

Rationale:

1. Prioritise 'disciplinary literacy' across the curriculum
2. Provide targeted vocabulary instruction in every subject
3. Develop students' ability to read complex academic texts
4. Break down complex writing tasks
5. Combine writing instruction with reading in every subject
6. Provide opportunities for structured talk

Examples Within the Curriculum**Year 7**

Task	Text	Task	Recommendations	Unit and Lesson
1	Formal Elements	Pupils read through and break down definitions of the formal elements in Art, prior to seeing how the formal elements can be applied to their practical work.	1, 2, 3, 5	Drawing Skills Lesson 1 - 5
2	The British Library by Yinka Shonibare website	Read artist's intentions and discuss the purpose behind the work of Yinka Shonibare – what does he want the viewer to think about his work?	1, 2, 3, 5, 6	The British Library Lesson 2
3	Tabloid Headlines from recent years regarding immigration	Discuss how the wording used in headlines can present a biased view towards the issue of immigration, and how this might have influenced Yinka Shonibare's work.	1, 2, 3, 5, 6	The British Library Lesson 3
4	Stainboy by Tim Burton, from the Melancholy Death of Oyster Boy	Read the poem and discuss key features of the characters Tim Burton creates, analyse the structure in order to inform	1, 2, 3, 4, 5, 6	Illustration Lesson 1

		a poem they will create for homework.		
5	Antony Gormley <i>Field for the British Isles</i>	Read through information about the artwork and pick out key information and figures.	1, 2, 3, 5, 6	Ceramics Lesson 1

Year 8

Task	Text	Task	Recommendations	Unit and Lesson
1	Guide to proportions	Written instructions to be followed alongside visual examples as student work through step by step. Also used to help reinforce their own answers when trying to recall correct proportions of face.	1, 2, 5	Portraiture Lesson 1 - 3
2	Assessment Markscheme	Read through as class and break down key words from formal elements so pupils are clear on what they are being assessed on during Portrait project.	1, 2, 3, 6	Portraiture Lesson 5 - 6
3	David Hockney Biography	Reading through and picking out key information about artist to inform creation of research page.	1, 2, 3, 4, 5	Landscapes Lesson 3
4	A History of British Landscapes	Written information to help with retrieval of information from documentary chronically the history of landscapes in British art. Used to inform the creation of their own timeline.	1, 2, 4, 5	Landscapes Lesson 4

Year 9

Task	Text	Task	Recommendations	Unit and Lesson
1	Stephen Wiltshire Biography	Reading through and picking out key information about artist to inform creation of research page. Use of sentence starters to encourage students to write about the content of his work.	1, 2, 5	Architecture Lesson 2
2	Annotated diagrams of 1 and 2 point perspective	Read through definitions and label drawings to show understanding of the key words and help retrieval of key words and the concept behind them.	1, 2, 5	Architecture Lesson 3/4
3	Claes Oldenburg Biography	Read about and discuss the intentions of Claes Oldenburg's work. Discuss idea of how you would feel to see one of his 40ft tall objects in real life?	1, 2, 6	Architecture Lesson 7/8
4	Surrealism Definitions	Read through short description of the ideas behind surrealism, discuss the idea with students of creating surprising images by combining seemingly ordinary imagery in unexpected ways.	1, 2, 6	Surrealism Lesson 1
5	Paul Peter Piech slogans	Read through the slogans included in Paul Peter Piech's	1, 2, 6	Words and Art

		work – discuss why they think the artist uses typography for his artwork		
--	--	--	--	--

Year 10

Task	Text	Task	Recommendations	Unit and Lesson
1	Observational Drawing 'annotation' examples	Read through previous student's model answers for annotating work, illicit from students what is successful about previous students' work.	1, 2, 3, 4, 5	Still Life Observations Lesson 5
2	Kira Kim vs 17 th Century Dutch Still Life	Read through model answers and keywords related to the concepts that link the work of Kira Kim to traditional still life. Use this for students to develop analytical writing comparing the two styles.	1, 2, 4, 5, 6	Still Life Observations Lesson 6
3	AQA Markscheme	Break down the meaning of the assessment objects, picking out key phrases and redefining them using student friendly language and visual examples.	1, 2, 4	Still Life Student Led Section Lesson 10

Year 11

Task	Text	Task	Recommendations	Unit and Lesson
1	AQA Markscheme	Reading through markscheme and level descriptors to help students understand how their work is assessed.	1, 4	Identity – Producing a Final Outcome Lesson 4
2	AQA Controlled Assessment Paper	Read through AQA paper to help students understand the requirements and to help use the information on the paper to generate as many ideas as possible to inform their practical work.	1,2, 4, 6	Exam Project Lesson 1