



The Lioncare School

Curriculum Map 2019-20 Spring Term Project: The Magic of Musicals

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 2019/20 the Projects are *Roald Dahl* (Human Curriculum) , *The Magic Of Musicals* (Creative Curriculum) and *How the Mind works* (S.T.E.M Curriculum). Future planned projects include *Where in the World* (Human Curriculum), *The 1970s* (Creative Curriculum) and *Space* (S.T.E.M Curriculum).

The Magic of Musicals is the second full creative curriculum 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 participation.
- 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 **The Magic of Musicals** 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 the 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>

And for drama within the relevant English programmes of study related to spoken language:

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

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

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

The Magic of Musicals also allows for the underpinning of our Literacy and Numeracy curriculum and opportunities for further development of the skills outlined in the KPI for the Human Curriculum.

The Magic of Musicals 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 third annual Arts Exhibition, inviting families, carers and friends of the school to share and enjoy the learning and to buy pieces of work and performance 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 celebration/ rejection.

The following principles will apply to our project, The Magic of Musicals .

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 , sounds and images produced by ourselves 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.

The Curriculum Maps for each project and personal learning plans (Live Monitoring Forms) form the Lioncare School Scheme of Work.

Key Performance Indicators for Art relevant for this project

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 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

1) Making Sound

Starting with untuned instruments children will make sounds in small groups and one-to-one settings using bought, made and found instruments. Each class will also have access to a keyboard, guitar, ukulele and tuned percussion instruments as well as the equipment necessary to record, edit and manipulate sound recordings. Children will also think about making sounds with their own bodies, such as clapping, stamping and singing or other vocalisations. At a level appropriate to their starting point musical notation and technical vocabulary will be introduced. Pitch, timbre and vibration, beat and other components of music will be explored as both scientific ideas and sensory experience, in the latter case linked to personal sensory diets and / or Occupational Therapy plans. Children will think about how moving rhythmically, or controlling and manipulating their breathing impacts on their state of being in the moment.

2) Emotional Expression

Building in the above individuals and classes will talk about how music, whether combined with words or not, makes them feel. This will be reinforced by watching key scenes from classic musicals that depict emotions such as joy, loss, affection, fear and identifying what is constructed to evoke feelings. As well as understanding the formal aspects that contribute to emotional experience through music some contained free expression work will be done. This will also be experienced through dance where visiting professionals and community experiences will allow for a range of opportunities and adults in school will explore some class dance work, including the use of movement and voice in the Steiner model of therapeutic eurythmy.

3) Social Grouping

Many of the musicals that have popularity and cultural meaning in the British and American tradition have story lines that involve ingroup/outgroup relationships/ popularity and developing identity and these will provide useful discussion topics relating to Sex and Relationship Education, both in classes and in key work where appropriate. For those adolescents who are currently concerned about their interpersonal relationships with peers, the assorted romances on show will allow for discussions about reality, fantasy and the negotiation of strong feelings. In addition the co-creation of sound, movement and performance will allow for relationships to develop new or spontaneous aspects and perhaps newer connections made across the community.

4) Structures and rhythm

All artistic processes and products are concerned with both following and challenging structure. Teaching about convention and the positive and negative aspects of breaking convention gives save opportunity for exploring other boundaries that may be present in the world. On a more fundamental level learning about sequences and patterns and the need for repetition and discipline within enjoyable and fun activities will lead to natural opportunities to reinforce how these skills are essential to more challenging tasks such as spelling and mathematical operations. Common vocabulary will be promoted and highlighted. Again the self-regulating potential of moving, breathing or working with rhythm will be worked with on an individual and group levels to promote grounding and sensory integration in moments of difficulty.

5) Performance and Evaluation

Throughout the project there will be a focus on providing vocabulary and structures for expressing feedback in both written and spoken forms. There will be some ongoing work on ranking musical films through debate and voting. As this feels safe critical responses to one's own work and that of peers will be taught as a developmental skill, focusing always on how things can be improved or made better. Multiple ongoing safe opportunities for performance will be offered and this will culminate at the “Arts” show in March

Resources (initial list)

<https://dramaresource.com/drama-games/>

<https://www.dramatoolkit.co.uk/>

<https://www.teachearlyyears.com/learning-and-development/view/developing-social-skills-through-drama>

<https://www.bbc.co.uk/bitesize/guides/z27fyrd/revision/1>

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

<https://www.teachingideas.co.uk/subjects/dance>

<https://www.teachingideas.co.uk/notation/syn-phon>

<https://www.twinkl.co.uk/go/games-twinkl-go/1>

<https://nrich.maths.org/5478>

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 **The Magic of Musicals** 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, design, recorded and performance work and inviting comment on this from visitors and peers

Working together to co-create in new and open ways.

Through the exploration of history, story, script 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 redemption, exclusion and inclusion will be sensitively used to explore ideas of identity and change in over puberty and beyond where this is age appropriate. Characters and their relationships can introduce ideas of healthy, age appropriate issues around popularity, romance and identity

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 2020 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 2020 Include:

Curriculum	Community	Skills
A whole school trip to a gallery in a local town	Participation in activities related to Safer Internet day	Music and Film appreciation

A whole school trip to a musical theatre performance in London	Preparing for and Participating in our art / performance show	Cooking from a variety of traditions Including in partnership with Stoneham Bakery
A tour of Glyndebourne	Participating in Easter end of term routines	Team building activities at Jump In/Flip out
Opportunities to experience a range of dance techniques	Ongoing use of the library	Experiences with instruments and recording technology on and off site
Opportunities to visit and participate in a range of musical experiences	Visit to the Aldingbourne trust to meet our newly sponsored goat	
	Developing skills on public transport	