



Arts and Humanities
Mr R Freeston



Important Terms

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.

Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.

Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.

For each threshold concept a number of **Milestones**, each of which includes the procedural and semantic knowledge students need to understand the threshold concepts, provides a progression model.

Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts.

Knowledge webs help students to relate each topic to previously studied topics and to form strong, meaningful schema.

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept.

Our Curriculum Drivers



Vocabulary



S.M.S.C.



Flexible Curriculum
Pathways

Specialist Pedagogies

Powerful Knowledge





Flexible Curriculum Pathways

At Melland we have Flexible Curriculum Pathways. These pathways at their core are the Pre-formal, Semi-formal and Formal pathways. Each of these core pathways are ambitious, carefully sequenced, well-considered and progressive.

Each pathway has its own curriculum but they are part of a greater learning continuum with each student getting a personalised curriculum to meet their academic and personal development needs. There are some shared aspects, for example, Skills for Life, careers education, SMSC, Fundamental British Values, personal safety, health education and Preparation for Adulthood.

Students can move between the pathways or experience elements of more than one.



Specialist Pedagogies

We use research and training to ensure our staff are equipped with specialist pedagogical knowledge to meet the needs of all our students. All staff understand the needs of students with SEND and they use informed specialist methodologies to deliver accessible and aspirational learning opportunities for all. The specialist pedagogies required can be different depending on the Key Stage, pathway or subject.



Powerful Knowledge

Powerful knowledge refers to the essential knowledge and cultural capital that students may not typically acquire from everyday life. It requires expert teaching and explicit content delivery to prepare students for adulthood and life beyond education. It introduces them to the best that has been thought and said and will help engender an appreciation of human creativity and achievement. Students acquire bespoke and targeted powerful knowledge based on their pathway or personalised curriculum.

Vocabulary

Vocabulary is important as it helps shape our thinking. The explicit teaching of vocabulary is essential for our students as they may not acquire vocabulary incidentally through indirect exposure. All our students benefit from developing their vocabulary. Our curriculum strikes an appropriate balance between functional vocabulary and enriching vocabulary. The development of vocabulary is not restricted to academic development but also enriches personal development.



S.M.S.C.

Students and their well-being are at the core of our school curriculum. Having SMSC as a driver allows us to bring into focus how our curriculum helps encourage our students to become successful learners, confident individuals and responsible citizens and ensures we do not lose sight of it. Our overarching ethos for SMSC encompasses personal development across the whole curriculum and supports us in providing opportunities for students to explore themselves and discover their identity. Additionally, it equips them with strong values for living in an increasingly diverse world.





Quality of Education

Intent, Implementation, Impact



Vision

To awaken and nurture a sense of questioning and curiosity about the world we encounter first hand and through the media.

An appreciation of the richness and diversity of human culture and human attempts to make sense of the world.

To instil powerful knowledge (cultural capital) - such that students have an enhanced power to participate in the multiple discourses of the world.



Humanities Curriculum

The Humanities curriculum comprises of Art, Geography, History and Music, each taught as a separate subject. The four subjects are taught in rotation throughout the three years of the Key Stage 3 Humanities curriculum and then as options in KS4.



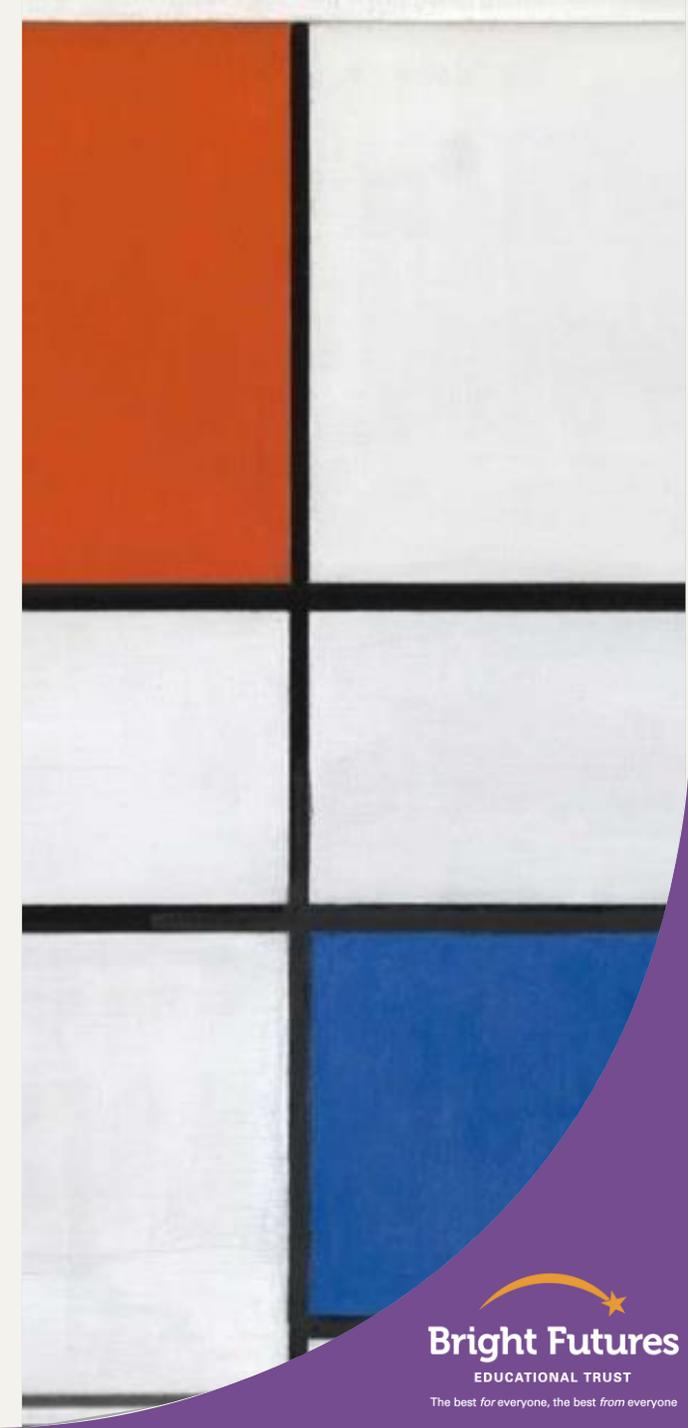


Curriculum Development

The Humanities Curriculum is based on the National Curriculum for Art, Geography, History and Music.

To further develop the planning and delivery we have worked with Chris Quigley Education and draw from the Essentials Curriculum.

This research-informed curriculum allows for greater development of memory through threshold concepts, knowledge categories and careful sequencing.



Aims

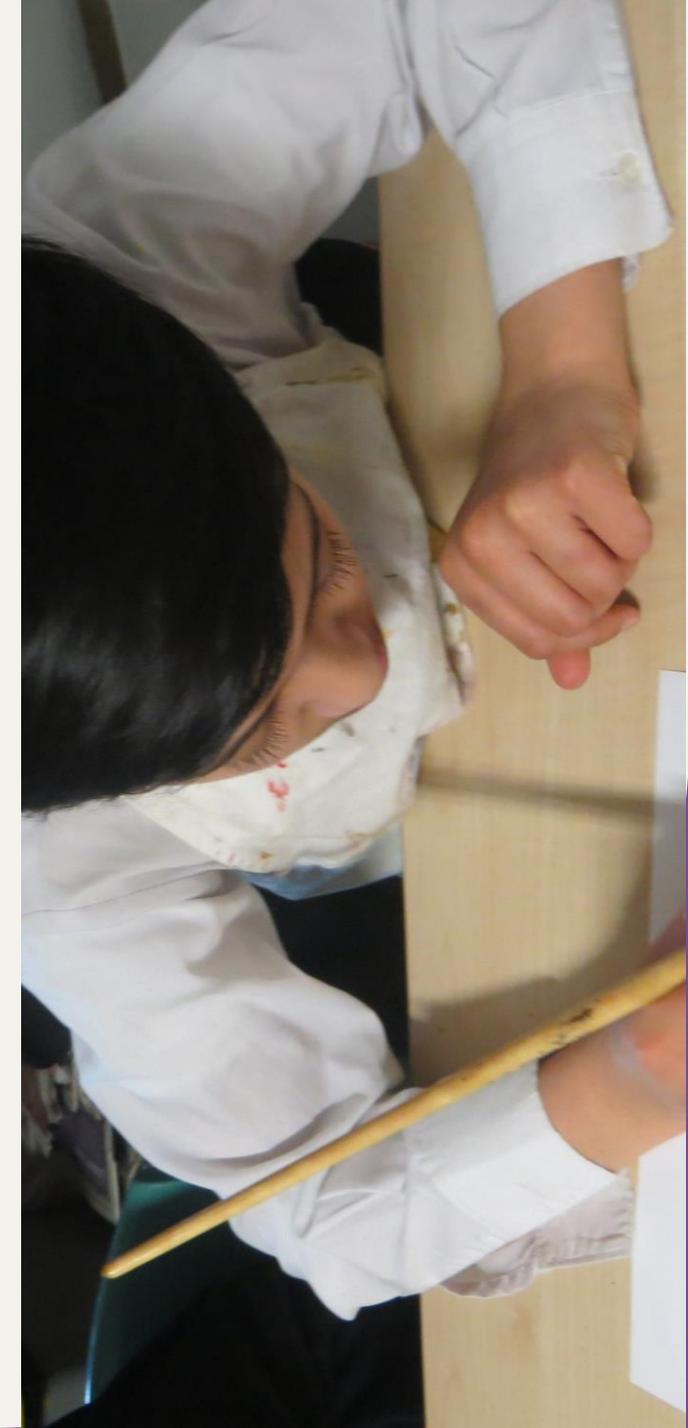
To enable students to realise the Arts and Humanities vision students are given the opportunities and support to develop the following skills and understanding:

- To develop the impulse and the skills to question their experiences of the world as they encounter it in the four Arts and Humanities subjects.
- To develop the language and vocabulary to discuss their experiences and so to develop their understanding and appreciation of the world they experience.
- To gain the knowledge that will enable students, at a level appropriate to their needs, to start forming connections in their understanding of their experiences.
- To develop the skills that will enable students to participate in the multiple discourse of the four Arts and Humanities subjects and of the world at large
- To develop an understanding of some of the ways in which different actions, events and discourses interact, and of how they too might begin to shape the events and discourses of their own lives.



What you will learn in Art

- That beauty is infinite in its variety
- To look at a work of art and ask 'Who made this and why?'
- To look at a work of art and ask 'Could I make a thing like this? How could I make it? Why would I make it?'
- To develop an understanding of and familiarity with different artistic mediums, techniques and materials
- A knowledge of different traditions, movements and developments in Art, and of why these came about
- A knowledge of artistic language and vocabulary to facilitate communication and discussion of our experiences of art





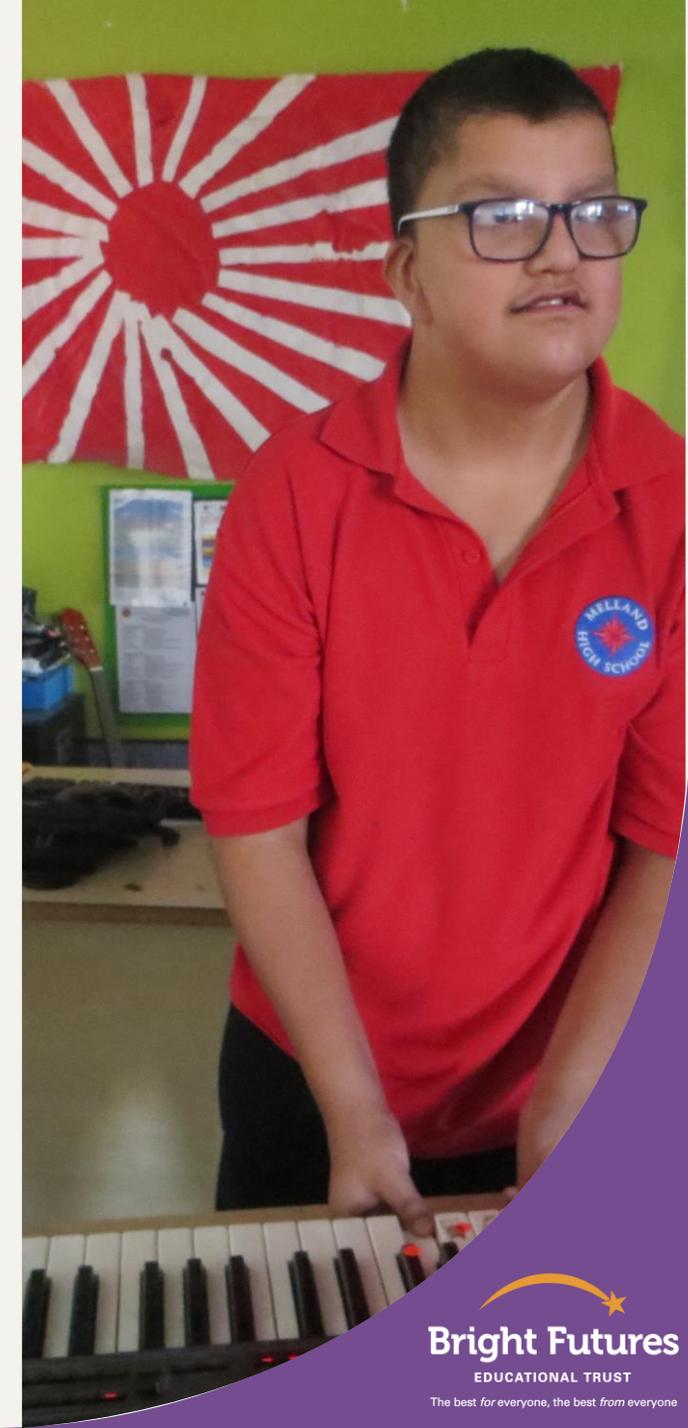
What you will learn in Geography

- To look at the world and ask 'Why is it like this?'
- An understanding that the world is shaped by geographical physical and human factors.
- An understanding of how our world is described and represented, to facilitate communication, discussion and questioning of our geographical understanding
- An understanding of how to gather first hand evidence.
- An understanding of how all kinds of geographical evidence can develop our geographical understanding



What you will learn in Music

- That beauty is infinite in its variety
- To listen to a piece of music and ask 'Who made this, how, and why?'
- To listen to a piece of music and ask 'Could I make music like this? How could I make it? Why would I make it?'
- An experience and understanding of with making different kinds of music
- To develop an understanding of different kinds of music and their musical characteristics
- A knowledge of different traditions, movements and developments in music, and of why these came about
- A knowledge of musical language and vocabulary to facilitate communication and discussion of our experiences of music
- A knowledge of different musical instruments and other means of music making
- An understanding that music can be written down in different ways, formal and informal



What you will learn in History

- To look at the modern world and ask 'Why is it like this?'
- An understanding that the present is shaped by the past
- An understanding of the passage of time (Chronology)
- Knowledge of historical events, and how these shaped our world
- Historical vocabulary, to facilitate communication, discussion and questioning of our historical understanding
- A recognition that all history is more or less biased, and the ability to account for this
- An understanding of how historical evidence can develop our historical understanding

Breadth of Study

Click on the name of the subject for a full list of the modules taught in each of the subject [Geography](#), [Music](#), [Art](#), [History](#).

Each class is taught the same topics but the lessons are differentiated according to ability

FOUNDATION LEVEL:

Lessons focus on elements of a different **Knowledge Category** each term. This gives students the chance to make basic connections about the significance of each category in learning about History. The expectation is that students start to recall facts, artefacts, and significant people, and begin formulating simple historical connections

e.g. more people learned to read because the printing press meant more people could afford to buy books.

INTERMEDIATE LEVEL:

Lessons have a routine with similar phases to each lesson. These phases include the timeline, artefact of the week, personality of the week and a recap quiz of previous lessons. The expectation is that students are able to make simple historical connections and begin to formulate more complex connections

e.g. The Industrial Revolution couldn't have happened if the Agricultural Revolution hadn't produced enough food to feed big cities full of people.

HIGHER LEVEL:

Lessons have a similar routine to the intermediate level, but with more of a focus on students making connections and inferences for themselves in response to questions

e.g. would Germany have won WW2 if the Japanese hadn't bombed Pearl Harbour?



Threshold Concepts - Music

Perform

This concept involves understanding that music is created to be performed.

Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

Transcribe

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Describe music

This concept involves appreciating the features and effectiveness of musical elements.

Threshold Concepts - Geography

Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

Investigate patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.





Threshold Concepts - Art

Develop ideas

This concept involves understanding how ideas develop through an artistic process.

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Take inspiration from the greats

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Threshold Concepts - History

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

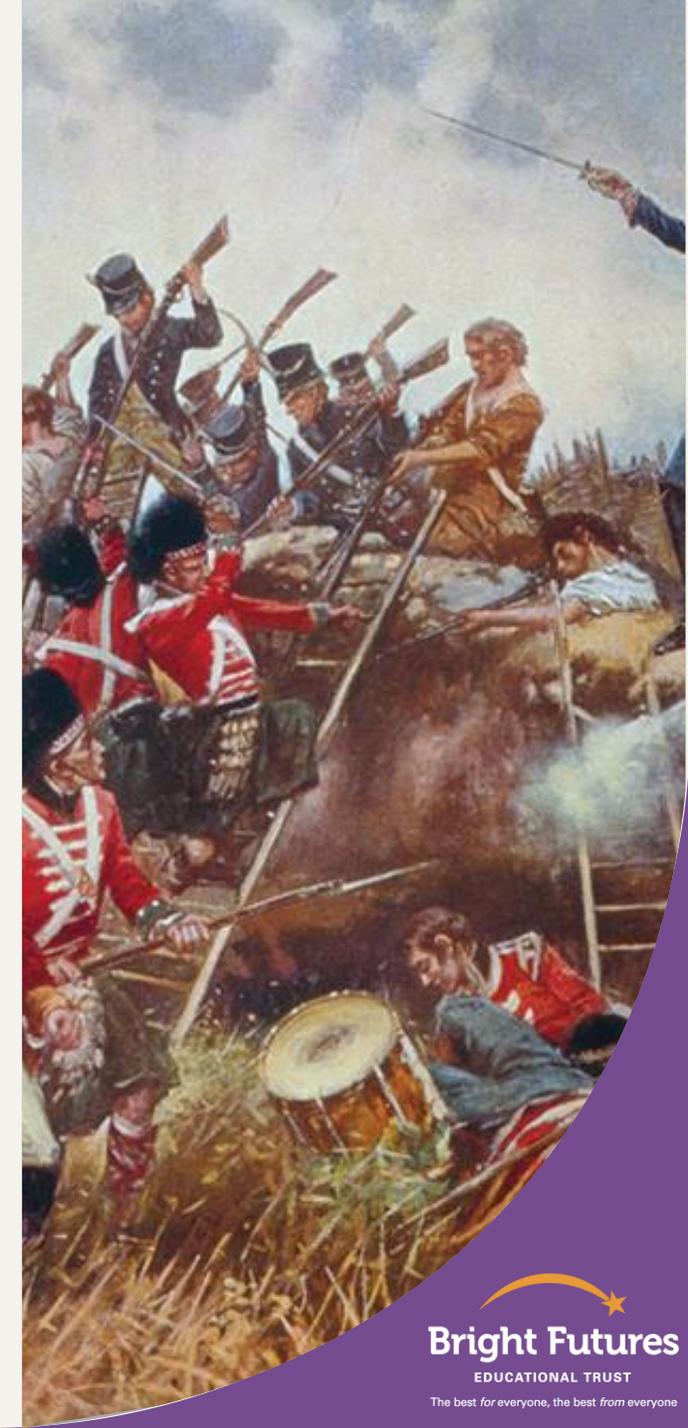
This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.



Planning

LONG TERM

The three year curriculum cycle sets out the modules for each term or half term.

MID-TERM

Medium term document sets out objectives and suggested accompanying activities for each subject area during a given year.

SHORT TERM

The Scheme of Work sets out objectives and activities on a week by week basis for each class. More detailed description of the activities can be referenced in the module document along with potential individualised measures for particular students.



History Topics

The Middle Ages	Ancient World	The Renaissance	The Making of the Modern World	The 20th Century
Vikings	Roman Empire	Tudors	Jethro Tull	Emily Davidson
Saxons	Ancient Egypt	Printing Press	The Industrial Revolution	WW2
The Battle of Hastings	Aztecs	Columbus	Vicotrian era	Civil Rights
Early Islamic				Martin Luther King
The Plague				Neil Armstrong
Benin				



Geography

Year 1	Year 2	Year 3
<ul style="list-style-type: none">.Mapping the World.The United Kingdom.Continents and Oceans	<ul style="list-style-type: none">.Mapping the world.Climate.Tropical forests.Temperate and boreal forests.Volcanoes and plate tectonics	<ul style="list-style-type: none">.Continents and oceans.Deserts.Polar biome.Erosion and despostion.Grassland Biome.Mountain Biome.Climate Change



Art

Cultural tradition in art	Islamic art
	Indian art
	African art
	Chinese art
Ancient Art	Artist spotlight: The Mesopotamians
Renaissance Art	Artist spotlight: Leonardo Da Vinci
Abstract Art	Artist spotlight: Wassily Kandinsky E.g. Helen Frankenthaler
Impressionism	Artist spotlight: Pierre-Auguste Renoir E.g. Eva Gonzalès
Photography	
Exploring Expressionism	Artist spotlight: Henri Matisse E.g. Jean-Michel Basquiat



Music

Classical composers or movements chronologically	Pop Music genres 1955– 2000	World Traditions
Tudor Polyphony Renaissance Purcell Bach Vivaldi Haydn Mozart Beethoven Tchaikovsky Debussy Romantic Nationalism Stravinsky Minimalism	Rock 'n' Roll Early 60's pop British Beat Motown /Stax Flower Power Glam Rock Punk/ska New Romantic Hip hop Dance music	Afro pop Latin Blues / Gospel European acapella Indian classical Bluegrass / Appalachian Middle eastern African traditions Caribbean Indian pop Romany Music



Vocabulary

- Each of the four Humanities subjects has its own specialist vocabulary in addition to cross-curricular vocabulary.
- Unfamiliar vocabulary is introduced and explained at the start of lessons, and then revisited throughout the lesson. The complexity and amount of vocabulary is carefully tailored to each class in order to ensure maximum possible learning occurs.
- Certain words and terms will be revisited frequently throughout the curriculum.



Use of Technology



Geography:



History:



Art - Graphics software; analogue photographic equipment; assistive equipment (photography) printing screens, visualisers, iPad



Music -digital instruments; sequencing software; soundbeam; metronome;



Reading

Reading consists of far more than just understanding written English. Below are some examples of how reading features in humanities.

Geography - the use of maps, graphs and other graphic representations of data.

History - timelines, graphs and other graphic representations of data.

Music - transcription is a threshold concept and involves many types of graphic representations of sonic experience.

Art - artistic literacy is central to the Art Curriculum and involves an understanding of symbols and visual language in general.



Humanities and Total Communication

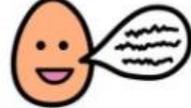
At MHS we use a total communication approach. This means that we strive to find and use the right combination of communication methods for each student.

How do we do it?

- Signing
- Visual supports (pictures, objects)
- High tech aids (iPads)
- Appropriate level language
- Written word

The 4 S's

 **Say less**
Keep language short and simple.

 **Stress key words**
Emphasize the important words and instructions.

 **Slow**
Speak slowly and clearly.

 **Show**
Use visuals to support what you say.

Assessment in Humanities

- A student's level of understanding can be assessed formatively at any point in any lesson through the use of our Assessment for Learning (AfL) toolkit. i.e. Questioning, samples of work

Alternatively it can be assessed using POP (proof of progress) tasks. As part of our progression model POP tasks show curriculum expectations in each cognitive domain (Basic, Advancing and Deep).

Basic

Low level cognitive demand. Involves acquisition of fundamental foundations.

Advancing

Higher level cognitive demand beyond recall. Requires application involving some degree of decision making in how to apply fundamental foundations.

Deep

Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification for the inventive application of fundamental foundations.



Quality Assurance

Within all formal curriculum pathway subjects an internal quality assurance cycle takes place.

One aspect of this is the **Subject Evaluation Form** (SEF). This is completed after a period of reflection by the subject coordinator, usually at the end of an academic year. Its purpose is to highlight **good practice** and **areas for development**.

Specific QA that takes place in Humanities is:

Lesson observations

Learning walks

Scrutiny of work

Moderation of POP tasks

Progress meetings

Coordinator meetings



Personal Development





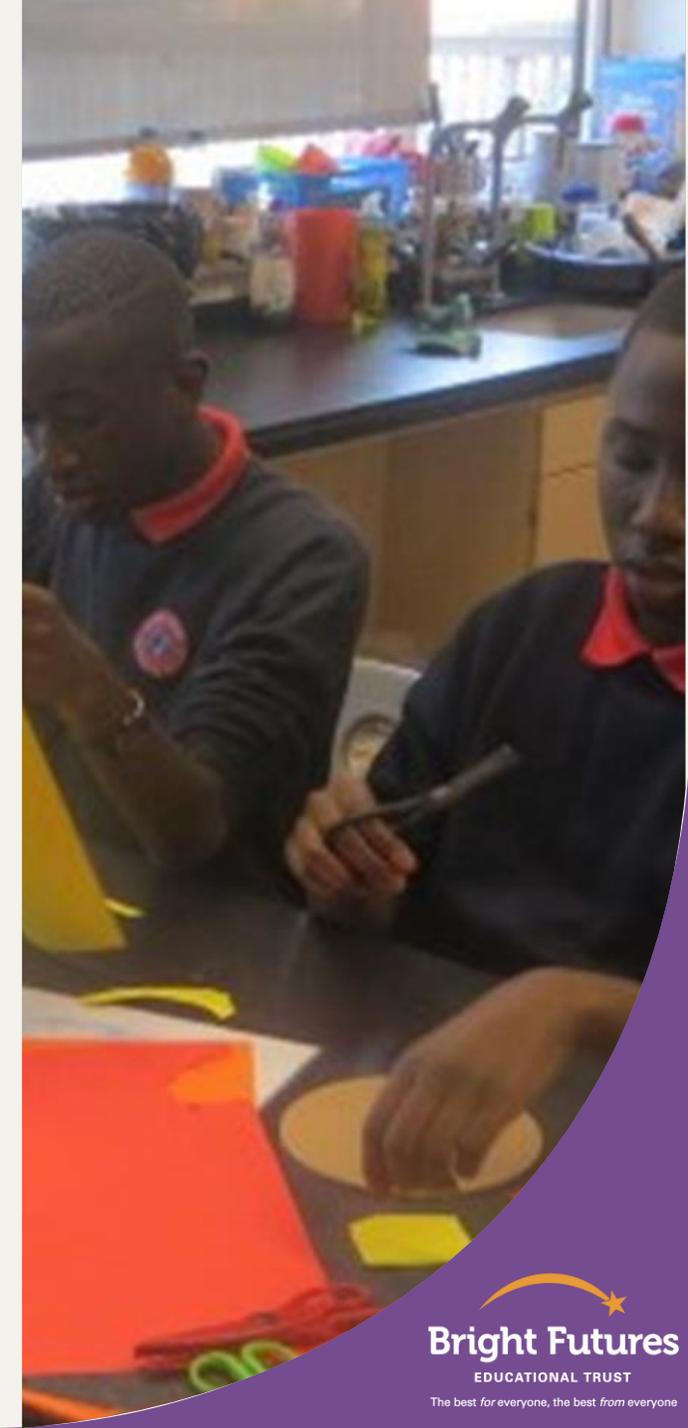
Skills

Above and beyond the skills particular to each subject area, there is and always has been an considerable emphasis on transferable skills such as communication, independence and self reliance and motor skills.

Communication: Listen, think, speak

Independence and self reliance: sourcing materials and equipment, clearing up, problem solving, appraising own work and responding to feedback.

Motor skills: development of fine motor skills, manipulation of materials, use of artistic implements, use of tools.





British Values and Humanities

DEMOCRACY

Take the views and opinions of others into account

Take turns and be able to work to instructions from others

RULE OF LAW

Work as a team

Discuss each other's work constructively

Offer support and advice to others

TOLERANCE

Understand rules relating to sensible use of equipment

Learn that many rules are not precise and are a question of balancing many factors e.g. rules of a discussion

INDIVIDUAL LIBERTY

Understand rules relating to sensible use of equipment

Learn that many rules are not precise and are a question of balancing many factors e.g. rules of a discussion

MUTUAL RESPECT

Many of the modules are focussed very much on other cultures eg India & China. Other modules include elements from other cultures

Historical methodology often focusses on historical bias e.g. Anglocentric narratives of Indian history



SMSC and Humanities

SPIRITUAL

Recognise that the Arts and Humanities subjects are different ways to exact meaning from the world

Appreciation of how inexhaustibly wide and fascinating are the world and the people who have lived in it

Appreciation of the multifarious beauty of human culture and the physical world

MORAL

Art and Music as a part of our wider culture

Understanding that our culture is one of many/ part of a wider whole

Importance of an understanding of historical narratives to a sense of personal, social and national identities

Sense that everyone has a stake in culture and can define as well as be defined by it

SOCIAL

Development of open mindedness to the suggestions of others

Consider the ethical issues raised by historical and geographical situations

Consideration of the moral and social context and implications of works of art or music

CULTURAL

Group practical work

Team working

Taking responsibility for their own and other people's safety

Understanding that culture has a major effect on the quality of our lives



Enrichment

Our students have had weekly drumming sessions, with Rome Mosabbir, drum tutor.

Students learn to use West African drums known as djembes.

Students that have a particular interest or talent in a musical instrument have individual tutoring from our multimedia specialist, Paul Morgan.





Careers and Work Related Learning

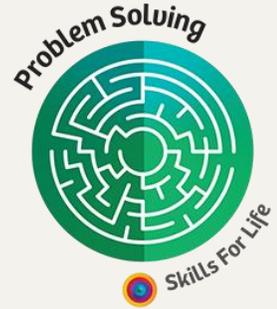
- While there is no doubt that computer literacy and facility with digital technology are increasingly sought after in the modern employment market, it is also undoubtedly true that many students from MHS may find themselves applying for and working in jobs that do not involve these skills to anything like the extent that they require a confidence and facility with practical manipulation of materials and equipment, along with simple problem solving and a degree of independence. These are the very skills developed through the primarily hands on, practical approach to creativity encouraged in the Arts and Humanities Studio.
- Careers can be, and often is, a part of any lesson, with ample opportunities to raise the subject in Geography and History in particular. Skills for Life

Skills for life

The Manchester City Council 'Skills for Life' is a universal approach that promotes the use of a common language to describe five key skills and a commitment to increase opportunities for children and young people to practice, reflect and record these skills.

In Manchester, Skills for Life is not only needed for young people and employers but also, for the cultural capital of our city.

The development of this work is as a way of supporting our children and young people to have the skills to be able to grow up happy, healthy, safe and successful.





Celebrating Achievement

Celebrating students achievement is a key part of our culture at MHS. In Humanities achievement is celebrated through:

- Awarding House Points
- Formal Awards Assemblies
- Postcards Home
- Tokens of Achievement i.e. stickers, stamps

