

A Federation of Schools introduce a cross phase programme of creative activity involving outside agencies and link art and design with curriculum areas of music, media and English.

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Case study:

#17

**School profile: Central Leeds Learning Federation is made up of Primrose High and City of Leeds High Schools (11-18 comprehensive schools) with Shakespeare primary school. All schools have a high multi ethnic intake and increasing numbers of pupils with English as a second language.**

### What did the school want to achieve?

The school aim was to build on primary developments and provide a relevant educational experience that would link children across phases, improve transition, motivation and attendance and enable the high schools to develop a well structured, highly personalised and engaging curriculum that would respond to the needs and concerns of students.

Teachers wanted to develop new creative and collaborative approaches to the curriculum and their teaching. Students would learn to value their thoughts and judgements and improve their motivation, self esteem and confidence.

The art and design department sought to enrich students' experiences by developing partnerships with Leeds City Art Gallery, the Yorkshire Sculpture Park and an artist in residence, the project was funded by Leeds Art Forms, supported by the DCSF partnership programme and the Arts Council.

The project linked other art forms and curriculum areas, music, media and English and challenged the traditional timetable pattern in the high schools. The new curriculum approach that was implemented would provide excitement in creating, learning and communicating, encourage a lifelong love of the arts in students and develop their passion for education and art.

### How was learning organised to achieve these aims?

The project commenced in October 2007 and will be completed in March 2008. Learning was re-organised to facilitate cross phase and cross curricular links. This reflected the high schools' commitment to personalised learning, empowering students and creating opportunities for all to experience success.

The re-organisation allowed half day workshops to be delivered by an artist in each school and another half day in Leeds City Art Gallery. These were followed by a full day workshop at the Yorkshire Sculpture Park. Students worked collaboratively in vertical groupings across phases improving their ability to relate and listen to other children and adults.

The four schools met monthly to discuss ideas and progress. These meetings greatly enhanced understanding across the phases and enabled secondary colleagues to observe collaborative and creative practice linking curriculum areas in a primary setting.

### How well did the school achieve its aims?

The engagement, confidence and motivation of students improved throughout the project. Evidence for this comes from their contributions, both oral and practical, in workshops and classrooms and the attendance figures for the period of the project. The out of school experiences proved highly significant. Students worked with a variety of other adults to explore issues surrounding the environment and recycling. They experimented freely with materials and processes, vertical grouping allowed key stage three and four students to take responsibility for younger pupils and staff from both phases to learn from one another.

Teachers from the high school adopted different approaches to teaching following the artist led workshops. Teachers are now using methods and approaches from the workshops in class and these together, with discussions of recycling and other issues relevant to students, have now been embedded into the art curriculum and will form the basis for new curriculum planning.

Students learned how to take risks and learn from mistakes. They became more self reflective and able to support, relate and listen to others taking responsibility for the development of their own ideas and expressing their views and ideas without confrontation. Overall their ability and confidence in thinking for themselves increased remarkably.

**More outcomes from this on-going project will be shown on the new National Curriculum website as the project progresses.**

