

Intent: Pupils will have had experience of:

Arts practice and pathways

- identifying and planning an arts challenge
- implementing and reviewing their arts challenge
- reviewing arts events and sharing their views
- researching future opportunities and careers in the arts

Arts leadership

- identifying a leadership role and planning the project's aims
- planning the practical issues
- being an effective arts leader
- working effectively with others
- reviewing their project and leadership role

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn	Autumn 1	<p>Unit 1 Part A: identify and plan an arts challenge</p> <p>Unit 2 Part A: Identify leadership role and plan the project's aims</p> <p>Unit 2 Part B: plan the practical issues</p>	<p>Pupils will demonstrate with evidence-</p> <p>-their strengths, weaknesses and aspirations within their chosen art form</p> <p>-how to set a challenge that will develop their arts skills</p> <p>-how to draw up and manage an action plan</p> <p>-what they must do to achieve their challenge through setting specific targets</p> <p>an understanding of leadership skills and qualities</p> <p>-their leadership role within the arts project</p> <p>-how to establish the project's artistic aims and scope</p> <p>-how to assess the interest and abilities of participants and/or audience</p> <p>- how to develop an appropriate project plan</p> <p>how to share arts activities and skills with others</p> <p>- how to promote the project</p> <p>- how to identify and/or develop resources</p> <p>-where to seek advice and support</p> <p>- their role in emergency situations</p> <p>-how to evaluate their own leadership role within the project, based on personal reflection and feedback from others.</p>	<p>Numeracy link- Measures (Time)</p> <p>SMSC- Enjoy learning about themselves Participate positively in art</p> <p>Gatsby benchmark 4</p> <p>Literacy- Speaking & listening</p> <p>SMSC- Socialise with other pupils and other people Cooperate with others</p>

	Autumn 2	<p>Unit 1 Part B: Implement and review the arts challenge</p> <p>Unit 2 Part C: effective arts leadership</p> <p>Unit 2 Part D: Working effectively with others</p>	<p>how to record their progress throughout their challenge and maintain a personal portfolio of their development</p> <ul style="list-style-type: none"> -who will assist them and where to find help - how to monitor progress and review targets - how to share their work with others, gather reflect on feedback. <p>how they are developing and applying their chosen leadership skills</p> <ul style="list-style-type: none"> -how they are following and, where necessary, amending their plans -how to offer appropriate help to others, taking account of participants' needs - the limits of their roles and responsibilities - relevant health and safety issues <p>how to co-operate and work well with others</p> <ul style="list-style-type: none"> -how to communicate in different Situations - how to make and keep commitments to others -how to resolve problems that arise - where to get ongoing advice and support 	<p>Literacy-Speaking & listening</p> <p>SMSC- Cooperate with others Resolve conflict Demonstrate mutual respect</p>
Spring	Spring 1	Unit 1 Part C: review arts events	<p>knowledge and understanding of the art form</p> <ul style="list-style-type: none"> -an understanding of the nature and purpose of a review - how to review an arts event using language appropriate to the art form -where and how to share their review with others 	<p>Literacy- Speaking & listening</p> <p>SMSC-Enjoy learning about the world around them</p>
	Spring 2	Unit 1 Part D: arts research	<p>an understanding of the career development of arts practitioners and the way in which they work within their art form</p> <ul style="list-style-type: none"> - how to participate in arts provision - what future education, career pathways and opportunities are available in their chosen art form 	Gatsby benchmark 4
Summer		Unit 2 Part E: review the project and leadership role	<p>how to assess their development as a leader</p> <ul style="list-style-type: none"> - whether the project plan worked well or not - how to evaluate the project in terms of delivery, resources and the outcome - whether the project was appropriate for the participants -how to evaluate working relationships within the project - how to collect and interpret feedback 	<p>Gatsby benchmark 4</p> <p>SMSC- Reflect on own success</p>

Intended impact:
Pupils will leave Stone Hill School with a qualification that will help them to access Art at a Post 16 provision. Pupils will have a wider understanding of Art in the workplace.