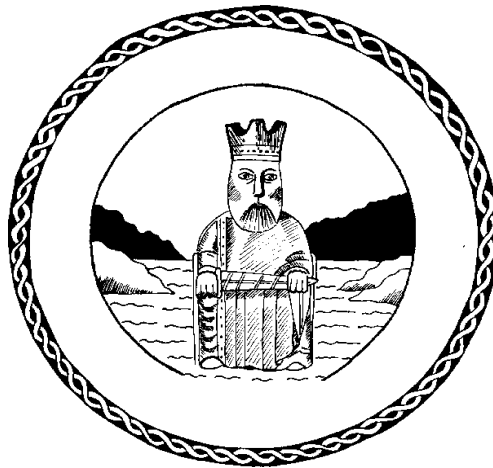
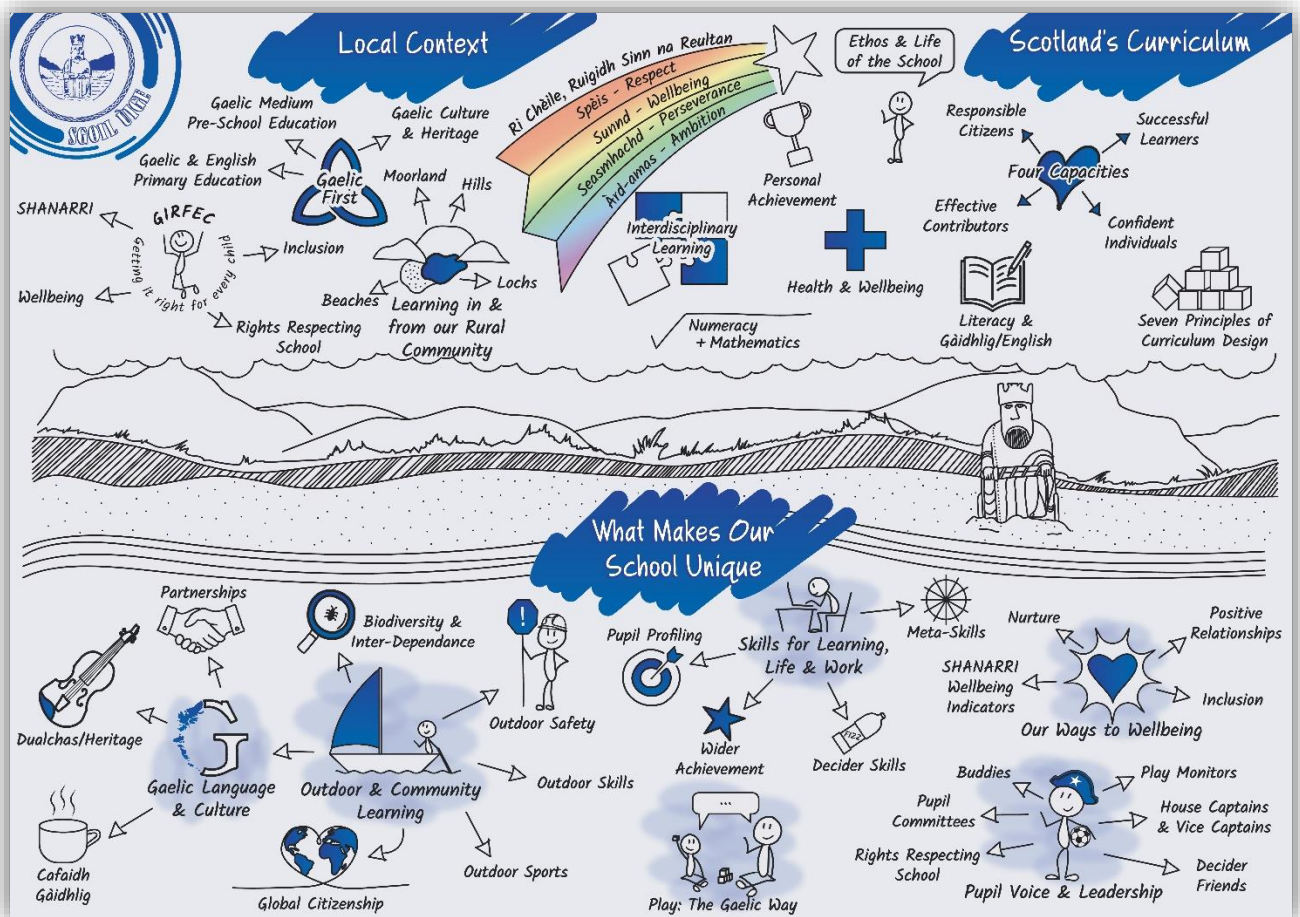




FEALLSANACHD A' CHURRAICEALAIM SGOIL ÙIGE

CURRICULUM RATIONALE



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DÈ THA SINN A' CIALLACHADH LE FEALLSANACHD CHURRAICEALAM?

What do we mean by Curriculum Rationale?

A Curriculum Rationale sets out the things that are important to us in our school and how pupils will experience their curriculum. It pulls together all our policies into one overview to make sure that everyone involved in the school is clear about what our priorities are and how we engage in learning and teaching in Sgoil Ùige to ensure all pupils reach their full potential.

This Curriculum Rationale has been created by pulling together a range of school policies, as well as our refreshed vision, values and aims, all created in consultation with stakeholders. This was then reviewed by pupils, parents and staff. Further information on all areas can be found in the following school policies:

- Sgoil Ùige Assessment Strategy
- Sgoil Ùige Gaelic Policy
- Sgoil Ùige Learning, Teaching and Assessment Rationale
- Sgoil Ùige Life and Work of the School Policy
- Sgoil Ùige – Our Ways to Wellbeing Policy
- Sgoil Ùige Outdoor and Community Learning Offer

AR LEIRSINN, LUACHAN AGUS AMASAN

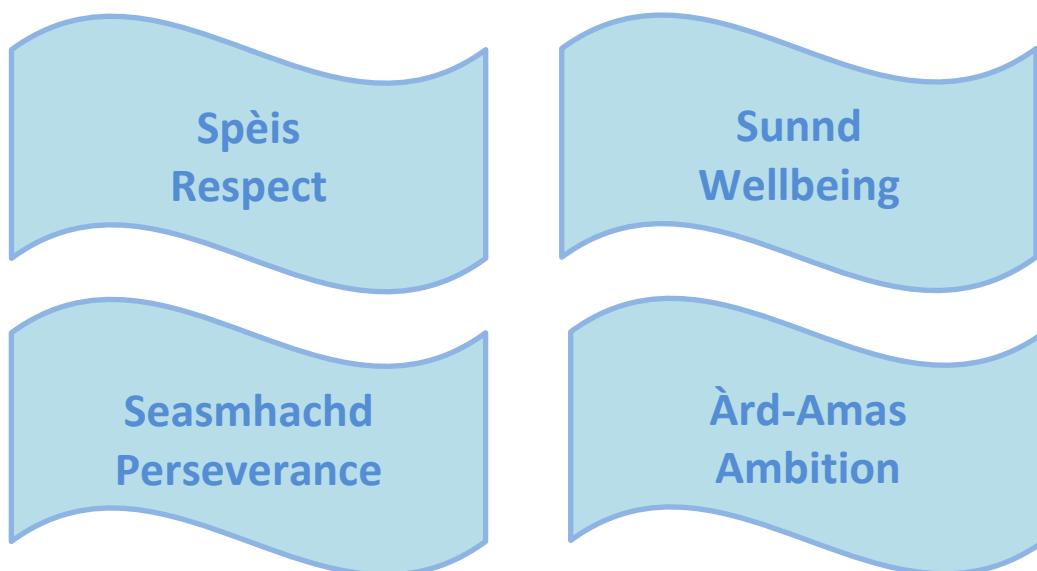
Our Vision, Values and Aims

Our Vision, Values and Aims were created in consultation with all pupils, staff and parents.

Our **Vision** is:

Ri Chèile, Ruigidh Sinn na Reultan *Together, We Will Reach for the Stars*

Our **Values** inform our ethos, our teaching and our learning. They are:



Our **Aims** help us to achieve our vision and values by considering our local, national and international contexts. These are:

- **To create a positive climate for learning**
- **To value our unique cultural identity**
- **To support all pupils to reach their potential**
- **To develop skills for learning, life and work in all pupils**

Our **Expanded Aims** give further clarification and detail on our school's priorities

To create a positive climate for learning by:
• Creating a happy and safe environment where positive relationships and mutual respect are valued by all members of the school community • Ensuring class and school expectations take cognisance of the Rights of the Child and promote respect, kindness, honesty, trust and compassion. • Promoting the wellbeing of all by ensuring learners know about ways to keep their body and mind healthy and know about their rights.
To value our unique cultural identity by:
• Having a 'Gàidhlig First' ethos and supporting all our learners to develop their knowledge and understanding of the Gàidhlig language and culture • Celebrating individuality and creativity by working with local partners to develop skills across the curriculum and through wider achievement opportunities • Working with parents and community partners to support and enhance learning both within our school and across our local community

Feallsanachd a' Churraicealaim - Curriculum Rationale, Sgoil Ùige

To support all pupils to reach their potential by:

- Ensuring an inclusive environment to meet the needs of all learners.
- Having a clear understanding of where each learner is in order to provide effective support and challenge and raise attainment
- Promoting a culture of ambition and achievement by recognising and celebrating individual successes
- Valuing parents as partners in their children's learning and providing meaningful opportunities for parents to engage with learning both at home and in school.

To develop skills for learning, life and work in all pupils by:

- Developing Responsible Citizens who engage in the life and work of the school community through progressive leadership opportunities in order to ensure all learners develop skills of resilience and responsibility
- Creating and engaging with opportunities for personal achievement in order to develop Effective Contributors and Confident Individuals.
- Ensuring a curriculum that provides breadth, depth and challenge to promote independence, leadership and teamwork through curricular areas and inter-disciplinary learning opportunities in order to develop Successful Learners.

Staff and pupils also created our **School Song** to help us to remember and live by our vision, values and aims on a day-to-day basis:

Sgoil Ùige - Ri Chèile, Ruigidh Sinn na Reultan

Sèist

Ri chèile, ruigidh sinn na reultan
Le spèis agus seasmhachd agus sunnd
Ri chèile, ruigidh sinn na reultan
'S e sin an lèirsinn th' aig ar chloinn

Chorus

Together, we will reach for the stars
With respect and perseverance and wellbeing
Together, we will reach for the stars
That's the vision of our children

Rann

Tha sinne a' strì airson àrd-amas
A' dèanamh ar dìcheal anns gach dòigh
Anns gach oidhirp a nì sinn n'ar beatha
Gheibh sinn toileachas is pròis

Verse

We strive for ambition
Doing our best in every way
In every endeavour in our lives
We will take pride and joy

Pupils and staff designed and created a **visual display** of our Vision, Values and Aims using locally sourced Harris Tweed which is proudly displayed in the entrance of the school:



AR CÒ-THEACS IONADAIL

Our Local Context

Sgoil Ùige is located at the heart of its community, offering pre-school education through the medium of Gàidhlig and primary school education through the mediums of Gàidhlig and English. The school follows Comhairle nan Eilean Siar's 'Gaelic First' Policy with the majority of pupils learning through Gaelic Medium and all pupils engaging in learning about their Gaelic language and culture on a daily basis. Staff follow the guidance in Advice on Gaelic Education in their practice at all times. We adopt a play-based approach to learning with a heavy emphasis on oral language development at the Early Level in order to best meet individual learning needs and ensure strong Gàidhlig immersion.

The school and Sgoil-Àraich is situated within a rural community that includes beaches, lochs, moorland and hills. We use the surrounding community and environment regularly to support learning. The school enjoys strong links with its community and is well supported by local organisations and partners. The school has an active Parent Council who support many of the ventures undertaken by pupils and staff.

Across Bun-sgoil and Sgoil-Àraich Ùig, we use Getting It Right for Every Child (GIRFEC) to ensure the wellbeing and full inclusion of all pupils. GIRFEC is the framework which ensures all children receive the right help at the right time to grow up feeling loved, respected and included. The school has been accredited as a 'Silver: Rights Aware' School as part of UNICEF's Rights Respecting Schools Award. Further work is currently underway to achieve Gold: Rights Respecting School status.

DÈ THA SONRAICHTE MU DHEIDHINN AR SGOIL & AR COIMHEARSNACHD?

What is Special about Our School and Community?

Our pupils feel that the following factors make the school unique:



EILEAMAIDEAN BUNAITEACH DE CHURRAICEALAM NA SGOILE

Foundational Aspects of our School Curriculum

CULTAR AGUS CÀNAN GÀIDHLIG

Gaelic Language and Culture



In Sgoil Ùige, we believe that **'Dualchas'** (culture and heritage) is fundamental to giving children a sense of identity and belonging to their community. All pupils, regardless of being in Gàidhlig Medium or Gaelic Learners' (English Medium) streams, learn to value their identity as young Gaelic speakers and islanders by learning about the importance of their

language and culture in the past, in the present day and for the future. The school promotes the benefits of bilingualism and utilises local partners and the local environment to provide meaningful contexts to children's learning about their language and culture.

Pupils take pride in their ability to communicate in Gàidhlig and engage in a range of 'wider achievement opportunities' using their language and culture such as regular Gàidhlig Community Cafes, Bookbug Sessions, The Mod, 'Cuach na Cloinne' Gaelic Football Competition, FilmG, Youth Music Initiative and Gaelic Singing, and Sradagan.

Further information on our approach to Gaelic Language and Culture can be found in our Gaelic Policy.

CLUICH: AN DÒIGH GHÀIDHLIG

Play: The Gaelic Way

Play Pedagogy provides children with personally meaningful play contexts and activities to explore their learning, giving them flexibility to find their own solutions to problems, learn about themselves and others, and develop their understanding of the world around them.



Children at the Early Level in Sgoil-Àraich and Bun-Sgoil Ùige learn through play, with contexts regularly being updated to extend children's language skills and developing Gaelic vocabulary. 'Play: The Gaelic Way' ensures that adults are available to interact and extend language, building on vocabulary and phrases whilst engaging in play, and developing lines of imagination. Staff talk constantly, providing commentaries in as much Gaelic as possible, asking questions, explaining everyday tasks and routines and intentionally enabling children to hear Gaelic being role-modelled at all times to help them absorb the language

CEANNARDAS

Leadership

In Sgoil Ùige, we empower pupils to take an active role in the leadership and improvement of their school through a range of leadership roles and responsibilities. These include:



- House Captains & Vice-Captains
- Committee Leaders
- Buddies
- Play Monitors
- Caraidean Co-Dhùnadh (Decider Friends)
- Pupil-Led Lunchtime Clubs
- Young Leaders' Award
- Class based responsibilities and leadership opportunities

Through these leadership opportunities, pupils develop skills in teamwork, communication, creativity and problem solving and role model a positive example for others.

Senior pupils are trained through the Young Leaders Award and if they would like to be considered for a leadership role, they must then present to the school what skills and experience they have that would make them a good choice for a particular role. Pupils and staff then vote for their chosen leaders.

SGILEAN IONNSACHADH, OBRACH & BEATHA

Skills for Learning, Life and Work

All pupils from Sgoil-Àraich to P7 participate in Pupil Profiling. This is where individual children become the 'Focus Child' for a week and have their learning documented to evidence skills progression. As pupils move through the school, they engage in progressive Learner Conversations to reflect on their learning and set targets for their own development. This is shared with parents and revisited at the next 'Focus Child' profiling point.

Pupils learn about Meta-skills to prepare them for learning, life and work. Meta-skills are a set of twelve transferable skills essential for the dynamic jobs market of the 21st Century.



Pupils also learn about Decider Skills to support their wellbeing and emotional regulation. All pupils participate in a range of Wider Achievement Opportunities detailed in Appendix 1.

AR SLÌGHE GU SUNND

Our Ways to Wellbeing

Our pupils created a 'Ways to Wellbeing' policy in order to ensure a shared understanding of how we promote the wellbeing of all in our school. This is underpinned by our school vision, values and aims, children's rights and a relational approach to ensure pupils feel included, respected and safe and know that their achievements and contributions are valued and celebrated across the whole school community.

A key feature of our Ways to Wellbeing policy include the School, Playground and Class Charters which link the UNCRC with our school values to clarify how pupils and adults (duty bearers) will respect the rights of all.

Other key features of the policy include the use of:

- Restorative Practice
- Nurture Principles
- Positive Relationships
- Equality, Equity and Inclusion Principles
- Praise and Encouragement
- Anti-Bullying Policy



Our Ways to Wellbeing Policy ensures children's needs are met in relation to all eight Wellbeing Indicators as set out through GIRFEC. Please refer to the policy for more information.

GUTH AR SGOILEARAN

Pupil Voice

Research commissioned by the Children and Young People's Commissioner Scotland and carried out by the University of Stirling demonstrated that schools who were performing higher than expected in attainment had a strong focus on learner participation. Pupil Voice is central to all school improvement in Sgoil Ùige. Pupils views are sought and acted upon through a variety of ways including:

- Pupil Committees
- Questionnaires
- Assemblies
- House Captain Meetings
- Collaborative Planning of Learning
- Individual Pupil Target Setting & Profiling

Sgoil Ùige is a Rights Respecting School where children's rights, as detailed in the UNCRC are at the heart of learning and teaching. This includes the right to participate through dialogue with adults based on mutual respect.



"In education settings, children and young people need to be recognised more clearly as participants with rights...Learner participation is needed for Curriculum for Excellence's aims and purposes to be achieved across all contexts of learning." Learner Participation in Educational Settings 3-18 (2018) Education Scotland

IONNSACHADH AIR A' BHLÀR A-MUIGH & TRON CHOIMHEARSNACHD

Outdoor and Community Learning

Our unique rural, island setting and close community provides a vital catalyst for children to learn through authentic contexts beyond the classroom walls. Our 'Outdoor and Community Learning Offer' ensures that regular and progressive outdoor learning opportunities are woven into the fabric of our curriculum through interdisciplinary topics that are rooted in our local landscape and delivered in partnership with our local community.

Our Pupil Council has identified six **Core Learning Themes** that define what the Outdoor and Community Learning Offer is about. Gaelic Culture and Heritage is the "Golden Thread" that runs through all core learning themes:



Further information can be found in our Outdoor and Community Learning Offer.

COM-PÀIRTEACHAS

Partnerships

Community partnerships enrich our curriculum by providing breadth and depth to learning and enabling learning to take place through "real-life" meaningful contexts. Our key partnerships are listed below:

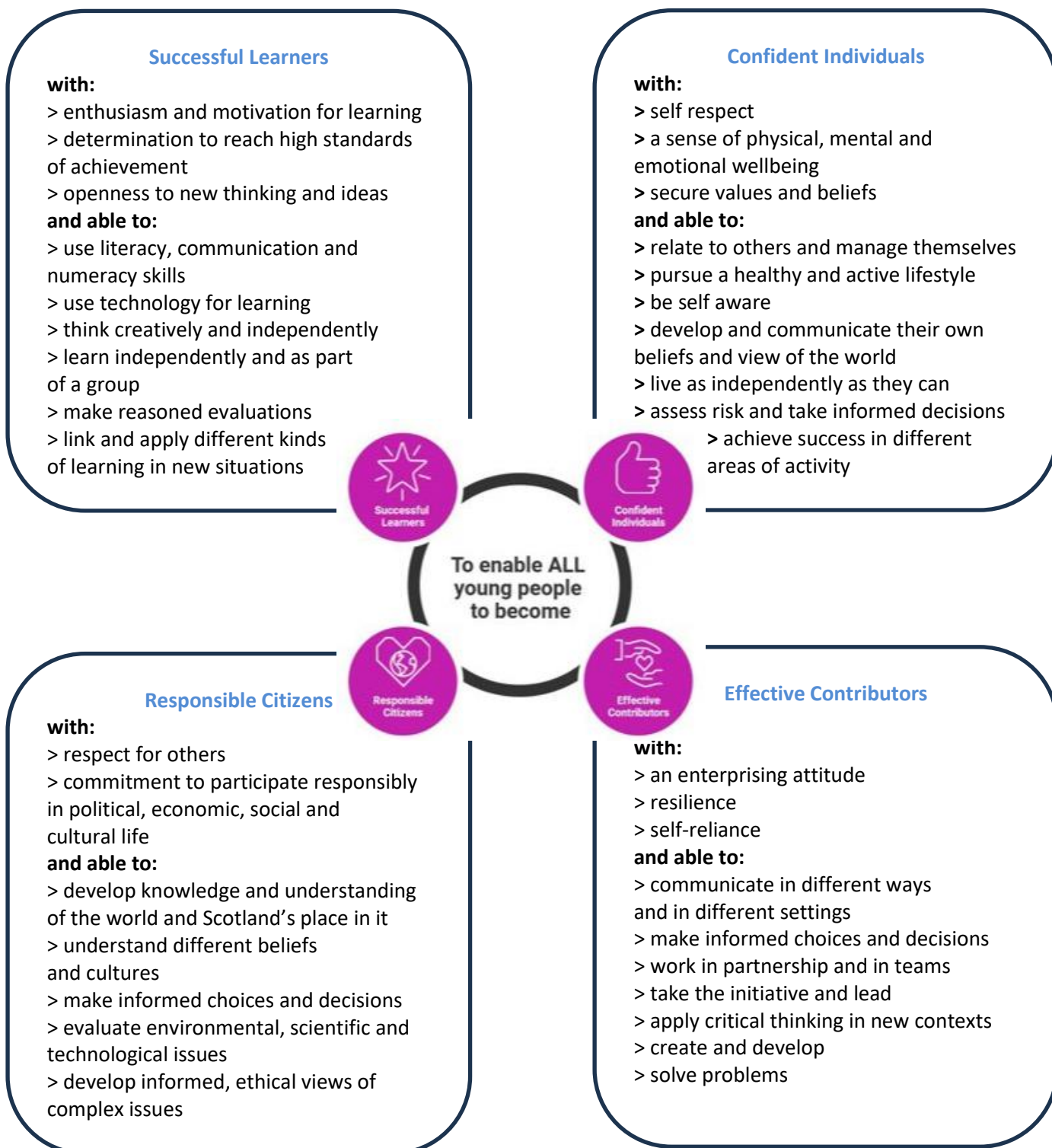
- Parents, extended family and community members
- Uig Museum & Baile na Cille
- Uig Community Centre Association
- Comunn Eachdraidh Uig
- Bhalto Community Trust
- Uig Shop
- School Chaplain & Uig Church of Scotland
- Local Councillors
- Active Schools & Lewis Sports Centre
- CnES Outdoor Learning Team
- Volunteer Centre Western Isles
- Community Learning and Development (CLD)
- An Lanntair
- Dileab an t-Siorraidh
- Comunn na Gàidhlig
- An Comunn Gàidhealach
- CnES Gaelic Team
- BBC Alba & BBC Ràidio nan Gàidheal
- UHI STEM Team
- eSgoil
- School Nursing Team & Childsmile

AR CURRAICEALAM ANN AN CO-THEACS NÀISEANTA & IONADAIL

Our Curriculum in the National & Local Context

Na Ceithir Comasan / The Four Capacities

The curriculum in Sgoil Ùige places all learners at the heart of everything we do and provides them with the tools required to enable them to embody the Four Capacities of Scotland's Curriculum for Excellence - Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals. These four capacities enable learners to develop the knowledge, skills and attributes they require for learning, life and work in the 21st Century.



Na Seachd Prionnsabalan airson Dealbhadh a' Churraicealaim / The Seven Principles of Curriculum Design

All children in Sgoil Ùige receive their entitlement to a broad general education as part of a coherent curriculum from 3-18. As well as the Four Capacities outlined previously, teaching and learning is carefully planned using the Seven Principles of Curriculum Design. These principles allow teachers to plan and evaluate children's learning experiences.

Principles of Curriculum Design



Na Ceithir Co-Theacsaichean airson Ionnsachadh/ The Four Contexts for Learning

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across the Four Contexts for Learning:



Feallsanachd a' Churraicealaim - Curriculum Rationale, Sgoil Uige

The Overview table below shows how we plan learning and teaching across the Four Contexts with a particular emphasis on our local and national contexts, cultures, history and place in the world.

OPPORTUNITIES FOR PERSONAL ACHIEVEMENT	INTERDISCIPLINARY LEARNING
- Termly planned opportunities for personal achievement - Daily, Weekly, Termly Awards - House Points, Wider Achievement Recognition, Rionnag na Mios, Tìde Teòclaid Teth, Prize Giving. - Committee leadership & engagement contributing to school improvement - Wider Achievement Calendar including a range of Sports Festivals and Competitions through the Active Schools Programme (see Appendix 1) - Lunchtime Clubs/After-School Club - Community Partnerships to provide real-life learning opportunities - Opportunities to present to an audience including Christmas Concert/Service, Share the Learning Assemblies, Mòd Ionadail Leòdhais, Dileab an t-Siorraidh, Family Learning Events & termly Gaelic Community Cafes. - Pupil Profiling & Target Setting - Intergenerational Projects - Youth Music Initiative Instrument Tuition - Gaelic Singing - Enterprise – Christmas Fayre - Outdoor Learning & P7 Residential - Participation in local and national competitions	- Termly Interdisciplinary Learning (IDL) topics planned to provide meaningful contexts for learning across a range of Curricular Areas. - Pupil 'KWL Grids' completed for all IDL topics to ensure pupils involved in planning and evaluating their learning, taking account of prior knowledge and individual interests. - Parental involvement in planning of IDL topics through Curriculum Newsletters/Planning Carousel. - IDL Topic Plans are to be planned around the relevant Curricular Progression Pathways and ensure breadth, depth and progression of learning. - Four Capacities, Four Contexts of Learning, Seven Design Principles, Meta-Skills and Themes Across Learning (Gaelic Culture, Sustainability, UNCRC, Outdoor Learning, Enterprise, STEM & DYW) considered in termly IDL planning. - Outdoor and Community Learning Offer to ensure pupils learn through meaningful contexts in their local environment and from a range of local community partners. - Transition Planning to take cognisance of all learning covered through IDL topics through review of Annual Planning Overviews and Progression Pathway Planners.
ETHOS AND LIFE OF THE SCHOOL	CURRICULUM AREAS AND SUBJECTS
- Vision, Values and Aims - School Charters - Rights Respecting School – Silver: Rights Aware - Ways to Wellbeing Policy - Restorative Approaches - Decider Skills & Caraidean Co-Dhùnadh - Inclusion - Meta-skills - Gaelic Ethos and Opportunities - House System and House Captains & Vice-Captains Meetings - Life & Work of the School Policy - Leadership Opportunities for pupils and staff - Parents as Partners - Pupil Voice - Pupil Committees – Pupil Council, RRS Steering Group, Eco Committee & Comataidh na Gàidhlig. - Community Partnerships & Community Learning - Celebrating Achievement – Rionnag na Mios, Wider Achievement Wall, Secret Value & Tìde Teòclaid Teth, House Points & Celebrations, Prize Giving.	- CnES Progression Pathways used to plan appropriate learning across all eight Curricular Areas including: - Literacy and Gàidhlig/Literacy and English - Numeracy and Mathematics - Health and Wellbeing - Sciences - Social Studies - Expressive Arts - Religious and Moral Education - Technologies - Languages - Curricular Areas planned through discrete & interdisciplinary topics and incorporating contributions of pupils, parents, staff and partners. - Collaborative Planning and Moderation of Learning and Teaching with colleagues internally and externally using the Moderation Cycle. - A range of formative and summative assessments to be used to evidence learning and plan next steps taken from our Assessment Strategy & Calendar. - Tracking and Monitoring of Attainment across Curricular Areas to take place termly based on teacher judgement supported by a range of evidence.

CUSPAIREAN A' CHURRAICEALAM

Curricular Areas

Across our school and Sgoil-Àraich, Literacy, Numeracy and Health and Wellbeing will always be a continuous focus for all learners. These Curricular Areas will run alongside interdisciplinary and discrete learning opportunities taken from the range of all other curricular areas in order to ensure a broad, general education focused on skills progression.

Literacy and Gàidhlig / Literacy and English

Teachers use CnES Progression Pathway Planners to plan for Literacy. Literacy in Gaelic Learners (English Medium) Education is planned for using the 'Literacy and English' Progression Pathway Planner, Literacy in Gaelic Medium Education is planned for using the 'Literacy and Gàidhlig' Progression Pathway Planner, with pupils in Gaelic Medium P4-7 classes learning both Gaelic and English Literacy. All staff utilise the guidance from the Advice on Gaelic Education with teachers ensuring that Gaelic is the language of learning and communication at all times within the Gaelic Medium and that those in Gaelic Learners receive their entitlement to learn and use the Gaelic language across the school.

A play-based approach to the teaching of Literacy is adopted in the Sgoil-Àraich and infant classes. There is a strong emphasis on Gaelic Listening and Talking in the Sgoil-Àraich and infant Gaelic Medium class, with play being used to enhance learners' vocabulary and comprehension. Phonics are introduced at the Early Level to support the development of Reading and Writing skills. Spelling is taught from P1-P7 with regular opportunities to consolidate learning and transfer information from short to long term memory. A range of supports are put in place for those who face barriers to their learning. This includes support from partner agencies such as Speech and Language Therapy and a range of interventions including The National Improving Writing Programme (CYPIC) to raise attainment.

Sgoil Ùige have a Literacy Strategy that outlines all programmes used to teach Literacy and Gàidhlig and Literacy and English. This is to be utilised alongside our Writing Policy, Gaelic Policy, Presentation of Work Policy, Assessment Strategy and Homework Policy.

Numeracy and Mathematics

Teachers use CnES Progression Pathway Planners to plan for Numeracy and Mathematics. A play-based approach to the teaching of Numeracy is adopted in the Sgoil-Àraich and infant classes. All learners engage in Active Learning opportunities, using a range of practical materials, digital technologies and real-life contexts to support and enhance their learning and application of skills. All teachers use Heinemann and TeeJay Maths Programmes. A range of supports are put in place for those who face barriers to their learning. This includes daily intervention time to support some pupils to learn their number bonds and times tables.

Sgoil Ùige have a Presentation of Work Policy, Assessment Strategy and Homework Policy to guide staff in their teaching of Numeracy and Mathematics.

Health and Wellbeing

Teachers use CnES Progression Pathways to plan for Health and Wellbeing. This includes the planning of two hours of Physical Education per week as well as weekly class-based Health and Wellbeing lessons focussing on Social Wellbeing, Mental and Emotional Wellbeing, Substance Misuse, Planning for Choices and Change, and Food and Health. Active Schools Sports Competitions and Festivals compliment learning and teaching in Physical Education by providing pupils with meaningful contexts to develop their skills and achieve success.

All teachers follow the CnES Relationship, Sexual Health and Parenthood (RSHP) planners and information is shared with parents prior to the teaching of this area.

Teachers monitor progress in Health and Wellbeing using 'SHANARRI' Wellbeing Indicator webs and the Glasgow Motivation and Wellbeing Profile. All pupils learn about the Decider Skills and selected pupil leaders become 'Caraidean Co-Dhùnadh' (Decider Friends) to support pupils with self-regulation across the school. All staff and pupils follow our School, Playground and Class Charters that sets our school values into the context of the UNCRC. The Rights Respecting Schools Committee ensure that children's rights are at the heart of our school ethos.

Sgoil Ùige have a Ways to Wellbeing Policy and an Anti-Bullying Policy as well as the Assessment Strategy and Wider Achievement Calendar to guide staff in their teaching of Health and Wellbeing.

Other Curricular Areas

Sciences, Social Studies, Expressive Arts, Religious and Moral Education, Technologies, Languages

Teachers use CnES Progression Pathways to plan for all other Curricular Areas through a range of discrete and/or interdisciplinary topics. A play-based approach to the teaching of all other curricular areas is adopted in the Sgoil-Àraich and infant classes.

A range of exciting contexts are used to allow learners to develop and apply their knowledge and skills such as Outdoor Learning, STEM, Eco and Sustainable Development, Gaelic Cultural topics, Mod Ionadail Leòdhais, FilmG, Intergenerational Projects, Pròiseact Pentecostes, Christmas Concerts and Carol Services and a range of other opportunities to present learning to an audience. Digital technologies are utilised to support and enhance learning experiences.

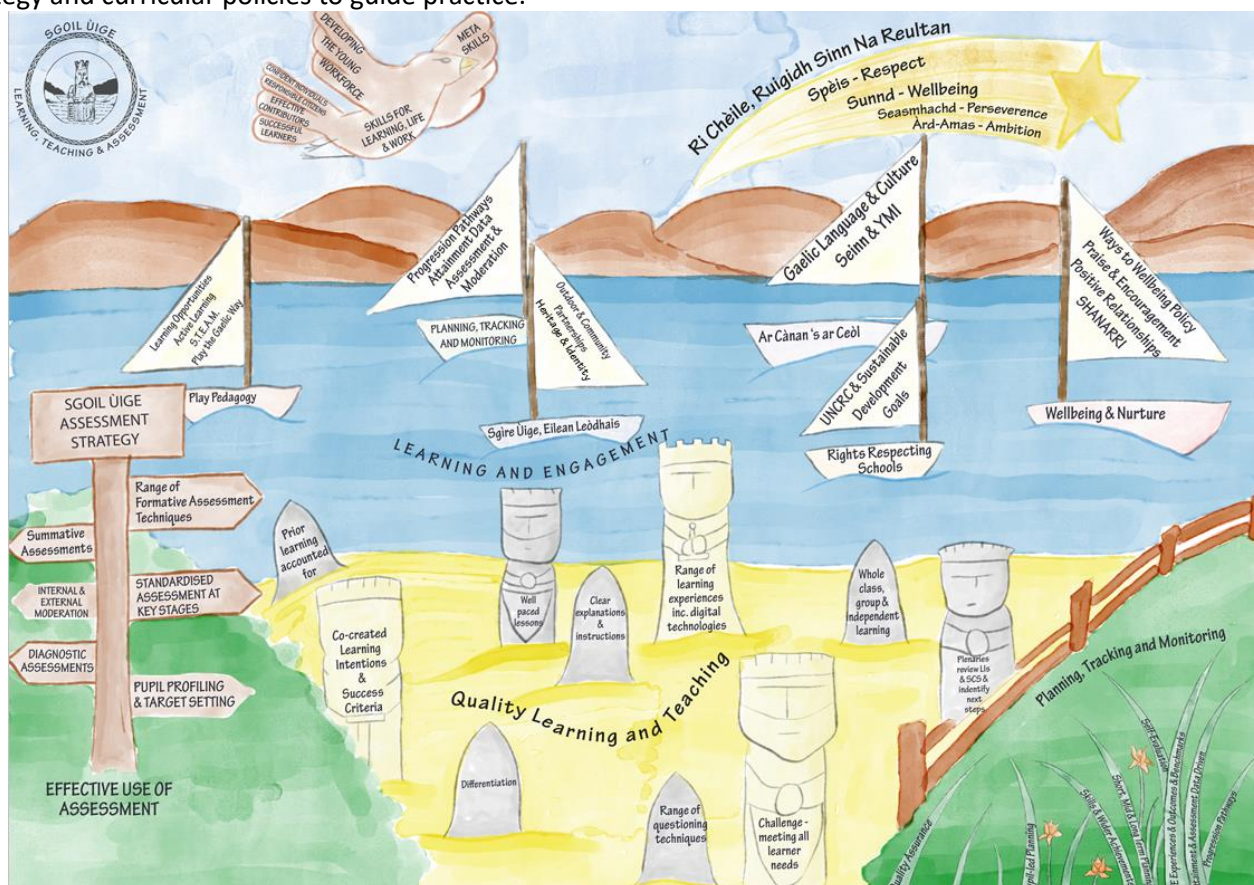
Pupils in Gaelic Learners are provided with bespoke learning pathways to support their Gaelic language development within the classroom and across the school in order to ensure inclusive access to our whole-school Gaelic ethos. All pupils learn French in P5-7.

Sgoil Ùige has an Outdoor and Community Learning Offer provides staff and parents with further information on a wide range of topics from Early to Second Level that can be taught through our local environment and local community partners.

IONNSACHADH, TEAGASG AGUS MEASADH

Learning, Teaching and Assessment

Sgoil Ùige follows the CnES Learning, Teaching and Assessment Policy to ensure high-quality learning, teaching and assessment. In order to personalise this to our own unique context and priorities, staff created a Learning, Teaching and Assessment Sketchnote that provides a visual overview of how learning experiences are delivered in our school. The LTA Sketchnote was then shared with parents and their views sought and added. Further information can be found in our LTA Sketchnote Rationale. The LTA Policy and Sketchnote is to be utilised alongside our Assessment Strategy and curricular policies to guide practice.



APPENDIX 1 – WIDER ACHIEVEMENT OPPORTUNITIES

Wider Achievement Opportunities			
	Early Level	First Level	Second Level
Gàidhlig Language & Culture	P1 – Am Mòd Ionadail Gaelic Singing Tuition Participation in Gaelic Community Cafes Bookbug Sessions	Am Mòd Ionadail Gaelic Singing Tuition Participation in Gaelic Community Cafes	Am Mòd Ionadail Cuach na Cloinne Gàidhlig Football Competition Gaelic Singing Tuition Leadership of Gaelic Community Cafes FilmG P7 – Dileab an t-Siorraidh Oral Language Presentation Competition
Health and Wellbeing	P1 - Fun 4s Sports Festival Beach Sports Day	P2 - Fun 4s Sports Festival P3-4 – Athletics Festival Beach Sports Day	Swimming Lessons Unihoc Competition P6-7 Tchoukball Festival P6-7 WIGA Athletics Competition Cuach na Cloinne Gàidhlig Football Competition P6-7 Rowing Festival Charlie Nicolson Cup – Football Cross Country (optional) Beach Sports Day
Numeracy and Mathematics		Sumdog Western Isles Challenges	Sumdog Western Isles Challenges
Social Studies			P6 - EuroQuiz
Sciences			Science Fayre
Expressive Arts	Gaelic Singing Tuition Christmas Production	Gaelic Singing Tuition Christmas Production	Gaelic Singing Tuition P5 – Kodaly Music Days P5-7 Youth Music Initiative – Instrument Tuition Christmas Production

APPENDIX 2 – CURRICULUM RATIONALE SKETCHNOTE

