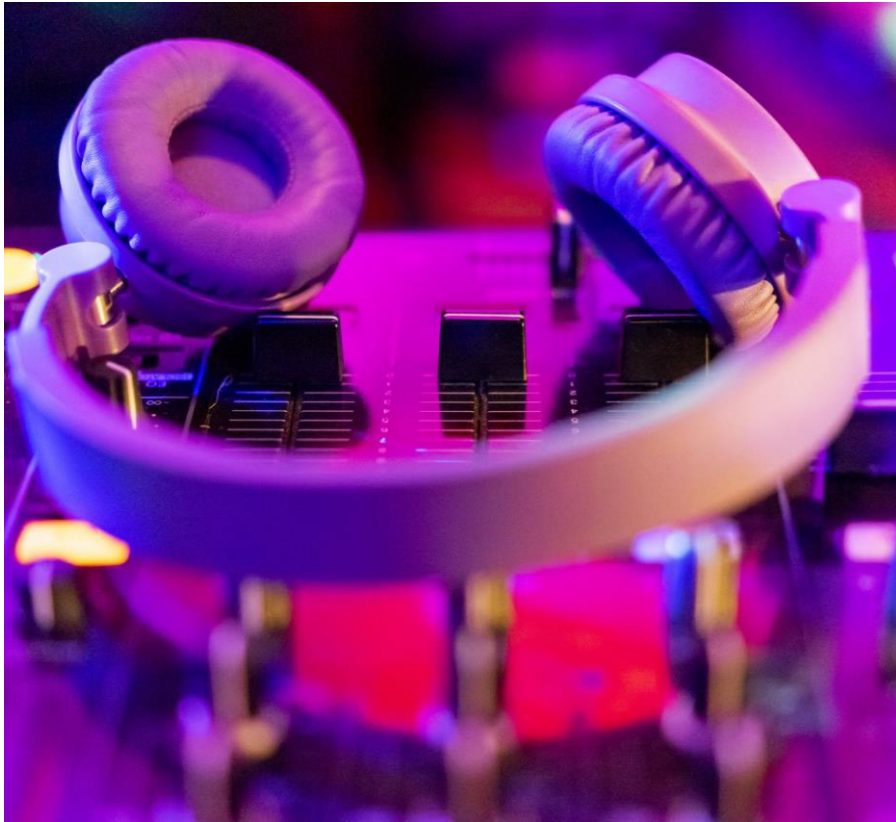




Diwrnod 1 / Day 1:

07/09/23

c.morgan@uwtsd.ac.uk

**WELCOME
CROESO**

CYNHESU / WARMING UP

Don't Clap This One Back

[Uptown funk - body percussion – YouTube](#)

'Easy' Body Percussion - ???!

["Happy" by Pharrell Williams - EASY Body Percussion - YouTube](#)

[Body Percussion for Waltz n 2 - YouTube](#)

CHECK CELCAT!



WHO
ARE
YOU?

YON

YBE



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Yr Athrofa
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Addysg i Gymru Education for Wales

APLP
PDPA
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Barnhau'r Addysg Yn Ffyrdd / Inspiring Teaching Together

WHAT I NEED FROM YOU:



* Take part



* Ask questions – big or small



* If you need more information OR less information – tell me



* Something missing? /
Heard this before? /
Confused? / Panicking
about...? / Can't do...



* Keep in touch



* Support each other

An introduction to the curriculum



Areas of learning and experience



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PRE 1988

Children were taught different things depending on the teacher's interests.

No specific 'standard' that children had to reach, i.e. no end of year standardised test.

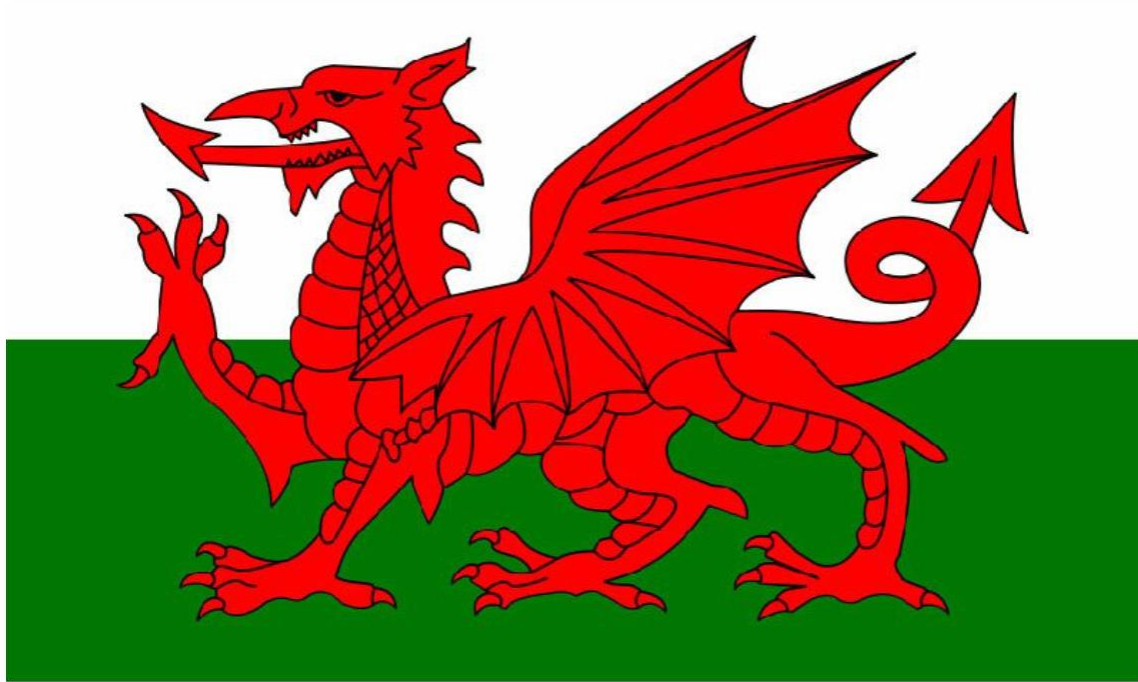
Good / bad???

IN 1988...

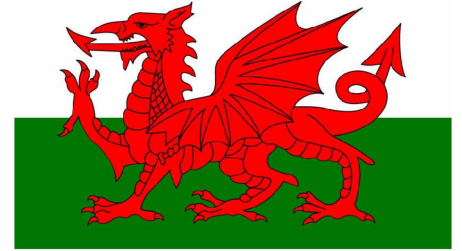
a 10-subject National Curriculum was introduced in England, Wales and Northern Ireland prescribing what children should be taught to ensure that every child was given the same standard of education.

From the beginning, it was acknowledged that the curriculum should be different in Wales than in England.

WHAT IS DIFFERENT ABOUT EDUCATION IN WALES AND WHY IS IT DIFFERENT?

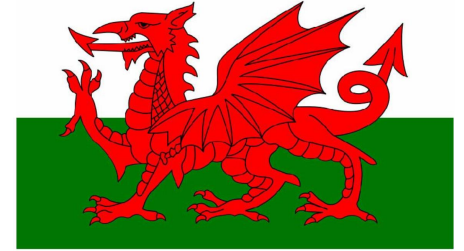


WHAT IS DIFFERENT?



- ❑ Distinct language and culture – Y Cwricwlwm Cymreig, Welsh language
- ❑ Foundation Phase (2008)
- ❑ Phasing out of SATS (2002-2005) but then...
- ❑ Introduction of Literacy and Numeracy tests (2013)
- ❑ Teachers writing the new curriculum (2016-22)

WHY IS IT DIFFERENT?



Devolution - Education became the responsibility of the Welsh Assembly Government in 1997.

The Welsh Assembly Government was renamed Welsh Government (Llywodraeth Cymru) - in practice in 2011, and in law by the Wales Act 2014.

The Act changed the name of the Assembly to 'Senedd Cymru' (Welsh Parliament). Its guidance states that the institution will be commonly known as the Senedd in both languages. The name change came into effect on 6 May 2020.

FELLY – BETH YDYCH CHI'N EI WYBOD YN
BAROD?

SO – WHAT DO YOU ALREADY KNOW?

Beth oedd y Cwricwlwm
Cenedlaethol yn ystod eich
cyfnod **chi** yn yr ysgol?

Sut cafodd ei rannu yn ôl
oedran?

Pynciau?

Themâu trawsbynciol?

What was the National
Curriculum during **your** time in
school?

How was it divided by age?

Subjects?

Cross-cutting themes?

Yr 'hen' gwricwlwm / The 'old' curriculum

Sut cafodd ei rannu yn ôl oedran?

What was the National Curriculum during **your** time in school?



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Yr 'hen' gwricwlwm / The 'old' curriculum

3-7 (N-2)	Foundation Phase (FP)	Cyfnod Sylfaen (CS)
7-11 (3-6)	Key Stage 2 (KS2)	Cyfnod Allweddol 2 (CA2)
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16-18 (12-13)	Key Stage 5	Cyfnod Allweddol 5



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Yr 'hen' gwricwlwm / The 'old' curriculum

Pynciau?

Subjects?

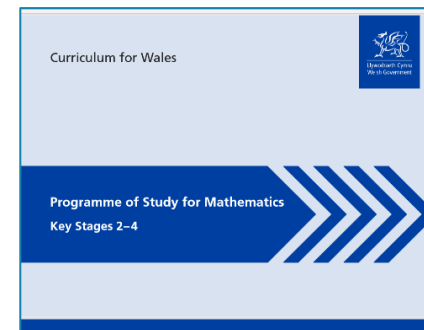
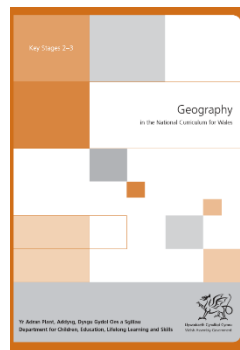
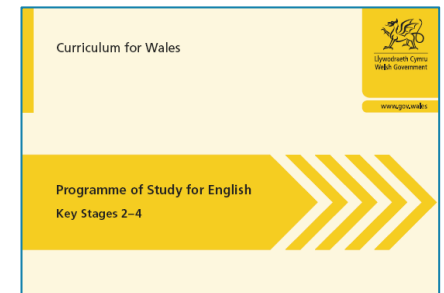
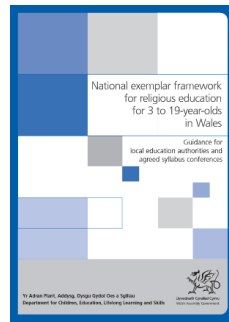


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CURRICULUM 2008 - KS2/3



<https://hwb.gov.wales/curriculum-for-wales-2008>

CURRICULUM 2008 – SUBJECTS???

English

Welsh (first or second language)

Maths

Science

History

Geography

PE

Art & Design

Design & Technology

Information & Communication
Technology

Music

PSHE

RE / RS

Drama – KS3/4

MFL – KS3

14-16???

TGAU / GCSE

Compulsory:

- English
- Maths
- Science
- Welsh 1st Language (Welsh medium schools) **OR**
- Welsh 2nd Language (English medium schools)

- Religious Education
- PE
- Welsh Baccalaureate

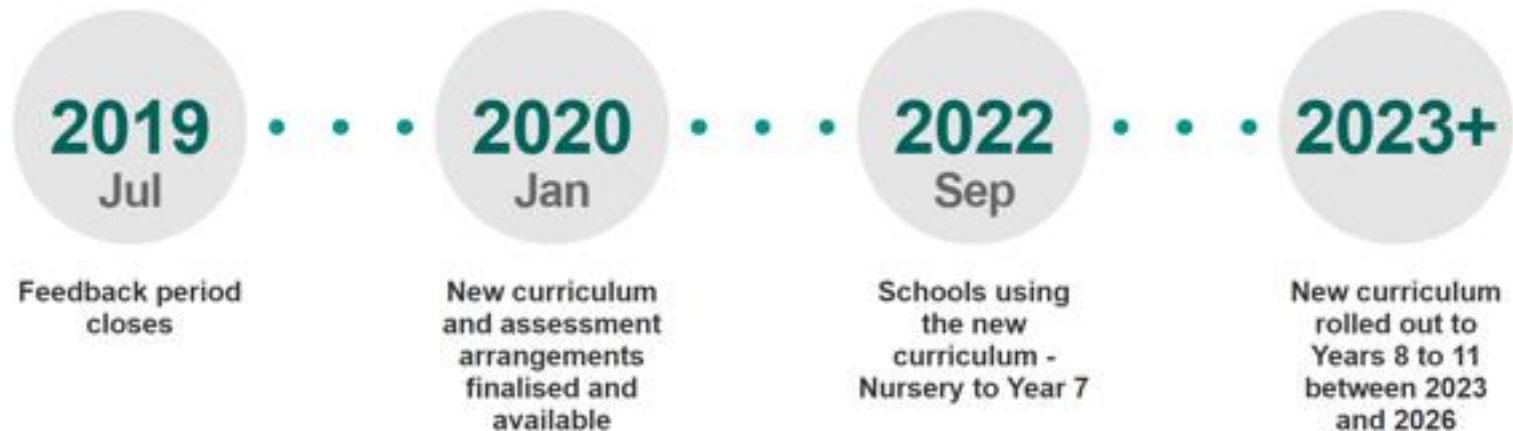
WHAT HAPPENED NEXT?

2014 - Welsh Government commissioned Graham Donaldson, (a professor at the University of Glasgow who had worked on reforms to education in Scotland) to conduct a report on reforming the curriculum in Wales.

2015 – publication of ‘Successful Futures’

2016 – teachers started writing new curriculum documents

WHAT HAPPENED NEXT?



HOWEVER...

WHAT HAPPENED NEXT?

September 2022:

All primary schools required to implement their curriculum for learners up to Year 6.

Secondary settings - option to engage with Curriculum for Wales requirements for Year 7 learners.

Around half of secondary schools decided to do this.

September 2023:

Curriculum for Wales mandatory for all Year 7 and 8 learners.

Secondary schools required to roll out new curriculum through to Year 11 in September 2026.



Areas of learning and experience



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Deddfwyl Addysg Sgwla Cymru / Improving Teaching Together



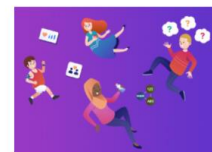
Year 9?



Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

Year 7 & 8



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Addysg i Gymru Education for Wales



A scenic view of a Welsh coastline. In the foreground, there is a grassy cliffside. The middle ground shows steep, green cliffs meeting the sea. The water is a vibrant turquoise color, with some white foam from waves breaking against the rocks. The sky is a pale blue with some light clouds.

CWRICWLWM I GYMRO / CURRICULUM FOR WALES

CWRICWLWM I GYMRU / CURRICULUM FOR WALES

What were the key recommendations from *Successful Futures*?

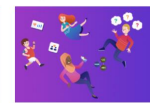
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Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

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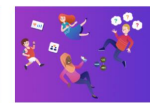
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Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy

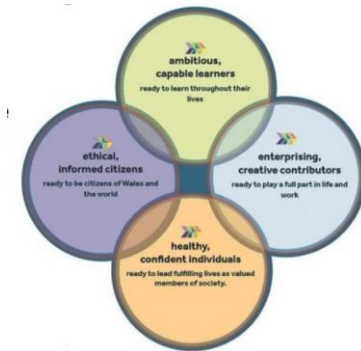


Science and Technology

CURRICULUM FOR WALES: THE FOUR PURPOSES

The four purposes are to support all children and young people to be:

- ambitious, capable learners...
- enterprising, creative contributors...
- ethical, informed citizens...
- healthy, confident individuals...



Task:

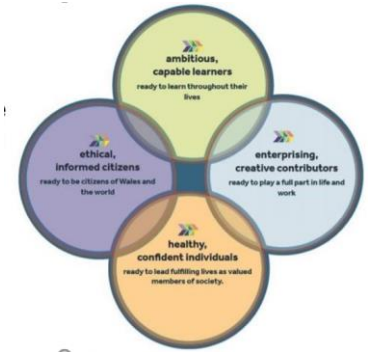
What are the Four Purposes all about???

AMBITIOUS, CAPABLE LEARNERS WHO:



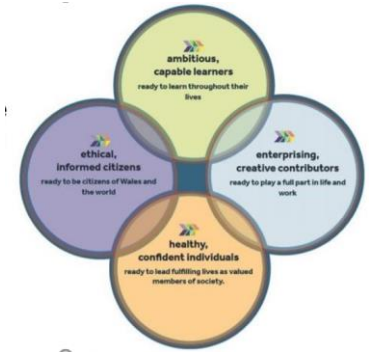
- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find
and **are ready to learn throughout their lives**

ENTERPRISING, CREATIVE CONTRIBUTORS WHO:



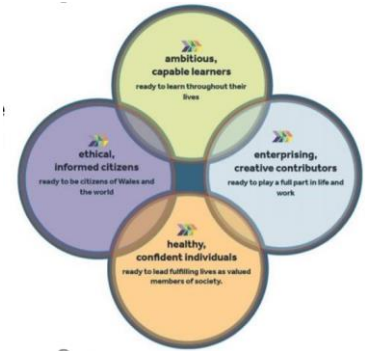
- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit and **are ready to play a full part in life and work**

ETHICAL, INFORMED CITIZENS WHO:



- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet
and **are ready to be citizens of Wales and the world**

HEALTHY, CONFIDENT INDIVIDUALS WHO:



- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can and **are ready to lead fulfilling lives as valued members of society.**

CWRICWLWM I GYMRU / CURRICULUM FOR WALES

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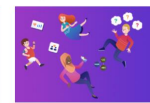
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Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

CURRICULUM FOR WALES: THE SIX AREAS OF LEARNING AND EXPERIENCE

Areas of Learning and Experience = AoLE

Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

Meysydd dysgu a phrofiad



Y Celfyddydau Mynegiannol



Iechyd a Lles



Y Dyniaethau



Ieithoedd, Llythrennedd a Chyfathrebu



Mathemateg a Rhifedd



Gwyddoniaeth a Thechnoleg

Meysydd Dysgu a Phrofiad = MDPH

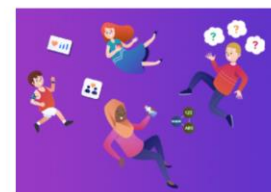
SUBJECTS AND AREAS OF LEARNING AND EXPERIENCE — WHERE DO THEY BELONG?

English	Information (ICT) & Communication Technology / Computing
Welsh (first or second language)	
Maths/Numeracy	Business Studies
Biology	PSHE*
Chemistry	RE / RS / RVE**
Physics	Drama
History	Dance
Geography	French/German/Italian/Spanish
Physical Education & Games	Cookery / Food Technology
Art & Design	Woodwork / Technology
Music	Digital Media

Areas of learning and experience



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*PSHE = Personal, social, health and economic education

**RVE = Religion, Values and Ethics



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Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



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WITHIN THE EXPRESSIVE ARTS AOLE

- * Art
- * Dance
- * Drama
- * Film and Digital Media
- * Music

- *Celf
- *Dawns
- *Drama
- *Ffilm a'r Cyfryngau Digidol
- *Cerddoriaeth

CWRICWLWM I GYMRU / CURRICULUM FOR WALES

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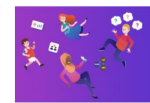
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Expressive Arts



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CWRICWLWM I GYMRO / CURRICULUM FOR WALES

Cross-cutting themes?

Literacy

Numeracy

Digital Competence

Integral skills:

Creativity and innovation

Critical thinking and problem-solving

Personal effectiveness

Planning and organising

Acronyms!

LNf – Literacy and Numeracy Framework

DCF – Digital Competence Framework

FfLIRh – Fframwaith Llythrennedd a Rhifedd

FfCD – Fframwaith Cymhwysedd Digidol

ACRONYMS!

You may also see references to:

YCC - Y Cwricwlwm Cymreig

ESDGC – Education for Sustainable Development and Global
Citizenship / ADCDF – Addysg ar gyfer Datblygu Cynaliadwy a
Dinasyddiaeth Fyd-eang

Areas of learning and experience



Expressive Arts



Health and Well-being



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Science and Technology

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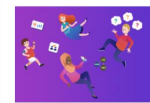
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Expressive Arts



Health and Well-being



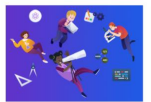
Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

WHAT DOES THE CURRICULUM SAY?



27 statements of 'What Matters' across the Curriculum for Wales

Schools and settings must cover all statements from age 3 to 16, providing engagement with their key concepts in a developmentally appropriate way.

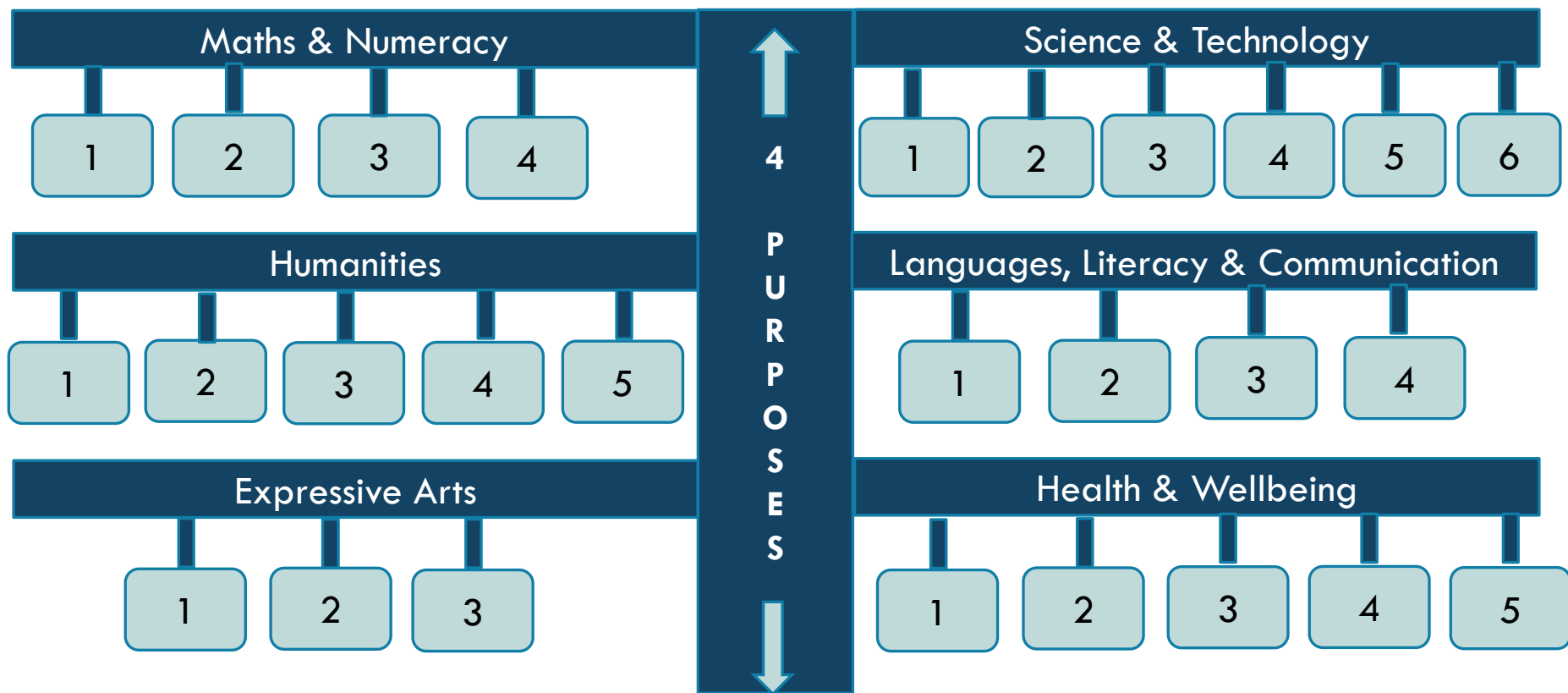
The statements:

- sum up the 'big ideas' or key principles of each Area
- help learners to make sense of a range of experiences, knowledge and skills, focused around the fundamentals of each Area
- provide breadth and depth in the curriculum
- provide a level of curriculum consistency across settings and schools
- are the basis of learners' progression and an essential part of curriculum development

Schools and settings should use a range of contexts, perspectives and topics to contribute towards learning within a statement.

WHAT DOES THE CURRICULUM SAY?

27 statements of 'What Matters' ('yr hyn sy'n bwysig') across Curriculum for Wales



CURRICULUM FOR WALES: WHAT MATTERS STATEMENTS

Here are the ‘what matters’ statements for the Expressive Arts AoLE.

- **Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.**
- **Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.**
- **Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.**

CWRICWLWM I GYMRU / CURRICULUM FOR WALES

2. Statements of what matters

Mandatory

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Exploring this Area, both through their own [creative work](#) and other people's, engages learners with [genres](#), [techniques](#), tools, materials and practices and enables them to become curious and creative individuals.

By exploring forms and disciplines in the [expressive arts](#), whether through experimentation, play or formal research and inquiry, learners can develop an understanding of how the expressive arts communicate through visual, physical, verbal, musical and technological means. This exploration can also progress their understanding of how the expressive arts shape ideas and feelings. It can encourage them to develop their imagination and draw upon their own experiences, skills and talents to become creative artists themselves.

The expressive arts are also a powerful medium through which learners can explore Wales and its unique and diverse traditions, history and cultures. They can provide opportunities for learners to explore their own cultural heritage and that of other people, places and times, and through this discover how the expressive arts can be used to shape and express personal, social and cultural identities. Learners will be exposed to and explore work from diverse cultures and societies and learn about these influences, histories and impact. Learners can also explore how the expressive arts can be used to question and challenge viewpoints and be

STATEMENTS OF 'WHAT MATTERS'

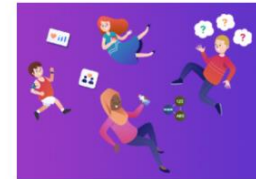
<https://hwb.gov.wales/curriculum-for-wales/expressive-arts/statements-of-what-matters/>

<https://hwb.gov.wales/cwricwlwm-i-gymru/y-celfyddydau-mynegiannol/datganiadau-o-r-hyn-sy-n-bwysig/>

Areas of learning and experience



Expressive Arts



Health and Well-being



[Humanities](#)



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

CURRICULUM FOR WALES: DESCRIPTIONS OF LEARNING

Descriptions of learning are based on the idea of 5 ‘progression steps’.

4. Descriptions of learning

Descriptions of learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. [Learn more about descriptions of learning.](#)

[Expand all](#) ▾ [Close all](#) ▴

- **Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.**
- **Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.**
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CWRICWLWM I GYMRU / CURRICULUM FOR WALES

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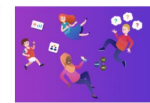
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Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

QUESTION

Progression steps at ages 5, 8, 11, 14 and 16.

Is this the same as the 'old' curriculum?

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14-16 (10-11)	Key Stage 4	Cyfnod Allweddol 4
16-18 (12-13)	Key Stage 5	Cyfnod Allweddol 5

- Progression Steps will be at 5, 8, 11, 14 and 16 and take the form of Achievement Outcomes relating broadly to expectations at those ages. These will help learners, teachers, parents and carers to understand if appropriate progress is being made.

<https://educationwales.blog.gov.wales/2018/06/22/wales-new-curriculum-and-assessment-arrangements-are-being-built-on-progression-this-is-how-its-happening/>

PROGRESSION STEPS / DISGRIFIADAU DYSGU

▼ Exploring the expressive arts is essential to developing artistic skills and

~~knowledge and it enables learners to become curious and creative individuals.~~



Progression step 3

I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, [tools and technologies](#) showing innovation and resilience.

I can explore the effects that a range of creative [techniques](#), materials, processes, resources, tools and technologies have on my own and others' [creative work](#).

I can explore how creative work can [represent](#), document, share and celebrate personal, social and cultural identities.

I can explore and describe how artists and [creative work](#) communicate mood, feelings and ideas and the impact they have on an audience.

Progression step 4

I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.

I can explore creative work, understanding the personal, social, cultural and historical context, including the [conventions](#) of the period in which it was created.

I can investigate and understand how meaning is communicated through the ideas of other artists and performers.

Progression step 5

I can explore and experiment with my own creative ideas and those of others, demonstrating technical control, innovation, independent thinking and originality, showing confidence to take risks and developing resilience in order to overcome creative challenges.

I can investigate and analyse how creative work is used to represent and celebrate personal, social and cultural identities.

I can independently research the purpose and meaning of a wide range of creative work and consider how they can impact on different audiences.

KS3 & 4

PROGRESSION STEP 3

I can explore how creative work can represent, document, share and celebrate personal, social and cultural identities.

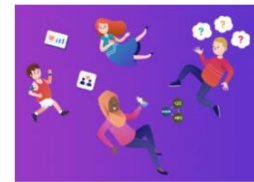
DESCRIPTIONS OF LEARNING / EGWYDDORION CYNNYDD & PROGRESSION STEPS / DISGRIFIADAU DYSGU

<https://hwb.gov.wales/curriculum-for-wales/expressive-arts/descriptions-of-learning/>

Areas of learning and experience



Expressive Arts



Health and Well-being



[Humanities](#)



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

MUSIC IN THE 'OLD' KS3 CURRICULUM

(BUT CURRENT YEAR 9 CURRICULUM)

Pupils should perform, compose and appraise music focusing their listening (in all musical activities) on **the musical elements...**





**SO WHAT
ARE
THEY???**

CERDDORIAETH CA3 / MUSIC KS3

Elfennau Cerddorol

traw

parhad

cyflymder

ansawdd

gwead

dynameg

adeiledd

distawrwydd

Musical Elements

pitch

duration

pace

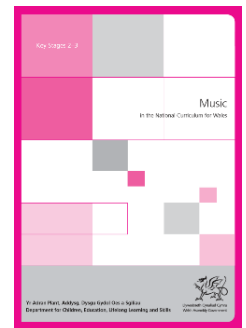
timbre

texture

dynamics

structure

silence



Describing music using MAD T-SHIRT

MELODY

ASCENDING OR DESCENDING?
HIGH OR LOW PITCHED?
WIDE OR NARROW RANGE?
MOVING IN LEAPS/STEPS/SKIPS?
SCALES:
MAJOR/MINOR/BLUES/CHROMATIC/MODAL/ATONAL?
DEVICES:
REPETITION/MOTIFS/SEQUENCE/O-STINATO?
ORNAMENTS?

ARTICULATION

HOW ARE THE NOTES BEING PLAYED?
STACCATO – SHORT AND DETACHED?
LEGATO – SMOOTHLY AND CONNECTED?
ACCENTED NOTES?
PIZZICATO – PLUCKED WITH FINGERS?
ARCO – PLAYED WITH THE BOW?
SLURRED?

DYNAMICS

HOW LOUD OR SOFT IS THE MUSIC?
WHAT HAPPENS TO THE VOLUME?
pp – PIANISSIMO
p – PIANO
mp – MEZZO PIANO
mf – MEZZO FORTE
f – FORTE
ff – FORTISSIMO
CRESCENDO/DIMINUENDO?
SFORZANDO?

TEXTURE

HOW ARE THE INDIVIDUAL PARTS OF A PIECE WORKING TOGETHER?
THICK OR THIN? COMPLEX OR SIMPLE?
MONOPHONIC/POLYPHONIC/HOMOPHONIC/HETEROPHONIC?
MELODY & ACCOMPANIMENT?
COUNTERMELODY?
PARALLEL/CONTRARY MOTION?
UNISON? DRONE/PEDAL NOTE?
CONTINUO? CALL & RESPONSE?

STRUCTURE

HOW MANY SECTIONS IN THE PIECE AND IN WHAT ORDER?
WHAT IS THE FORM OF THE PIECE? BINARY – AB? TERNARY – ABA? RONDO – ABACADA? SONATA? CONCERTO? THEME AND VARIATION? RITORNELLO? POP MUSIC – VERSE? CHORUS? MIDDLE 8? BRIDGE? PRE-CHORUS? INTRO/OUTRO? SOLO? 12 BAR BLUES?

HARMONY

MAJOR OR MINOR KEY?
DIATONIC OR CHROMATIC?
CONSONANT/DISSONANT?
KEY CHANGES/MODULATION
CADENCES: PERFECT; PLAGAL; IMPERFECT; INTERRUPTED?
HARMONIC RHYTHM – DO CHORDS CHANGE SLOWLY OR QUICKLY?
IS THERE A PARTICULAR SEQUENCE E.G. I – IV – V

INSTRUMENTS

BRASS –
TRUMPET/HORN/TROMBONE/TUBA. STRINGS –
VIOLIN/VIOLA/CELLO/DOUBLE BASS. WOODWIND –
PICCOLO/FLUTE/CLARINET/OBOE/BASSOON. PERCUSSION –
TIMPANI/CHIMES/CYMBALS. PIANO/HARP/SICHOORD/ORGAN. GUITAR/ELECTRIC BASS/DRUMS/VOCALS/SYNTHS/LOOPS.
SITAR/TAMBURA/TABLA/BOUZO UKI/O'UD/DOUMBOK/DJEMBE/DUNDUN/SURDO/TAMBOURIN/DHOL/RIQ/STEEL DRUMS.

RHYTHM

DURATION – LONG OR SHORT
NOTES? PULSE/BEAT.
SEMIQUAVERS/QUAVERS/CROTCHES/MINIMS/SEMIBREVES?
SYNCOPATION? DOTTED
RHYTHMS? TRIPLETS?
CROSSRHYTHM/POLYRHYTHM?
CHAAL/TALA/WAZN.
UPBEAT/ANACRUSIS? RESTS?
PAUSES?
TIED NOTES?

TIME/TEMPO

REGULAR OR IRREGULAR
METRE? SIMPLE OR COMPOUND
METRE? SIGNATURE – 3/4, 4/4, 6/8, 12/8, 5/4, 7/8 ETC?
TEMPO – FAST OR SLOW?
LARGO, MODERATO, ANDANTE, ALLEGRO, PRESTO, ACCELLERANDO, RALLENTANDO, RUBATO? SPEEDING UP/SLOWING DOWN?

A wooden boardwalk made of light-colored planks winds through a vast, grassy dune landscape. The path curves from the bottom center towards the middle ground. The dunes are covered in tall, dry grass and some low-lying vegetation. In the background, there are more dunes and a line of trees under a heavy, overcast sky. The overall tone is somber and atmospheric.

TIME TO GO HOME!

See you tomorrow in
IQ107.