



The Lioncare School

Curriculum Map 2018-19 Spring Term Project: Fantastic Beasts

Introduction

A key task for the adults working at The Lioncare school is to foster a sense of engagement and enjoyment in learning and breaking down the fear and resistance that has been acquired in disrupted early years. It is our experience that a project-based approach, underpinned by targeted literacy and numeracy interventions, is a successful way of providing a curriculum both broad and deep.

In June 2017 OFSTED stated:

The curriculum meets the needs of pupils well. The enrichment of pupils' experiences through the curriculum is particularly strong. The school's curriculum ensures that pupils have the opportunity to make progress in a range of subjects.

In December 18 they reported

The school enables pupils to study a large range of subjects, and work is tailored to meet each pupil's specific needs. Pupils, including those who are most able, are given the opportunity to explore subjects in considerable depth... Leaders have developed a set of themes which have been designed to help pupils develop their life skills.

Each year The Lioncare School runs three whole school projects. These are planned to offer breadth across three of our curriculum areas- The Human Curriculum, The STEM Curriculum and The Creative Curriculum. All projects allow for ongoing progress in all subjects but the shift in focus each term allows for the class teacher, curriculum lead and school managers to plan for deeper learning opportunities, to monitor progress and to gap-fill areas of learning that emerge for individuals and for class groups.

For 2018/19 the Projects will be *Fantastic Beasts* (Human Curriculum), *Fantastic Beasts* (Creative Curriculum) and *Electricity* (S.T.E.M Curriculum).
Upcoming Projects include *Roald Dahl* (Human Curriculum) , *Moving Pictures* (Creative Curriculum) and *Light* (S.T.E.M Curriculum)

Fantastic Beasts is the first creative project under the newly revised version of Curriculum 16, the Curriculum structure of our therapeutic education model. C16 has been formulated to acknowledge the unique profiles of the children placed at the Lioncare School - characterised by disrupted early learning experiences, interrupted formal schooling, disengagement from mainstream settings, distrust of adult and professional input, continuous high levels of anxiety and emotional arousal due to trauma and the resultant cognitive, sensory and social impairment. C16 is based on the following principles:

- All young people, whatever their start in life, and however they challenge, defy and subvert expectations, deserve the joy of learning and opportunities for success.
- The capacity to learn from experience and, from this, work towards goals, strive for achievement and acknowledge success, is a pivotal positive factor in a healthy and productive adult life.
- Learning also contributes to a rich and fulfilling life through our intrinsic development - self-belief, our joy in discovery and creativity, the enriched understanding of our world and, most of all, the relationships that develop as part of the process.
- For our children and young people the best route to such outcomes is to foster a skills set that engenders confidence, interest, enquiry, interdependence, reflection and resilience: knowledge will follow.
- The abilities and needs of each child are unique and must lead the curriculum, not follow it.
- Living is learning and all adults who interact with our children contribute to their curriculum.

C16 is made up of our three tiers of learning: PERSONAL DEVELOPMENT, PARTICIPATION and MAKING GOOD PROGRESS.

PERSONAL DEVELOPMENT is made up of four curriculum areas (*Being at School, Communication, Being Safe and Healthy, and Moving On*) that thread through all areas of living and learning.

PARTICIPATION is split into four curriculum areas (*Learning Together, Community, Belonging and Difference, and Activities*) that sit at the centre of our community-led approach to learning and development.

MAKING GOOD PROGRESS is made up of four curriculum areas (*Human, Creative, STEM and Functional*) which offer a broad and balanced academic curriculum that addresses gaps in learning and fosters opportunities for achievement for however long a child or young person is placed with us.

The subjects within these areas are defined by a small list of skills (Key Performance Indicators) that are the backbone of our work. Children and young people are set personalised, age appropriate learning objectives within these KPI and are assessed against these regularly as they progress through school, using a range of formal and informal mechanisms.

As **Fantastic Beasts** is a CREATIVE project, it will have the primary task of developing individual skills as described by our Key Performance Indicators for Art, Music and Drama . This Curriculum Map will detail these and suggest activities that best foster these. It is up to individual class teachers to develop

and deliver these in the way best suited to individual young people with consideration given to the age appropriate knowledge outlined in National Curriculum:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Education Reports at the End of this Project will give an overview of attainment against age related expectations for these subjects

Fantastic Beasts also allows for the underpinning of our Literacy and Numeracy and opportunities for further development of the skills outlined in the KPI for the Human Curriculum.

Fantastic Beasts will also provide opportunities to explore a number of social and emotional issues that are live for the school community. There will be a focus on the relationship between creativity and difference, with young people at all stages of development being able to use a range of mediums to express their readiness to learn, manage and evaluate their own learning, work with peers and contribute to their environment. Young people will be taught ways of offering comment on their own work and that of others which is inclusive, participatory and supportive and through this, take risks that may feel less bearable in other areas of schoolwork. Towards the end of this project we will run our second annual Art Exhibition, inviting families, carers and friends of the school in to share and enjoy the learning and to buy pieces of work created by children to display across the Lioncare Community. The event will be designed in a way to provide a safe context in which to explore themes relating to self worth and rejection.

The following principles will apply to our project, Fantastic Beasts.

1) Knowledge and skills are not acquired in a vacuum. The context for the sources and stimuli for activities will be considered in an age appropriate manner and will include both historical and contemporary themes and issues. Children with deprived and neglectful backgrounds may not have experienced formative opportunities to observe the influence of personal or global narratives in a healthy, coherent way. This project aims to provide the potential for fuller participation in peer, adult and community mediated life by broadening contextual understanding of the wider world.

2) Adult uncertainties will be embraced. If schools are to be true learning communities then dividing them into adults that know all and children that know nothing is reductive. While teachers will be expected to plan their lessons and use of resources professionally, all adults should be prepared to pause to consider issues that arise and give time for research, discussion and exploration in all forums. Adults should expect to sensitively, safely and professionally reflect on their own experiences and at all times ensure their views on cultural and personal transformation and expression are professional and unbiased.

3) The Lioncare School strongly believes that its group-learning ethos provides consistent, meaningful coverage of core values. The themes of participation, representation, inclusion and tolerance, expressed in discussion of stories and images produced by our selves and by others will give plentiful opportunity for young people to explore their feelings, thoughts and opinions on how the groups they live, and learn, in function.

4) Specific targets set for English/Literacy and Maths/Numeracy, following assessment, recorded on reports and monitored via our child centred systems, including Live Monitoring Forms, Education Reports and Behaviour Watch, should underpin the personalised work for each young person. Work should be recorded in relevant workbooks and be evaluated following the Lioncare School Assessment and Accreditation Policy. Planned work should be informed by P:\Curriculum Plan\2014-15 National Curriculum and https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf which sets out specific skills to be taught at each stage. It is expected that these subjects be taught through both embedded and discrete approaches. Key Performance Indicators for these areas are detailed in the Appendix below.

The Curriculum Maps for each project and personal learning plans form the Lioncare School Scheme of Work.

Key Performance Indicators for Art

I can observe, investigate and respond to first-hand experiences, memory and imagination

I can collect, examine and select resource material to use in the development of ideas

I can explore and discuss the works of artists, designers and craft workers from my own and other cultures

I can develop my understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate my ideas

I can evaluate my work and that of others, saying how it was made and sharing my ideas

I can discuss difficulties and review and modify work to find solutions

I can use a range of media, materials, tools and processes including drawing, painting, printing, textiles, 3D construction and malleable materials

I can select what is appropriate media to realise personal ideas and intentions

I can discuss my own work and the work of others and consider how I might adapt and refine my ideas, skills and processes

Key Performance Indicators for Music

I can experiment with and create and combine sounds

I can use my voice expressively alone or with others

I can play tuned and untuned instruments with control and thought alone, with others and to an audience

I can manipulate and organise ideas with musical structures and replicate sounds from aural memory

I can improvise and compose music for a range of purposes

I can develop an appropriate knowledge of musical notation

I can listen to and attend to sounds and music from a range of traditions and cultures

I can talk about the music I listen to in and out of class with knowledge of its form, history and impact

Key Performance Indicators for Drama

I can use a variety of dramatic conventions to explore ideas, issues, texts and meanings.

I can appreciate how different techniques are used to convey action, character, atmosphere and tension

I can listen to others, respect their ideas and viewpoint and work positively as part of a group

I can comment critically on a range of performances that I have taken part in or watched

I can create and take part in role-play or improvised scenes in order to explore themes or issues

I can invent and develop a character or role to explore a dramatic situation, theme or issue

I can understand the cultural and social purposes of drama and can appreciate the values and attitudes of my own and other communities

I can use a variety of dramatic forms and techniques to express my own ideas and feelings in a performance

Core Topics

The suggested project breakdown is

Weeks 1 and 2

Creatures of the Snow and Ice- including abominable snowmen/yeti/sasquatch/ Nessie myths and legends and the traditional trolls of iceland. These theme lends itself to a range of media and techniques including photography, and introduces the idea of the fantastic and the interface between reality, the origins of myths and legends and creativity. Related texts such as scenes from *The Lion, the Witch and The Wardrobe* will be used in some classes.

Weeks 3,4,5,6

Dragons- children will look at different types of dragons from around the world and how the myths and legends that inspire each form can be seen as rooted in different societies. At the centre of this block is Chinese New Year and this will be celebrated in a community setting, music and sound will also play a significant part of this section of the project as children explore how to make their own sounds and to explore music that may be unfamiliar with them.

Weeks 7 and 8 (after half term)

Classical transformation myths costume and drama will be used to learn about Greek ideas of transformation through both traditional stories (the minotaur, centaurs, cyclops) and the children's own original work on this theme.

Weeks 9 and 10

Creatures of the sea- 2 and 3d art, photography and sound will be combined to look at how the sea inspires myth from the modern day idea of mermaids via silkies, sirens and the Kraken. Real "fantastical" deep sea creatures will be used to aid thinking about the unique properties of living creatures and the local environment will be utilised as a resource

Weeks 11 and 12

The Wizarding World The project will culminate by a look at this popular, contemporary presentation of fantastic beasts, giving the children an opportunity to demonstrate their learning by revisiting these films and books with the benefit of their acquired knowledge and skills

Throughout the project short stories (eg Greek, Chinese and Scandinavian Myth), longer texts (*The Lion , The Witch and The Wardrobe*) and films (*Percy Jackson, Jason and The Argonauts, Fantastic Beasts and Where to find them*) will be used in class for inspiration and enjoyment. Embedded through the weeks will be the task of **preparing for an Art Show**; young people will develop the capacity to take risks and invite commentary on their works as well as safely and supportively give commentary on that of others, including their peers. They will consider the role of the viewer of their work and be able to

take part in a community event to share and celebrate their creativity.

Difference

It is a core strand of The Lioncare School’s approach to Equality and Diversity that the Curriculum Map for each Project will include an explicit statement on how the work will contribute to the understanding of difference and the promotion of respect, tolerance and participation in the school community. For **Fantastic Beasts** this will happen through young people:

- Being supported to take risks with their expressive media, actions and products
- Learning language and conventions to evaluate and respect their own work and that of others in ways that are truly developmental
- Contributing to their school environment through their art and design work and inviting comment on this from visitors and peers
- Working together to co-create in new and open ways.
- Through the exploration of story and myth consider how prejudices and stereotypes mean certain appearances and qualities attract negativity and other are venerated. The assumptions and judgements behind this will be considered and from fiction real life applications of the learning will be applied in community and group settings.
- Tales of transformation and the idea of “finding the right form “ will be sensitively used to explores ideas of identity and change in over puberty and beyond where this is age appropriate. In 2018 the Lioncare School achieved 3 bands of the Rainbow Flag award, demonstrating how our setting promotes a positive, safe and supportive place for LGBT/Q young people and adults who work with them. Age-appropriate opportunities to explore the language, conventions and actions that we use to discuss the identity of others and ourselves, particularly when applied to constructs around gender, will be sensitively supported.

Participation

Relevant Key Performance Indicators for classroom based aspects of this project under the Participation tier maybe found in *Work and Learning* and *Making a Contribution*.

For offsite elements the KPI can be found in *Being Safe Activities and Play* and *Physical Development*

PE activities for Spring 2019 include Bouldering, Trampolining and Horse Riding

Activities:

The Lioncare School runs a trip or activity each Friday and these are a balance between curriculum enrichment (Progress), community awareness (Participation) and skills (Personal Development).

Activities Planned for January - April 2019 Include:

Curriculum	Community	Skills
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A whole school trip to a gallery/museum	Participation in activities related to Safer Internet day	Music and Film appreciation	
A whole school trip to a play	Participation in Chinese New Year	Cooking from a variety of traditions Including in partnership with Stoneham Bakery	
Art activities on the beach	Preparing for and Participating in our art show	A team building trip to Hindleap Warren	
Photography projects outside	Participating in Easter end of term routines	Horse riding	
A visit to a maze	A whole school trip to Chessington	Trampolining	
	A trip to Brighton Pavillion	Bouldering	