

CURRICULUM ROAD MAP

Subject	Arts Award Bronze	Year / KS	9
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INTENT

Arts Award provides students the opportunity to undertake a focussed period of creative study, working in a range of creative ways and in a broader range of contexts. Students will participate in workshops and learn about the professional practices of Performing and visual artists, developing their own skills in the Arts. They will work in the classroom, participating in workshops. They will learn to work in the style of chosen artists, participating in at least two performance styles, they will create their own research, documenting their findings in a logbook format to reflect on their work and development of skills. Students will develop Cultural Capital through participation in the course and their ability to recognise a range of artists and performance work. They will develop and refine their skills to create a 'skills share' where they will apply their planning and leadership skills to lead the class in an Arts activity.

IMPLEMENTATION

Arts Award will be delivered to Yr9 students throughout the year. Three groups of YR9 students will have the opportunity to develop performing arts skills and improve their understanding and experience of. Students will learn about the working practices of a range of contemporary and Cumbrian artists with a focus on developing as young artists. Each week of the journey will consist of: a review session, learning about an artist or technique and skills, then applying those skills in a further session. This will enable students to build a practical toolbox to apply to their own designing and creating.

- During this key stage the following aims will be met:
- Learn to analyse the work of performance artists.
 - Learn to make performance work in response.
 - Learn to discuss performance work, WWW, EBI and progress made
 - Research artists and how they are inspired by them
 - Learn about industrial artefacts of the locality.

IMPACT - See Key Learning Indicators

Students will be assessed throughout the year against the Key Learning Indicators

1	2	3	4	5	6	7	8	9
Creative problem solving and use of maths	Health and Safety	Critical thinking	Quality preparation, research and planning	Quality communication	Quality of outcomes through use of specialist technical principles	Use of technical terminology	Sustainability	DT in context

1. **Creative problem solving and use of maths-** Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." **KLI1**
2. **Follow Health and Safety-** Students can demonstrate an awareness of safe working practices **KLI2**
3. **Critical thinking-** Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. **KLI3**
4. **Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. **KLI4**
5. **Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. **KLI5**

- Use the vocabulary of creating and analysing performance work
- Work collaboratively to produce work linked to the workshops
- Present and share work with others.
- Plan and lead a 'skills share' workshop with peers

6. **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. **KLI6**
7. **Technical terminology-** Students use correct specialist technical terminology used correctly within the unit of work. **KLI7**
8. **Sustainability-** Students show an understanding of origins in the industry. **KLI8**
9. **DT in context-** Students demonstrate an understanding of efficient techniques and working practitioners. **KLI9**

KEY KNOWLEDGE & SKILLS CROSS CURRICULAR

English:

Reading & Writing

Students work collaboratively to write and refine their presentations.

Grammar and vocabulary

Students learn the vocabulary of design with reference to choreography, teamwork, skills share plan to teach peers.

Students talk about their own work and the work of artists and designers, presenting work in their log book.

Students are assessed on their communication skills.

DT National Curriculum Coverage

DESIGN Students learn to work as artists to design their own workshops for skills share and respond to creative tasks.

MAKE Students create a range of independent and collaborative works and learn how to record and present works in their logbooks.

EVALUATE Students analyse the work of artists and designers and evaluate their own work sharing with peers.

CONTENT MAP

Topics covered throughout the term



Autumn Term	<p>– Group 1</p> <p>A: Explore the arts as a participant (workshops/practical lessons)- flashmob & the knotted project</p> <p>B: Explore the arts as an audience member</p> <p>C: Arts inspiration (research into the work of an artist who inspires you) inspired by artists and arts organisations</p> <p>D: share your arts skills with others</p>
Spring Term	<p>– Group 2</p> <p>A: Explore the arts as a participant (workshops/practical lessons)- flashmob & the knotted project</p> <p>B: Explore the arts as an audience member</p> <p>C: Arts inspiration (research into the work of an artist who inspires you) inspired by artists and arts organisations</p> <p>D: share your arts skills with others</p>
Summer Term	<p>– Group 3</p> <p>A: Explore the arts as a participant (workshops/practical lessons)- flashmob & the knotted project</p> <p>B: Explore the arts as an audience member</p> <p>C: Arts inspiration (research into the work of an artist who inspires you) inspired by artists and arts organisations</p> <p>D: share your arts skills with others</p>

KEY LEARNING INDICATORS			YEAR 8 SUCCESS CRITERIA
1	Creative problem solving and use of maths	Students will learn to problem solve as an integral part of their creative journey.	
		Number, scale and pattern will be utilised during the design process.	
		Spirals in nature- Fibbonacci. Spatial awareness through composition.	
2	Follow Health and Safety	Health and safety followed when working in the classroom.	
		Health and safety followed out of the classroom and when working with others.	
		Awareness of H&S as an integral component of creative practice.	
3	Critical thinking	Thinking critically about the work of performing artists.	
		Develop the ability to think critically when talking and writing about own work.	
		Critically analyse the work of peers and group participants.	
4	Quality preparation, research and planning	Recognise planning and research in the work of artists.	
		Develop the ability to apply research to own designing and making.	

		Review and refine.
5	Quality communication	Listen to artists as they explain their process.
		Plan and write logbook entries on the work of artists.
		Listen to the skills shares of other and prepare to deliver.
6	Quality of outcomes through use of specialist technical principles	Learn about the professional practice of artists.
		Learn to explore skills of designing and making.
		Learn to apply specialist skills to personal responses.
7	Technical terminology	Collect vocabulary of performance work, PA industry and choreography.
		Use terminology in research and planning.
		Use terminology in log books.
8	Sustainability	Learn about a range of environmental issues in the P
		Learn how artists respond to environmental issues through art making.
		Learn how to make art in response to environmental issues.
9	DT in context	Learn how about the professional practice of contemporary artists and designers.
		How to artists use technology?
		Work as environmental artists.

Current Scheme of Work

WEEK	TOPIC	OBJECTIVES	CONTENT	ASSESSMENT/HOMEWORK
1	Intro to Arts Award	<ul style="list-style-type: none"> • Create an about me page. • Learn how to present work in logbooks 	<ul style="list-style-type: none"> • Complete mind map of inspirations in the Arts • Create a visual representation of 'all about me' • Include images 	<u>Homework</u> Print images you would like to include on your about me page

2 and 3	Part: Explore the arts as a participant: Dance workshop 1 C: Arts inspiration	<ul style="list-style-type: none"> Learn about a dance style e.g. Thriller/salsa/flashmob/move clip 	<ul style="list-style-type: none"> Cumbrian folklore (Cumbrian Award) Dance and Drama based warm-up, discussing safe practice and the 4x stages of a warm-up Create a mood board 	
3 and 4	Part: Explore the arts as a participant: Dance workshop 2	<ul style="list-style-type: none"> Learn to analyse the work of performance artists. Learn to warm-up safely and effectively, recap dance styles 	<ul style="list-style-type: none"> Cumbrian folklore (Cumbrian Award) Make performance in response to the work. 	<u>Homework</u>
5 and 6	Create a response to the performance work C: Arts inspiration	<ul style="list-style-type: none"> Learn how to work as a team to create a performance. Learn how to recycle materials by creating art with them 	<ul style="list-style-type: none"> Cumbrian folklore (Cumbrian Award) Research the work of specific artist Create a research page to show facts and information 	
7 and 8	Part B: Explore the arts an audience member	<ul style="list-style-type: none"> Learn about the industrial heritage of Whitehaven through visiting a local establishment like the Beacon Learn to analyse a performance 	<ul style="list-style-type: none"> Students make research using appraisal skills, Q&A Plan and design work using research Photograph work. 	<u>Homework</u> Choose an artefact to research further from the Beacon Find out what it is and where it was made.

		<ul style="list-style-type: none"> Learn to photograph and document work in the log book 		
9 and 10	Part D: Skills share	<ul style="list-style-type: none"> Learn what makes successful leadership and workshop skills. Students apply knowledge by planning and making their own workshop/warm-up/arts activity they can share with others 	<ul style="list-style-type: none"> Identify what makes successful leadership and teaching skills Explore and workshop ideas for the skills share activity Create a plan for a 'skills share' activity 	<p><u>Peer review/Feedback</u></p> <p><u>Homework</u> Research Fibonacci and the Fibonacci sequence.</p>
11	Present skills share	<ul style="list-style-type: none"> Prepare, rehearse and deliver the skills share part of Arts Award 	<ul style="list-style-type: none"> Students review photographs of work made in previous session. Plan presentations Presentations Prepare portfolios for submission 	Feedback for presentations

12	Presentations and Portfolios	<ul style="list-style-type: none"> Learn to write and deliver presentations of independent and collaborative work. 	<ul style="list-style-type: none"> Students review photographs of work made in previous session. Plan presentations Presentations Prepare portfolios for submission 	Assessment against Arts Award Criteria.
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