



The Lioncare School

Curriculum Map 2021-22 Spring Term Project: The Creative Curriculum : Moving Pictures

Introduction

The primary task for the adults working at The Lioncare school is to foster a sense of engagement and enjoyment in learning, break down the fear and resistance that has been acquired through disrupted early years, and through this grow the skills and capacity of our children to engage positively and productively with the world. It is our experience that a project-based approach, underpinned by positive personal development plans and targeted literacy and numeracy interventions, is a successful way offering both the breadth and depth necessary for our therapeutically informed, child-centred curriculum model.

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.

In September 2021 our inspectors said

Pupils love the topics they study. Leaders have developed a curriculum that can be adapted to meet pupils' specific needs. The curriculum equips pupils with the vital knowledge that they must learn.

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 teachers and school leaders 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 the school year 21/22 we will deliver Sports around the world (Human Curriculum), Moving Pictures (Creative Curriculum) and Light (S.T.E.M Curriculum). Future planned projects include Ancient Civilisations, The 1980s and The Constructed World (Materials and Forces).

Moving Pictures is the second Creative Curriculum project under the newly revised version of Curriculum 2020 (C2020), the Curriculum Framework for our therapeutic education model. C2020 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 disrupted attachments, and the resultant cognitive, sensory and social impairment. C2020 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 skill 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.

C2020 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 **Moving Pictures** is a Creative Curriculum project, it will have the primary task of developing individual skills as described by our Key Performance Indicators for Art, Drama and Music, as well as areas of our curricula for Technology, Local and Wider Communities, Practical Skills and Understanding Difference. 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. For this project, and based on the prior attainment of the children at the school across all key stages, the focus of the teaching input will be based on supporting young people to attain or exceed outcomes related to the Expectations for year 3 in these subjects. We recognise that many of our older children have not completed the prior learning necessary to access all of the secondary curriculum and are disadvantaged by gaps in their awareness of the history and meaning of a broad range of cultural products. Where young people have a stronger foundation in specific areas, targets that are appropriately challenging will be set.

Education Reports at the end of this Project will give an overview of attainment against age related expectations for relevant aspects of the Creative Curriculum.

The following principles will apply to our project:

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.

CoVid-19

The school has remained fully open throughout this pandemic however it is vital to recognise that the children have been kept within a very small bubble, both in school and at home. As the school began to open up more, accessing community, off site PE and educational visits and then scale down again in Winter 2021 as a result of the Omicron Variant we must not underestimate the impact this is likely to have on our children and adults. Suddenly, from accessing home and school only we are now beginning to step into the world of off-site activities that is different to how it was before. Not only does this challenge us as adults, it will raise uncertainties that can only be worked through and looked at week by week by keeping risk assessments and working documents live. In addition, anxiety in the children's group is likely to be magnified by the reintroduction of previous routines and activities that are likely to escalate their worries and fears. Adults and children alike could be preoccupied by the unlocking of the outside world therefore tolerance for learning may be reduced in some; while the need for structure, activity and certainty will be key for others. Risk assessment may impact on community based aspects of planned delivery of this project.

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 development 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 identity, individuality, participation, representation, inclusion and tolerance, expressed in discussion of the themes of our project will give plentiful opportunity for young people to explore their feelings, thoughts and opinions on how the groups they live and learn in function, and how they and their peers can negotiate and tolerate both shared and unique experiences, opinions and expression.

4) Specific targets set for English/Literacy and Maths/Numeracy, following assessment, which are 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 and <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study> 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.

Topics

This project aligns itself well with the interests of our current cohort. Global events (COVID 19 pandemic) have limited our sense of community and as such it has been our focus to support integration into our local and wider communities. We have witnessed through our own “soft days” how film can be a unifying experience and contribute to an adolescent’s emerging identity as they can use style, genre and aesthetic to ally with a particular look, sub-grouping or mode of expression. For every act of escapism and retreat into narrative the potential for common language and connection emerges. Our previous project “Sport around the world” gave children a range of opportunities to move their bodies and better understand how they perceive and attend to this. Moving Pictures grows on this by giving them an opportunity to understand how others perceive this movement, and other expressive acts as they make films and understand something about image, reflection and acts of witnessing and being witnessed. In common with our other creative projects Moving Pictures provides many opportunities to create and co create and enter into constructive conversations that allow for the safe exploration of difference and diversity in content and reaction.

The History of film through animation and special effects

In this topic children will watch and interact with animated movies made across a number of decades and from different cultural traditions. They will look at the work of three familiar studios-Disney, Pixar and Studio Ghibli and compare these to films made much earlier in cinematic history and from less familiar cultures or via less well known techniques. Through this they will start to be able to form an understanding of what film and the techniques used can tell us about time and place and story

<https://www.theguardian.com/film/filmblog/2013/nov/20/top-10-animated-movies-films>

Showing and Telling

Children will be guided to watch films and film clips, including documentary footage that inform and entertain and be taught the vocabulary and techniques necessary to talk about and write about the effectiveness of these. Core vocabulary from the English curriculum will be reinforced while specialist vocabulary for film and the visual arts will be introduced. Children will create a journal of film reviews and work inspired by what they have watched. Older children will compare visual storytelling to written narratives and develop their own writing techniques to include screen plays and directions.

Creating Moving Pictures

Taking Inspiration from the above themes this topic will allow children to experiment with form and how it shapes narrative, mood and experience. Using cameras and ICT, flip books, clay, everyday objects and the world around them children will use words and images to create visual stories to share at our art show.

New view

Children will have opportunities to watch films and film excerpts that are outside of their usual experiences, including silent films, foreign language films, documentaries, art house movies and unfamiliar genres.

Difference:

It is a core part 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 Moving Pictures this will happen by:

- Structured learning about different places and culture
- Discussion about ideas of participation, inclusion, representation and privilege in film
- Experience of, and support in, respecting individual difference in what is created, produced and how it is discussed

It is the responsibility of teachers to ensure that all films and film excerpts shown are suitable for school and the age of children and that appropriate preparations are given for content that is appropriate but likely to challenge individuals and groups.

The Curriculum Maps for each project and the individual Live Monitoring Forms constitute the Lioncare School Scheme of Work.

Key Performance Indicators For Making Good Progress: 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 Participation: 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

Key Performance Indicators For Participation: 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

Participation and The Activity Curriculum

For Spring 2022 2021 The Lioncare School will run a number of regular PE trips. Friday trips will be opportunities for each class to come together and try a new or communal activity.

At the time of writing the plan below is purely indicative and subject to change due to local and national guidelines, and booking arrangements with partner organisations.

Friday 7th Jan	https://www.cbbfc.co.uk/film-ratings/movie-night-bbfc (preparation for the project) exploring how films will be watched and accessed, https://www.tes.com/teaching-resource/ks2-film-scripts-introduction-camera-angles-vocabulary-etc-12049172
Friday 14th Jan	Matilda-old and new -opportunity to watch the new musical staging of Matilda and compare it to the 1996 version using the key vocabulary associated with this project
Friday 21st Jan	Brighton in film https://www.cbbfc.co.uk/film-ratings/movie-night-bbfc https://www.brightonfilm.com/
Friday 28th Jan	<i>At the time of writing plans are being discussed and risk assessed with a number of partner organisations- including Brighton Toy Museum, Curiosity Hub, SPARKS and OSCA bright festival</i>
Friday 4th February	Community celebration ending activity
Friday 11th Feb	½ day ending

Friday 25th Feb	Outdoor activity/film day (studio ghibli/japanese theme)
Friday 4th March	Outdoor activity /film day (silent movies)
Friday 11th March	Outdoor activity /film day (documentary)
Friday 18th March	<i>At the time of writing plans are being discussed and risk assessed with a number of partner organisations- including Brighton Toy Museum, Curiosity Hub, SPARKS and OSCA bright festival</i>
Friday 25th March	<i>At the time of writing plans are being discussed and risk assessed with a number of partner organisations- including Brighton Toy Museum, Curiosity Hub, SPARKS and OSCA bright festival</i>
Friday 1st April	ART SHOW
4 Apr 22	<i>Farm/chessington/ picnic/ EE hunt</i>
5 Apr 22	<i>Farm/chessington/ picnic/ EE hunt</i>
6 Apr 22	<i>Farm/chessington/ picnic/ EE hunt</i>
7 Apr 22	<i>Farm/chessington/ picnic/ EE hunt</i>
Friday 8th April	End of Term

PE activities will be Multi sports with a coach from Albion in the Community and Dance . There will be opportunities discussed to utilise these sessions for further film making