



The Lioncare School

Curriculum Map 2017-18 Winter Term Project:

Space, Shape and Form

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.*

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 2017/18 the Projects will be *The United States of America* (Human Curriculum), *Space, Shape and Form* (Creative Curriculum) and *Under the Earth (S.T.E.M Curriculum)*. Upcoming Projects include *India, Fantastic Beasts, Electricity and Roald Dahl*.

Space, Shape and Form is also the first project under the completed 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 formal 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 group-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 the progress through school using a range of formal and informal mechanisms.

As **Shape, Space and Form** is a Creative project, it will have the primary task of developing individual skills as described by our Art, Drama, Music and Technology Key Performance Indicators. 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: Programmes of study in Art and design, Design and Technology, Music and English (Drama) <https://www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject>. Shape, Space and Form also allows for the underpinning of the Application of Number KPI around shapes and geometrical patterns and relationships.

Shape, Space and Form 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 express 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 that is inclusive, participatory and supportive and through this take risks that may feel less bearable in other areas of schoolwork.

The following principles will apply to our project: Space, Shape and Form

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 change and issues of a political nature are professional and unbiased.

3) The Lioncare School strongly believes that its group-learning ethos provides consistent, meaningful coverage of the values now embraced as fundamental and British. The themes of participation, representation, inclusion and tolerance 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.

Space Shape and Form - Curriculum Details

This project is designed to develop both skills and knowledge. Skills based learning will focus on practical tasks as well as explicit work on thinking skills such as planning, monitoring and evaluating.

C16 Key Performance Indicators for Art - Learning Objectives for each child against these are on December 2017 Education Reports

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
C16 Key Performance Indicators for Music - Learning Objectives for each child against these are on December 2017 Education Reports
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
C16 Key Performance Indicators for Drama - Learning Objectives for each child against these are on December 2017 Education Reports
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

Life/Form

Young people will think about how 2d and 3d shapes exist, are created and used in the world around them. They will learn to recognise how some regular shapes occur in nature, including the food we eat, and in manmade objects including machines and buildings. They will develop an understanding of why certain shapes can be used in these ways and the features that make them suitable for different applications. In this topic children and young people will also think about how their own bodies make shapes, take form and occupy space.

Manipulation

Young people will work with both found and specialist materials to create in both planned and unplanned situations. Materials will include found objects on the beach and in the woods, household or junk items as well as sound and purchased items such as card and paper, willow, clay, mod rock and foam. They will develop their understanding of the suitability of these materials for different forms, how materials combine and the practical and aesthetic applications and limitations of different ways of constructing products. These them will include the use of photography.

Inspiration to creation

Young people will look at works from their own and different cultures, and from across eras but with a focus on the 20th century. Specific visual artists studied will include, but not be limited to Magritte, Kadinsky, Picasso, Giacometti, Hepworth, Moore, Whitehead, Kapoor, Goldsworthy, Calder, Nevelson and Paolozzi. They will be able to identify features from the work of these artists and create works that utilise these elements.

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.

<http://char.txa.cornell.edu/language/element/form/form.htm>

https://www.slideshare.net/sammy_edge/shape-form-and-space

<https://www.pinterest.co.uk/arizkma/elements-of-art-formspace-lessons/?lp=true>

<https://dcmp.org/guides/TID9526.pdf>

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 **Space, Shape and Form** 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.

In January 2018 The Lioncare School hopes to continue the necessary work to gain the first step in The Rainbow Flag award to demonstrate 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 will be sensitively supported.

Additional Learning:

In addition to the teaching and learning undertaken in relation to this project young people will, as informed by their individual targets and under the overall guidance of their class teacher, participate in:

- *Further discrete and embedded literacy and numeracy sessions (see Key Performance Indicators for The Functional Skill Curriculum below)*
- *Personal project, tasks and challenges linked to ASDAN outcomes*
- *GCSE coursework and exam preparation*
- *Community and group activities*
- *PE lessons*
- *Appropriate provision for nurture and play*
- *Undertake skills based learning with a focus on practical tasks*
- *Explicit work on thinking (metacognitive) skills such as planning, monitoring and evaluating.*
- *Through these progress against the KPI for Readiness to Learn, Practical Skills, Work and Learning and Making a Contribution*

Progress against all targets will be monitored through individual Live Monitoring Forms

The Personal Development Curriculum

As The Lioncare School Curriculum model and School Prospectus demonstrate, personal and social development are at the heart of the work we do. Close understanding of each child's psychological needs drive targets for progress in these areas. These are outlined in personal progress folders and are underpinned by Boxall profile assessments twice yearly and regular Psychological Assessments of Emotional Need. Taught elements such as smoking, healthy eating and sexual health will be related to needs engendered in early experience and will be dealt with sensitively by adults with safe relationships in discrete settings, often with the support of home or external colleagues. Therefore an overly proscribed PSHE curriculum can be a reductive tool. More significant at The Lioncare School are:

- Activities designed to build self-esteem by providing opportunities for successful engagement
- Activities designed to support peer interaction, group work and community participation
- Activities designed to promote understanding of the local and global community and our interdependence with it
- Activities designed to encourage reflection on our responsibilities for personal, local and global relationships

For this project relevant Key Performance Indicators in the Personal Development Tier can be found in *Readiness to Lear* and *Practical Skills*

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 *Activities and Play* and *Physical Development*

PE activities for Winter 2018 are dance, badminton and indoor climbing.

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 –March 2017 Include:

Curriculum	Community	Skills
A visit to Brighton Museum and Art Gallery	The Lioncare Art Show	Axe and Paddle Shelter building
A visit to the Towner gallery in Eastbourne	Foredown Tower	Beach Art Day
A visit to Borde Hill Sculpture Park	A trip to Lego land	Woodland Art Day
A visit to Goodwood Sculpture Park		
A trip to The Tate Modern		

Appendix Key Performance Indicators- The Functional Skills Curriculum

Making Good Progress				
	Reading	Writing	Number	Application Of Number
KPI				
1	I can show an appreciation of text and develop my independence as a reader	I have a range of successful strategies for spelling simple, familiar or key words	I understand the number system and can use it to compare and order whole numbers and parts of whole numbers	I can use standard units for measurement to describe the world and solve problems, I can convert between units
2	I can explore, listen to, discuss and read a range of texts from across genres, cultures and historical periods	I have a range of successful strategies for spelling complex, unfamiliar or technical words	I can understand there are systematic ways numbers bond together and can use this to understand theoretical and real life situations	I can describe whole shapes, parts of shapes, their properties and features
3	I can link my reading to my own experiences, thoughts and feelings	I understand how complex words are structured such as by adding prefixes and suffixes and can use this knowledge accurately	I can read and write numbers, symbols and mathematical statements accurately	I can use my understanding of shapes to solve real world and theoretical problems
4	I can learn a range of techniques to help me decode with increasing fluency and with feeling when reading out loud	I understand why legible handwriting is important and can work with adults and independently to develop my skills	I can present my work in appropriate ways including diagrammatically, pictorially and graphically	I can make and interpret tables, charts, grids and diagrams and use these with data as well as sets of numbers
5	I can learn a range of techniques to draw out information from texts and check my understanding so that my comprehension improves	I can structure simple and complex sentences and paragraphs using a ranging of joining and linking strategies.	I can make and tests ideas about patterns and sequences	I can record, describe and analyse the frequency of outcomes
6	I can tell the difference between fact, opinion and fiction and explain my thinking.	I understand how punctuation is used and consistently demonstrate this	I can check my thinking using estimation, approximation and technology	I can use scale factors, diagrams and maps
7	I can make deductions from titles, images and the layout of texts	I can use an appropriate and varied vocabulary and make it	I understand how to solve numerical, practical and mental	I understand how to express the relationship between 2 or more

		relevant to my work	problems	numbers and apply this knowledge
8	I can show that I understand what is inferred in appropriate texts	I can use different styles of writing, including argument, persuasion, humour and dialogue and choose between these for the audience and purpose of my text	I understand addition and subtraction, the relationship between them and can recall key facts. I can use the correct language for operations and applications of these facts	I know how to use formula to solve problems including when to rearrange the formula and how to substitute numbers
9	I can use evidence from a text to predict what might happen next and explain my thinking	I can plan my work using a range of tools for this	I understand multiplication and division, the relationship between them and can recall key facts. I can use the correct language for operations and applications of these facts	I can use and interpret algebraic symbols and words
10	I can explore texts in depth including both those that familiar or conventional stories and those that are new or unconventional	I can revise and edit my work independently and with others	I can make a sensible choice of calculation strategies	I can interpret mathematical relationships algebraically, graphically and geometrically
11	I can explain what I think about texts and the issues they raise and justify my opinions	I can write creatively both using my own ideas and inspired by the content, form and genre of other writers	I can understand how numbers and objects can be split into parts and move between systems of doing so	I can use algebraic and graphical understanding to recognise and predict sequences and to find solutions to problems
12	I can recognise features of language used in texts and discuss them using appropriate technical language	I can discuss written language using technical terminology		