

Overview

Throughout both of these examples, the theme of Celtic heritage is explored while embedding cross-curricular responsibilities (Donaldson, 2015) through cross-curricular models (Barnes, 2015).

Example One: The Tale of The Two Dragons

Children will utilise computers and iPads to research the tale of the Two Dragons (Table 1.3). Children will work in groups and discuss the central problem ‘what could the Welsh flag look like, if this tale had not occurred?’ (Table 1.1). Children could utilise think, pair, share to discuss this point. The children will utilise thinking skills and imagination to help develop an answer to the problem. The ultimate outcome of this example is to create an A3 piece of art whilst developing cross-curricular responsibilities. Children will be utilising whatever materials they chose (Table 1.4) to create what they think the flag could look like. Children will have to use numerical reasoning to measure their flag designs and lay it out appropriately (Table 1.2). Children will then be taking photos of their artwork and creating a powerpoint. Children will need to orally present their ideas to the class and give valid reasons for their decisions. This presentation could contribute to evidence of children’s oracy. This series of lessons have been designed around the inter-disciplinary model (Barnes, 2015) where the two main subjects being developed are art and English. Practitioners can decide how much time to devote to these lessons but it could be suggested maybe three or four lessons would be sufficient.

What is an inter-disciplinary approach?

- An inter-disciplinary approach aims at progression in two or more subjects and promotes creative thinking and connection making between subjects (Barnes, 2015).
- Cross-curricular work with a creative objective is often inter-disciplinary.
- With inter-disciplinary cross-curricular learning, new knowledge and skills in two subjects is usually combined to make something new and imaginative. The subjects involved are linked and dependent upon each other in some kind of final product.

Benefits and limitations of inter-disciplinary approach

- An inter-disciplinary approach involves children applying knowledge to more than one subject simultaneously, the subjects may be related through a central theme, problem, topic, or experience (Jacobs, 1989). Thereby, arguably building on prior knowledge.
- Some may suggest it difficult to plan an inter-disciplinary approach. For example, if not planned correctly there could be only one subject being developed well and not simultaneously alongside another subject, thereby causing the ultimate aim of the inter-disciplinary approach to become lost.
- Usually there is an end product or presentation at the end of the inter-disciplinary approach. Some suggest that inter-disciplinary approach could result in a creative and collaborative outcome (Barnes, unknown date). Arguably, this approach could be ideal for the expressive arts part of the new curriculum.

Development of Cross- Curricular Responsibilities and Curriculum

Literacy

Table 1.1

Oracy across the curriculum
Element: Developing and presenting information and ideas
Aspect: Speaking

Children will be explaining information and ideas, exploring and using ways to be convincing, through use of vocabulary, gesture, and visual aids.
(Welsh Assembly Government, 2014)

Digital Competence

Table 1.3

Strand: Producing
Element: Planning, sourcing and searching

Children will be using iPads and computers to research and find information on the tale. Children should be able to adjust keywords and search techniques to find relevant information and consider if the content is reliable. Creating powerpoints.
(Welsh Assembly Government, 2018)

Numeracy

Table 1.2

Strand: Developing Numerical Reasoning
Element: Identify processes and connections

Children will need to select and use suitable instruments and units of measurement to measure out their piece of artwork. Also, children will need to time their powerpoint appropriately.
(Welsh Assembly Government, 2014)

Links to curriculum

Table 1.4

Subject: Art
Range: Making

Children will design and make images both imaginatively and expressively. Children should be given opportunities to explore and experiment and apply the elements of the visual language of art, which include line, tone, colour, pattern, texture, shape, form. Children will be able to chose what material to utilise.
(DCELLS) (2016a)

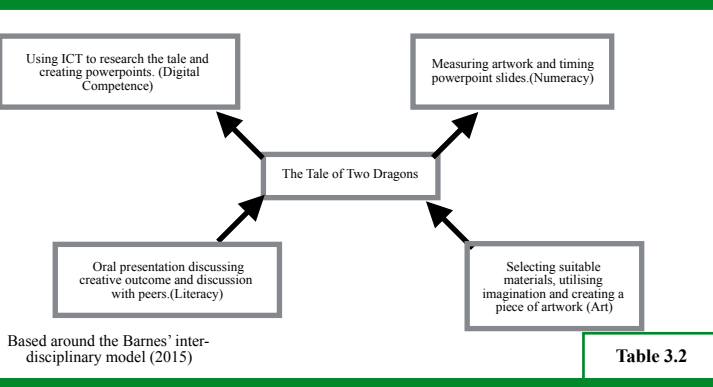
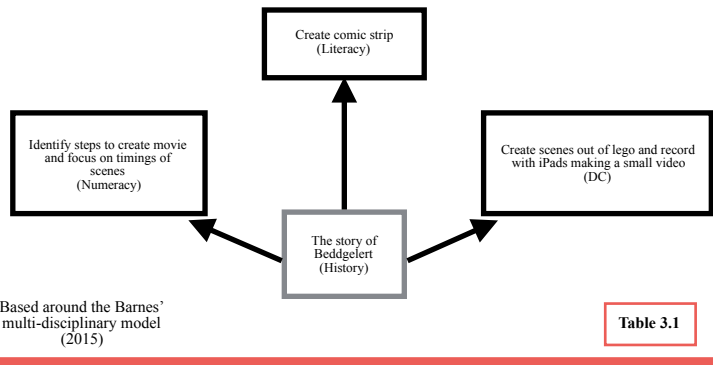
Cross Curricular Celtic Chronicles

Phase: Key Stage Two
Year Group: Five



Example Overview

- One way to create an interest in the humanities and expressive arts areas of learning and experience, could be to utilise a cross-curricular model (Barnes, 2015) that embodies Y Curriculum Cymreig (ACCAC, 2003) and cross-curricular responsibilities such as literacy, numeracy and digital competence (Table 3.1 and Table 3.2)
- Cross-curricular learning and creativity can work compatibly (Ofsted, 2010) Cross-curricular methods can encourage collaborative learning and creative combinations (Barnes, 2015) as demonstrated throughout these examples as they both have an arguably creative outcome.
- Children could gain better awareness of Wales’ cultural history and celebrate distinctive tales and traditions throughout these examples (ACCAC, 2003)
- Children will be informed that the stories are myths which could lead to the question- are they fact or opinion? Providing an opportunity for assessment for learning- Think, Pair, Share.



Design and present an academic poster applying theoretical models of cross-curricular teaching to the incorporation of literacy, numeracy and digital competence as cross-curricular responsibilities.

Example Two: The Story of Beddgelert

Children will be given a copy of the tale of Beddgelert and then will have to work in pairs to create a written comic strip version of the story (Table 2.1). Children will then work with their partner to remake the comic strip story out of lego and will use iMovie to record the comic strip using iPads (Table 2.2). Children will need to concentrate on timings to make sure they move their lego pieces at correct timing to get the frame right (Table 2.3). It would be ideal for the practitioner to model how to correctly create a video scene frame. Once the scenes have been recorded, children will need to add titles and credits. Throughout the lessons, there is exploration of cultural history (Table 2.4) and the series of lessons have been designed around the multi-disciplinary model (Barnes, 2015). Throughout this example, history and digital competency have been given equal weighting. Practitioners can decide how much time to devote to these lessons but it could be suggested maybe three or four lessons would be sufficient. Children will be peer-assessing each other’s work.

What is a multi-disciplinary approach?

- Multi-disciplinary aims to use a single experience or theme to develop better understanding in two or more disciplines (Barnes, 2015)
- Learning is multi-disciplinary when learning in two subject areas arise from a single experience.
- Throughout the multi-disciplinary approach. the disciplines of learning are developed separately after the initial stimulus is provided however they both have equal weighting upon the outcome on the experience.
- Can arise from powerful and emotionally significant experiences.

Benefits and limitations of multi-disciplinary approach

- Easy to assess pupil’s progression in cross-curricular responsibilities- can they effectively use ICT to produce and create a small movie?
- Arguably easy to discreetly embed other disciplines, however it is important to ensure that other disciplines are not neglected. Practitioners could use assessment for learning strategies to acknowledge whether pupils comprehend what skills they are developing.
- Could be difficult to ensure that the two subject areas have been devoted equal weighting. If the two subject areas have not been given equal weighting, arguably the purpose of multi-disciplinary approach is not being achieved.
- Also this approach requires good planning, strong subject knowledge and confidence (Roth, 2000, cited in Barnes, 2015).

Development of Cross- Curricular Responsibilities and Curriculum

Literacy

Table 2.1

Writing across the curriculum
Element: Organising ideas and information
Aspect: Structure and organisation

Children will be creating written comic strips and including images and illustrations which are clear, relevant and appropriate.
(Welsh Assembly Government, 2014)

Digital Competence

Table 2.2

Strand: Producing
Element: Creating

Children will be combining a range of multimedia components to produce an appropriate outcome. Also, children will create, collect and combine a range of text, image, sound, animation and video for selected purposes.
(Welsh Assembly Government, 2018)

Numeracy

Table 2.3

Strand: Developing Numerical Reasoning
Element: Identify processes and connections

Children will need to identify the appropriate steps and information needed to complete the task or reach a solution. Children will need to confidently work out the timing of each scene frame to film their movie.
(Welsh Assembly Government, 2014)

Links to curriculum

Table 2.4

Subject: History
Interpretations of history (cultural)

Children will consider differing views and representations of some historical events, people and changes, and understand how and why they have been interpreted in these ways.
(DCELLS, 2016b)