Encourage pupils to make decisions and choices about a design that they can make themselves. Pupils will design and will begin to plan out their shoes. Pupils to plan out and draw their design. Explain that it needs to be clear enough for someone else to follow.</p> <p>Coastal: Pupils to make choice about design with a small choice. Explore newspaper and practice manipulating it (scrunch and roll)</p> <p>Countryside: To select a style of shoe from a small choice and make decisions about shaping, decoration and colour with prompting</p> <p>City: To have more freedom over choice of colour and design.</p>	<p>http://mrscrosbie.blogspot.com/2014/06/newspapershoes.html</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
2	<p>Pupils will design and build something to meet a specific need.</p> <p>Encourage pupils to critique and refine their ideas.</p> <p>Encourage risk taking in design.</p>	<p>Pupils to follow their plan from the previous week to begin to craft their design. Encourage testing (check size of shoe, make sure it fits). Pupils will complete their final design and discuss with the class what they have made it from.</p> <p>Coastal: Pupils to make their shoes with support</p> <p>Countryside: Pupils to make their shoes from following their design with some support.</p> <p>City: To independently create their shoes following their design.</p>	<p>Newspaper sellotape</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review



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3	<p>Pupils to critique, evaluate and test their ideas and products and the work of others</p>	<p>Pupils will test their shoes and model one at a time in front of the class.</p> <p>Pupils will critically evaluate their work, what worked well? Was it successful? What would we change next time?</p> <p>Coastal: Pupils will state whether the design worked or not based on outcome.</p> <p>Countryside and city: Encourage pupils to evaluate their own and each other's work, give constructive criticism and positive feedback.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
4	<p>Pupils will design and build something to meet a specific need.</p> <p>Encourage pupils to critique and refine their ideas.</p> <p>Encourage risk taking in design.</p>	<p>Pupils will be introduced to a variety of different Christmas decorations. Encourage pupils to make decisions and choices about a decoration that they can make themselves. Pupils will choose colours, materials and decoration and will begin to plan out their decoration.</p> <p>Pupils to plan out and draw their design. Encourage pupils to take risks in their design and not just copy an example.</p> <p>Coastal: Pupils to make choice about colours and material with a small choice.</p> <p>Countryside: To select a style of decoration from a small choice and make decisions about colour and material with prompting</p> <p>City: To have more freedom over choice of material and design.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review



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<p>5</p>	<p>Pupils will design and build something to meet a specific need.</p> <p>Encourage pupils to critique and refine their ideas.</p> <p>Encourage risk taking in design.</p>	<p>Pupils will look back over the work from the previous week and will follow their plans to make their chosen Christmas decoration. This should be done as independently as possible, encourage pupils to make prototypes out of paper or card to make decisions on size, shape etc.</p> <p>Allow and encourage pupils to amend and change their design based on the outcome of the prototypes.</p> <p>Coastal: To create an example of the design, change something about it with help</p> <p>Countryside: To create a prototype and change something they don't like with support.</p> <p>City: To create a prototype and change something they don't like independently.</p>	<p><input type="checkbox"/></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
<p>6</p>	<p>Pupils will design and build something to meet a specific need.</p> <p>Encourage pupils to critique and refine their ideas.</p> <p>Encourage risk taking in design.</p>	<p>Pupils to create their Christmas decoration design following their plan and making amendments from their prototypes.</p> <p>Work should be as independent as possible and encouraging as much creativity.</p> <p>Coastal: Pupils to follow design, using the colours and materials chosen the previous lesson with support</p> <p>Countryside and city: Pupils to follow their design from the previous week as independently as possible. Encourage pupils to evaluate their own and each other's work.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
<p>7</p>	<p>Pupils to critique, evaluate and test their ideas and products and the work of others</p>	<p>Pupils will critically evaluate their work, what worked well? Was it successful? What would we change next time?</p> <p>Coastal: Pupils will state whether the design worked or not based on outcome.</p> <p>Countryside and city: Encourage pupils to evaluate their own and each other's work, give constructive criticism and positive feedback.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation



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Peer review

KS5

Art

Week/ Session	Learning intentions linked to National Curriculum strands	Example tasks/activities by pathway	Resources	Assessment opportunities
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1	Encourage pupils to have an interest in, enthusiasm for and enjoyment of art, craft and design	<p>Pupils will be introduced to the art topic. Engage pupils with a variety of different art types. Encourage children to share opinions and thoughts about different art types. How do they think they are created? What resources could be used? Coastal: Encourage pupils to display a preference between different art types. Countryside: To explain their preferences for different art types and suggesting what was used to produce each type. City: To express feelings towards different art types. Suggest other art that they have seen that they like.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Questioning <input type="checkbox"/> <input type="checkbox"/> Class <input type="checkbox"/> <input type="checkbox"/> Discussion/Participation <input type="checkbox"/> <input type="checkbox"/> Observation <input type="checkbox"/> <input type="checkbox"/> Peer review
2	Encourage pupils to have an interest in, enthusiasm for and enjoyment of art, craft and design. Understanding of the interrelationships between art, craft and design processes.	<p>Recap on different art types from the previous week. Encourage pupils to suggest a favoured art type and explain that they are going to spend the next few weeks, designing and creating their own artwork. Explain they need to use another piece of art work to use as inspiration. Encourage pupils to select the resources that they will need to create their art work. Explain to the class the importance of spending time planning and designing their art. Pupils to start designing their artwork. Coastal: Choose a piece of art to use as inspiration and begin to sketch a simple design with support. Countryside: Begin to design their art and create a list of resources with support. City: Start designing their artwork. Independently select the resources required to create their art work.</p>		<ul style="list-style-type: none"> • <input type="checkbox"/> Questioning • <input type="checkbox"/> Class • <input type="checkbox"/> Discussion/Participation • <input type="checkbox"/> Observation • <input type="checkbox"/> Peer review



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3	<p>Encourage pupils to have an interest in, enthusiasm for and enjoyment of art, craft and design. Understanding of the interrelationships between art, craft and design processes.</p>	<p>Revisit the designs started the previous week. Pupils will finish their designs and complete the list of resources. Encourage pupils to display their designs to their peers. Encourage pupils to give constructive feedback to each other. Saying what they would like and what could be improved. Pupils will respond to feedback and moderate their designs accordingly.</p> <p>Coastal: Give feedback to a peer with support. Countryside: Give feedback independently and change their design with support. City: Give feedback and change their design independently.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
4	<p>Encourage pupils to have an interest in, enthusiasm for and enjoyment of art, craft and design with experience of working with a broad range of media and an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate</p>	<p>Pupils will use their designs and begin to create their artwork. Using and practicing techniques researched from other artists. They will ensure they follow their design carefully using the resources chosen.</p> <p>Coastal: Follow their design closely using new techniques with support. Countryside: Use new techniques and a variety of media to follow their design with support. City: Use new techniques and a variety of media to follow their design with support.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review



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5	Encourage pupils to have an interest in, enthusiasm for and enjoyment of art, craft and design with experience of working with a broad range of media and an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate	<p>Pupils will complete their art project. Making changes as necessary as they continue. Using the resources and trying and perfecting different techniques.</p> <p>Coastal: Follow their design closely using new techniques with support.</p> <p>Countryside: Use new techniques and a variety of media to follow their design with support.</p> <p>City: Use new techniques and a variety of media to follow their design with support.</p>		<input type="checkbox"/> Questioning <input type="checkbox"/> Class Discussion/Participation <input type="checkbox"/> Observation <input type="checkbox"/> Peer review
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6	Encourage pupils to have an interest in, enthusiasm for and enjoyment of art, craft and design with experience of working with a broad range of media and an understanding of the interrelationships between art, craft and design processes and an awareness of	<p>Pupils will display their artwork. Making a choice about how and where to have it displayed, getting inspiration from looking at different famous artists.</p> <p>Encourage pupils to talk about their work, and to create a short blub to describe it, similar to artwork in museums. Pupils will talk about their art to the group and give feedback to others.</p> <p>Coastal: Display art and give 2 facts about it.</p> <p>Countryside: Write a short description with support. Talk about their art, including materials inspiration and techniques used with support.</p> <p>City: Write a short description independently. Talk about their art, including materials inspiration and techniques used.</p>		<ul style="list-style-type: none"> • <input type="checkbox"/> Questioning Class Discussion/Part • <input type="checkbox"/> icipation Observation Peer review
	the contexts in which they operate			



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Appendix 3 – Daily planning

Room X No Staff: 4 No Pupils: 11	Daily Planning	Term: Spring 2020
Week/s: 1 Date(s):	Time: 1:25 - 2.10pm	Subject and strand (DT -Design, make and evaluate)
Structure for Individual Pupils: <i>TA Deployment during whole group:</i>		
SMSCD is promoted through the lesson by: <i>please refer to SMSCD coverage</i> Socially: Learning with others Spiritually: Helping pupils to appreciate their environment and to recognise and celebrate the achievement of others	Health & Safety including Online Safety: See individual, class and specific activity risk assessments on SharePoint Movement around classroom. Safe when using equipment	



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Morally: Waiting, giving others time to take a turn

Culturally: promoting equality of all pupils, helping all pupils to 'fit in'

Link to Gatsby Benchmarks:

Gatsby Benchmark 3 - Every opportunity is taken to raise aspirations and support individual students to meet their full potential.

Logging onto the computer - Discussing how to use websites/passwords to log in

This lesson will provide opportunities for the following:

Reading	Pupils will be exposed to traffic lights and symbols throughout the session. Some pupils will be encouraged to choose and communicate using PECs and communication boards. Pupils will be supported to read their personal targets and instructions for the activities set. Pupils will also be encouraged to read environmental text where appropriate.
Writing	Pupils will be encouraged /supported to name all work completed and will have opportunities to see adults write whilst modelling and whilst giving feedback. Pre- writing skills- fine and gross motor skills will be developed through action songs and exploration of resources/ participation in activities.
Maths	Pupils will be encouraged to count when working out number of tasks to complete in the afternoon. Cross curricular links to Maths will be made when ordering/matching resources and through the use of comparative terms: big/small long/ short big/ bigger/ biggest small/smaller/smallest.



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Possible misconceptions/areas of difficulty:

This is the first session of DT, so children may not be aware of technical language used in designing. They may need language and design techniques to be modelled by staff initially.

Previous Learning: This is the first DT lesson so children's knowledge/skills will need to be assessed by staff during this session.

Pupil name	Differentiated Pupils Targets for Week/Term	Assessment of pupil learning:☺				
		Session 1	Session 2	Session 3	Session 4	Session 5
Coastal Pathway						
	To make choices about materials and tools to be included in the design process of their product within a small selection. To explore and manipulate materials used.					
	To make choices about materials and tools to be included in the design process of their product within a small selection. To explore and manipulate materials used.					



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Countryside Pathway						
	To select a type of musical instrument from a small choice To make decisions about design and materials with prompting					
	To select a type of musical instrument from a small choice To make decisions about design and materials with prompting					
City Pathway						
	To generate, develop, model and communicate his ideas through discussion and annotated sketches. To create a design as independently as possible.					
	To generate, develop, model and communicate his ideas through discussion and annotated sketches. To create a design as independently as possible.					
	To generate, develop, model and communicate his ideas through discussion and annotated sketches. To create a design as independently as possible.					
	To generate, develop, model and communicate his ideas through discussion and annotated sketches. To create a design as independently as possible.					



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	<p>To generate, develop, model and communicate his ideas through discussion and annotated sketches.</p> <p>To create a design as independently as possible.</p>					
	<p>To generate, develop, model and communicate his ideas through discussion and annotated sketches.</p> <p>To create a design as independently as possible.</p>					
	<p>To generate, develop, model and communicate his ideas through discussion and annotated sketches.</p> <p>To create a design as independently as possible.</p>					
Lesson Plan						
<p>Starter activity: 1:25-1:30 pm</p>	<p>All children sitting in circle.</p> <p>Now and next boards available to show all children what is now and next</p> <p>Green symbol - work is starting. Children to touch symbol</p> <p>Good looking, good listening, good sitting - show children a symbol and get them to touch eyes, ears etc. For good looking/listening play https://www.youtube.com/watch?v=GfpLea9OurA for two minutes.</p>					



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Main activity:

1:30 - 1:35pm

Play song: <https://www.youtube.com/watch?v=qpunQZ4cUyI> Art song

Introduce today's topic - D & T - design - and what we are doing today- outlining individual or small group objective/target.

What was the song about? Art takes many forms - can you think of any? Today, we are going to begin a series of lessons about design and technology. Design Technology will be a variety of creative and practical activities, where we will learn and develop the skills needed to follow the process of designing and making. Has anyone designed or made anything before? What was it? Was your first attempt perfect or did you have to alter it to improve your product? Design Technology is all about the cycle of designing, making and evaluating products until you are happy with the end product.

Explain to pupils that we will be designing and making a musical instrument over the next couple of weeks - introduce pupils to a variety of different musical instruments and images of instruments on the IWB - which musical instruments can they see?



Pupils to then split into 2 groups.

Activities:

City - FS, TH, LF, JB, NA, CT, (AM), BS - (minimal support AM & NT)



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Encourage pupils to look at images of homemade musical instruments; can they identify the instruments and the materials used to make them? What instrument would they like to create? Pupils to then plan out and draw images for their design, making decisions and choices about materials or junk items and tools needed while planning out their design. Encourage children to make their plans clear enough for someone else to follow. Materials available for children to



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1:35pm - 2:05pm

explore/manipulate in order to decide which would be most appropriate to use to build their design. What tools/materials do they think they will need? Why? What properties will the materials need to have? Word mat/Alphabet grid available for support.

Ext: Pupils to share their ideas and give feedback to each other about their designs.

Countryside - BD, MVE -(JS)

Coastal - NR, LW - (AW) - (with staff support)

Encourage pupils to look at images of homemade musical instruments; can BD/MVE identify the instruments? / LW/NR match them to real instruments? Children to then choose which instrument they would like to create - images to support NR/LW. Afterwards, pupils to plan out and stick images for their design, making decisions and choices about the materials or junk items needed while planning out their design. Encourage and support children to explore/manipulate a small selection of materials. BD/MVE to choose which would be most appropriate to use to build their design. Communication books/boards available for support.

Ext - Exploring musical instruments/materials needed to create designs.

Staff to photograph activities to evidence work-PECs/Communication books available where applicable throughout session to support pupils to answer questions/request resources/make choices. Staff to encourage communication exchanges.

RESOURCES- visual supports /word mats, musical instruments, magazine cuttings, glue, pencils, worksheets, junk materials, alphabet grids, camera

KEY VOCAB- instruments, musical, design, make, evaluate, technology, tools, materials.

AFL- Some children will make choices about the materials/tools required for the design process.

Some children will select an instrument from a selection.



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Some children will create designs.

Some children will be able to communicate their ideas for a design.



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<p>Plenary: 2:05 - 2:10pm</p>	<p>Rewards</p> <p>Children to be awarded 'tokens' where appropriate. Let children know that they are getting a reward for good work (link to targets/achievements) Check pupil understanding with differentiated questions. Look at work against targets individually. Explain that next week, we will begin to make the instruments that we have designed today. Children to clap for one another's achievements. Indicate feelings towards session using resource sheet.</p>
<p>Notes for future planning/ next steps: Changes to planning/ targets? Please refer to marking key</p> <p>└</p>	



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