



Aim of the Twilight is to begin updates to our curriculum plans, in line with **assessment, feedback, questioning, reading and oracy**.

Select one **SoW (medium term plan)** for Key Stage 3 and one for Key Stage 4.

Using what we have considered around **summative and formative assessment, summative and formative feedback, questioning and reading and oracy** where will these be **implemented** and therefore clear within the SoW?

Use your Twilight department time to **discuss and plan** these **curriculum** updates to both SoW (medium term plans) at Key Stage 3 and 4.



- Access and use the curriculum work started last year.
- Here is the link to this work on the Staff Shared Drive:

https://drive.google.com/drive/folders/1H9oljvrrj_NNjiCWfHPsdS47PNtmcYro

Your department will work towards updating the curriculum for 2024-25:

- **Curriculum Intents**
- **SoW** – Year 7 to 13.
- To include the **key questions** expected to be explored.
- **Reading** and **Tier 2/3** vocabulary.
- Where pupils receive **formative feedback**.
- Where and how pupils will be **assessed** (summatively).
- Suggested **home learning** tasks

- **Heads of department**
- **Subject Leads**
- **Key Stage Leads**
- **UPS teacher**
- **Teachers**

Department curriculum planning discussions – Twilight 21st March 2024



Medium Term Plan/SoW Title: E.g. Year 7 Music SoW

The Big Ideas for this unit of work are....

Topic or Learning Objective	No. of lessons allocated	Knowledge and Skills to be taught and <i>challenging ideas to be explored.</i>	Common misconceptions to address	Home/Independent Learning	Reading and Tier 2 & 3 Vocab and associated reading)	Link to next steps/career pathways

What are the Key Questions expected to be explored when teaching this unit?	
Where must pupils receive formative feedback?	
How will pupils be summatively assessed?	
Suggested home learning tasks	

Beyond the Twilight:

Updates to:

- MTP/SoW
- Curriculum Booklets
- Intents

Updated MTP/SoW template for 2024-25 (opposite).

Based on training from 2023-24.

Is there anything you would add?

Due date: 1st July 2024.

Following the Twilight



Save your updated SoW to the Drive

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- What are the knowledge and skills that pupils will gain at each key stage of your curriculum?
- Reflect on the school's local context – what gaps do you aim to close?
- The X curriculum aims to...
- This is achieved through...
- The curriculum is inclusive and ambitious, enabling all...
- What will pupils know, be able to do by the end of the journey – key stage 3, 4 or 5?

Useful article – ‘Thinking about curriculum intent’

<https://www.marymyatt.com/blog/thinking-about-curriculum-intent>

Beyond the March Twilight – Curriculum Booklets



Art & Design

Pupils receive 2 lessons of Art and Design each fortnight.

The importance of Art & Design in the curriculum enables pupils to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Art & Design inspires pupils to develop Education with Character by taking risks, producing creative work, exploring their ideas and recording their experiences inside or outside of the classroom.

Skills developed in Art Subject are...

- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Pupils learn to create both one and two-point perspective drawings. Pupils learn to converge their lines to a single vanishing point/horizon line.</p> <p>As pupils progress from one-point perspective/the interior of a room, challenge increases to a two-point perspective drawing following the same principles. This technique will be used for them to draw a city/building scene with multiple objects at different angles</p>	<p>Autumn Term 1 & 2</p>	<p>Key Words:</p> <ul style="list-style-type: none"> • Perspective • Converging line • Horizon line • Line • Depth • Space • Colour • Form • Shape <p>Reading List: Art, craft and design. Author. Title. Publisher. Hobbs, J (2014). Sketch your World. Apple Press. Marr, A (2013). A Short Book About Drawing.</p>	<p>Pupils will experiment with a wider range of viewpoints. By challenging them to be more ambitious they will create:</p> <ul style="list-style-type: none"> -Unique perspectives -Different vantage points -Different angles <p>Pupils can experiment with scale and proportion-creating more dynamic and interesting perspectives.</p> <ul style="list-style-type: none"> -Add a sense of drama and visual impact. <p>Encourage pupils to explore different mediums and techniques.</p> <ul style="list-style-type: none"> -Experiment with different drawing tools such as pens pencils, markers, etc. <p>Encourage pupils to seek feedback and critique from their peers/constructive criticism-leading to improvements.</p>
<p>Anime: Pupils will create and develop their own personalised anime character.</p> <p>Learn and develop the steps of creating an anime character:</p> <ul style="list-style-type: none"> • Drawing an anime head or face • Sketching an anime body from stick man to general shapes • Refine shapes into a body form • Add anime clothes • https://www.wikihow.com/Draw-an-Anime-Character <p>Anime/Manga: Contextual resources/Inclusive of gender & race.</p>	<p>Spring Term 1 & 2</p>	<p>Oracy is built into every lesson, in classroom discussions and questions designed to home critical thinking skills.</p>	<p>Pupils to pay greater attention to details, lighting, perspective and overall composition.</p> <p>Explore a wider range of contextual art styles.</p> <ul style="list-style-type: none"> -Study the approaches they take in creating backgrounds-take inspiration and learn new techniques to incorporate into their studies. <p>Incorporate details and textures.</p> <p>Use references and photo studies.</p>

Gained time and June 13th

- Curriculum Booklet Updates
- MTP/SoW updates
- Intent

<p>How are pupils informally and formally assessed?</p>	<p>Most assessments in the art classroom are conducted informally such as noting which pupils are engaged and which are not. Ongoing dialogic conversations about work in progress is one of the most common ways teachers assess pupil progress. This is also noted through the departments assessment templates recording self, peer and teacher feedback.</p> <p>Formal assessments will take place at the end of each termly project by means of an exam style assessment.</p>
<p>Developing Independent and Home Learning Skills</p>	<p>ILA's (Independent Learning Assignments) are set termly. This is an extended homework spanning 3-4 weeks where pupils are given a brief to respond, which is scaffolded into a weekly sequence of objectives until the final realisation.</p> <p>Google Classroom/working from home, allows pupils greater autonomy as well as contributing to lessons or submitting work.</p>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>There are a number of useful links to support pupils: YouTube, Pinterest and Artsy, where you can learn, tutorial, demo, as well as stay up to date with current exhibitions and shows. We also encourage pupils where possible to practice on digital platforms such as Photoshop, Adobe illustrator and Pro Create to name but a few programmes.</p>
<p>Equipment for lessons</p>	<p>All pupils are expected to bring to lessons basic equipment of 2 pens, 1 pencil, 1 ruler, 1 rubber, sharpener and a calculator (scientific) and their books for timetabled lessons. The Art department, provides A3 plastic folders, colour-pencils and watercolour sets that are available to purchase on the school's ParentPay system.</p>
<p>Enrichment activities</p>	<p>An annual trip to a gallery/museum or location trip/enrichment is arranged each year. In school we run a Year 9 GCSE taster workshop club for pupils, providing them with an out of context, engaging and creative experience.</p>

Marking and Feedback

Subject Feedback Strategy due **Tuesday 26th March 2024**



What will marking and feedback look like in your subject?

Summarise what marking and feedback will look like in your subject in bullet points.

Consider:

What it will look like in KS3, 4 and 5? Is there a difference? Is the department clear on the reasoning of this?

What will be uniform in your approach? Have you made this clear in this document?

Have you made it clear how pupils will respond/act on your feedback?

Have you used language that all stakeholders will understand?

Is there a link between your intent and your feedback approach?

Final step: Ensure all members of your department are in agreement as we know having a consistent approach ensures your department ethos, vision and intent is realised by all.

Department Action Plans- Thank you for sending these over. Remaining departments to send to DSA by end of the day please!



Keep Doing:	Bin:
Tweak:	Something that is new:

A reminder for the last few depts to send me over their initial action plans (Media, Dance and English).