



CULTURAL EDUCATION

BY THE TIME STUDENTS REACH THE END OF KEY STAGE 4 AT ISAAC NEWTON ACADEMY, THEY SHOULD HAVE:

- Experienced a high quality and enriching curriculum offer through Key Stage 3, including Art, Dance, Drama, Design, History, Literature and Music.
- Had an opportunity to learn a musical instrument.
- Taken part in workshops with professional artists, craftspeople, architects, musicians, archivists, curators, dancers, film-makers, poets, authors and/or actors.
- Continued their journey of cultural discovery by being encouraged to make adventurous choices about the cultural activities they enjoy.
- Developed knowledge about a range of different aspects of culture, including an understanding of historical development and context of Art, Drama, Design, Literature and Music.
- Been encouraged to be adventurous in their choices about cultural activities, by learning about literature, films, visual arts, crafts, heritage, music and dance that is beyond the scope of their normal everyday engagement.
- Developed an understanding of the different forms of each cultural area (for example: literature includes poetry, play texts, short stories and novels; music genres include classical, pop, hip hop, rock, jazz, folk, musical theatre and world).
- Been on visits to museums, heritage sites, galleries and cinemas at each key stage.
- Had an opportunity to go on a residential trip.
- Had an opportunity to visit a place with a significantly contrasting culture to Ilford.
- Travelled on the London Underground into central London.
- Sung in a school choir.
- Attended professional concerts and plays.
- Taken part in an artistic performance to an audience.
- Watched and learned about films from outside of the Hollywood mainstream.
- Regularly read books for pleasure, rather than only as part of their learning.
- Read a broad range of books both by living authors and by authors who may no longer be alive, but whose books are regarded as literary classics. Some of these books might be about subjects that are directly relevant to the readers' lives today, but young people should also be reading books that expand horizons and show them the possibilities in the world beyond their own direct experiences.
- Used a library to access a wide range of books, as well as for other research materials.



- Been given the opportunity to study Cultural Education subjects (Art, Dance, Drama, History, literature and Music) to gain qualifications at Level 2.
- Regularly made use of digital technology to see, read and listen to great culture, no matter where it is situated in the world.
- Had their artistic and creative work celebrated in the Academy and in the wider community through publication, exhibitions, performance and screenings.
- Been supported to take particular talents and interests forward.
- Had the chance to lead or shape activity at INA by for example, helping with a club or being a student librarian.
- Been able to join a lunchtime or after school club in areas such as creative writing, dance, drama, art, music, film or digital media.
- Given time to a charitable cause.

BY THE TIME STUDENTS REACH THE END OF KEY STAGE 5 THEY SHOULD ADDITIONALLY HAVE:

- Been encouraged to continue to sample a wide range of adventurous cultural experiences during their own leisure time.
- Been encouraged to continue to take part in the broad range of cultural events that take place both within their school environment and in the wider area in which they live.
- Developed the ability to build on the knowledge, which they have acquired about culture, to be able to discuss and critique the new cultural works that they encounter.
- Had their own personal achievements in cultural activities celebrated in school or in their wider local community.
- Been given the opportunity to study Cultural Education subjects to gain qualifications at Level 3.
- Had the opportunity to spend time interacting with cultural professionals (such as artists, writers, archivists, musicians, curators, technicians, film-makers, designers and dancers).
- Developed a confidence within themselves to feel empowered to attend any event that develops their cultural capital; irrespective of if that cultural space feels new or unfamiliar.
- Learned about the wider world of employment and apprenticeship opportunities within the creative and cultural industries, aside from being a frontline performer or creative practitioner.

Reviewed June 2020