

## Curriculum Area: Creativity

### Our Vision, Intent & Implementation

#### **Vision:**

Our vision is to develop skills for life supporting our pupils to prepare for adulthood and lead fulfilling and independent lives. To become creative individuals, having self-belief and the ability to express themselves confidently.

#### **Intent:**

We have a pupil centred curriculum model that is coherently planned to equip our young people for the real world. The creative curriculum is used to support pupils' engagement and learning across the curriculum. Cross curricular opportunities are especially evident between art, technology and music. Quality live music performances and local community-based arts links are essential elements of the curriculum area. There is a commitment to use recycled materials where possible to support and raise awareness of the principle of protecting our environment. The curriculum offers a broad and balanced coverage of all aspects of the arts and strands within each discrete area of the arts. We use artists and artistic styles current and modern, from the past, worldwide and locally as exemplars in our curriculum to support knowledge and encourage aspirational creative thinking and practice. Our curriculum offers ipsative assessment opportunities to track pupil progress from their own baseline and ensure correlation with EHCPs to affect positive outcomes.

#### **Implementation:**

We implement personalised learning and a highly differentiated offer. The creativity curriculum includes all strands and elements taken from the National Curriculum for art and design and music. It is planned across each phase to offer sequential learning opportunities and varied, changing contexts. We work as a multidisciplinary team around the pupil to support best outcomes, liaising with families, therapists, social care and all stakeholders. Person centred planning ensures learning and assessment is targeted and supported through the 'plan, do, review' model. Each pupil's progression is evidenced through observations, pupil work and moderated robustly through external and internal QA processes. A programme of enrichment opportunities is planned and delivered across the year by Suitcase for Life groups to enhance students' cultural capital.

EYFS Curriculum Pathway and Long-Term Plan Expressive Arts & Design			
3 Year Rolling Programme	Autumn Term	Spring Term	Summer Term
Cycle A	In Theme Title: My Routine	Theme Title: In the Garden	Theme Title: Ready, Steady....
EYFS Specific Area Strands: Creating with Materials; Being Imaginative & Expressive	Expressive arts and design is embedded throughout the whole curriculum. Each child has individual EYFS PLI's for physical (fine motor], Communication & Language, PSED, that support the pre-requisite skills required to access the expressive arts. Continuous play provision offers opportunities to support expressive arts through mark making, role play, malleable play, construction, small world play, sound making etc.		
	Drawing and Painting & Music <i>Joan Miro</i>	Collage and Printing & Music <i>Contemporary Music</i>	Sculpture and Mixed Media & Music <i>Alexander Calder</i>
Cycle B	Theme Title: This is My Body	Theme Title: What Can You Hear?	Theme Title: The Sun Has Got His Hat On!
EYFS Specific Area Strands: Creating with Materials; Being Imaginative & Expressive	Expressive arts and design is embedded throughout the whole curriculum. Each child has individual EYFS PLI's for physical (fine motor], Communication & Language, PSED, that support the pre-requisite skills required to access the expressive arts. Continuous play provision offers opportunities to support expressive arts through mark making, role play, malleable play, construction, small world play, sound making etc.		
	Drawing and Painting & Music <i>Giacometti</i>	Collage and Printing & Music <i>Monet</i>	Sculpture and Mixed Media & Music <i>World Music</i>
Cycle C	Theme Title: Happy Birthday!	Theme Title: Animal Friends	Theme Title: Rainbows
EYFS Specific Area Strands: Creating with Materials; Being Imaginative & Expressive	Expressive arts and design is embedded throughout the whole curriculum. Each child has individual EYFS PLI's for physical (fine motor], Communication & Language, PSED, that support the pre-requisite skills required to access the expressive arts. Continuous play provision offers opportunities to support expressive arts through mark making, role play, malleable play, construction, small world play, sound making etc.		
	Drawing and Painting & Music <i>Traditional Tunes</i>	Collage and Printing & Music <i>Henri Rousseau</i>	Sculpture and Mixed Media & Music <i>Paul Klee</i>
Assessment	EYFS: Personalised EYFS Birth to 5 Matters Tracker covering areas of learning: Expressive Arts & Design. EYFS Personalised Learning Intentions and CoEL.		

Primary Pre-Formal & Semi-Formal Curriculum Pathways and Long-Term Plan <u>My Creativity [Art &amp; Music]</u>			
3 Year Rolling Programme	Autumn Term	Spring Term	Summer Term
Cycle A	Theme Title: My Busy Day	Theme Title: The Weather Forecast	Theme Title: Vroom!
My creativity is embedded throughout the whole curriculum. Each child has individual MAPP PLI's for physical (fine motor], Communication & Language, Thinking Skills that support the pre-requisite skills required to access art, music and technology.			
<b>Art</b> Adapted NC	Half Term 1 - <b>Drawing</b> Half Term 2 - <b>Painting - Van Gogh</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Collage</b> Half Term 2 - <b>Printing - Georgia O'Keeffe</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Sculpture</b> Half Term 2 - <b>Mixed Media</b> <b>Oceanic Art, Sculpture and Textiles</b> (line, space, colour, form, shape, pattern and texture)
<b>Music</b> Adapted NC	Each pupil has individual MAPP PLIs for Communication and Language that support the development of sound discrimination and the pre-requisite skills that support music. Pupils will have ongoing and discrete timetabled opportunities to develop appreciation for music, to differentiate sound, participate in accessing musical instruments, perform and move their bodies to music. Music programmes used to plan and support assessment in music include Charanga, Holistic Music for Children, Jessie's Fund, Sounds of Intent.		
<b>Design Technology</b> Adapted NC	Design technology offers cross curricular learning opportunities with close links to My Creativity. Each pupil has individual MAPP PLIs that support the development of pre-requisite skills for design technology physical [fine motor], Communication and language [plan and design], Thinking skills [plan, do and review].		
Cycle B	Theme Title: All About Me	Theme Title: Tell Me A Story	Theme Title: Oh, I Do Like to Be Beside the Seaside!
My creativity is embedded throughout the whole curriculum. Each child has individual MAPP PLI's for physical (fine motor], Communication & Language, Thinking Skills that support the pre-requisite skills required to access art, music and technology.			
<b>Art</b> Adapted NC	Half Term 1 - <b>Drawing- Mondrian</b> Half Term 2 - <b>Painting</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Collage- Kandinsky</b> Half Term 2 - <b>Printing</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Sculpture</b> Half Term 2 - <b>Mixed Media</b> <b>Andy Goldsworthy and James Turrell</b> (line, space, colour, form, shape, pattern and texture)
<b>Music</b> Adapted NC	Each pupil has individual MAPP PLIs for Communication and Language that support the development of sound discrimination and the pre-requisite skills that support music. Pupils will have ongoing and discrete timetabled opportunities to develop appreciation for music, to differentiate sound, participate in accessing musical instruments, perform and move their bodies to music. Music		

	programmes used to plan and support assessment in music include Charanga, Holistic Music for Children, Jessie's Fund, Sounds of Intent.		
<b>Design Technology</b> Adapted NC	Design technology offers cross curricular learning opportunities with close links to My Creativity. Each pupil has individual MAPP PLIs that support the development of pre-requisite skills for design technology physical [fine motor, use of tools], Communication and language [plan and design], Thinking skills [plan, do and review].		
Cycle C	Theme Title: Time to Celebrate & Party	Theme Title: Down On the Farm	Theme Title: Colour My World
My creativity is embedded throughout the whole curriculum. Each child has individual MAPP PLI's for physical (fine motor), Communication & Language, Thinking Skills that support the pre-requisite skills required to access art, music and technology.			
<b>Art</b>	Half Term 1 - <b>Drawing</b> Half Term 2 - <b>Painting - Picasso</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Collage</b> Half Term 2 - <b>Printing- Hokusai</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Sculpture</b> Half Term 2 - <b>Mixed Media</b> <b>Pop Art &amp; Andy Warhol</b> (line, space, colour, form, shape, pattern and texture)
<b>Music</b>	Each pupil has individual MAPP PLIs for Communication and Language that support the development of sound discrimination and the pre-requisite skills that support music. Pupils will have ongoing and discrete timetabled opportunities to develop appreciation for music, to differentiate sound, participate in accessing musical instruments, perform and move their bodies to music. Music programmes used to plan and support assessment in music include Charanga, Holistic Music for Children, Jessie's Fund, Sounds of Intent.		
<b>Design Technology</b>	Design technology offers cross curricular learning opportunities with close links to My Creativity. Each pupil has individual MAPP PLIs that support the development of pre-requisite skills for design technology physical [fine motor, use of tools], Communication and language [plan and design], Thinking skills [plan, do and review].		
<b>Assessment</b>	Pre-Formal: Cherry Garden Framework Branch Maps 1-4: Creative Performance; Media and materials; Design and Technology; Creative Expression. Engagement Model. Semi-Formal: Cherry Garden Framework Branch Maps PSED 5-10: Creative Performance; Media and materials; Design and Technology; Creative Expression and Bridging Branch Maps 10+.		

Secondary Pre-Formal Semi-Formal Curriculum Pathways and Long-Term Plan

My Creativity [Arts & Music]

3 Year Rolling Programme	Autumn Term	Spring Term	Summer Term
Cycle A	Theme Title: Sunrise to Sunset	Theme Title: It's a Bugs Life	Theme Title: I Like to Move It Move It
My creativity is embedded throughout the whole curriculum. Each student has individual MAPP PLI's for physical (fine motor), Communication & Language, Thinking Skills that support the pre-requisite skills required to access art, music and technology.			
Art	Half Term 1 - <b>Drawing- Lowry</b> Half Term 2 - <b>Painting</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Collage- Matisse</b> Half Term 2 - <b>Printing</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Sculpture</b> Half Term 2 - <b>Mixed Media</b> <b>Antony Gormley and Anthony Caro</b> (line, space, colour, form, shape, pattern and texture)
Music	Each pupil has individual MAPP PLIs for Communication and Language that support the development of sound discrimination and the pre- requisite skills that support music. Pupils will have ongoing and discrete timetabled opportunities to develop appreciation for music, to differentiate sound, participate in accessing musical instruments, perform and move their bodies to music. Music programmes used to plan and support assessment in music include Charanga, Holistic Music for Children, Jessie's Fund, Sounds of Intent.		
Design Technology	Design technology offers cross curricular learning opportunities with close links to My Creativity. Each pupil has individual MAPP PLIs that support the development of pre-requisite skills for design technology physical [fine motor, use of tools], Communication and language [plan and design], Thinking skills [plan, do and review].		
Cycle B	Theme Title: My Sensory Planet	Theme Title: Caring & Sharing	Theme Title: Holidays & Vacation
My creativity is embedded throughout the whole curriculum. Each student has individual MAPP PLI's for physical (fine motor), Communication & Language, Thinking Skills that support the pre-requisite skills required to access art, music and technology.			
Art	Half Term 1 - <b>Drawing</b> Half Term 2 - <b>Painting- Howard Hodgkin</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Collage</b> Half Term 2 - <b>Printing- McKenzie Thorpe</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Sculpture</b> Half Term 2 - <b>Mixed Media</b> <b>African Art &amp; Sculpture/Textiles</b> (line, space, colour, form, shape, pattern and texture)
Music	Each pupil has individual MAPP PLIs for Communication and Language that support the development of sound discrimination and the pre- requisite skills that support music. Pupils will have ongoing and discrete timetabled opportunities to develop appreciation for music, to differentiate sound, participate in accessing musical instruments, perform and move their bodies to music. Music programmes used to plan and support assessment in music include Charanga, Holistic Music for Children, Jessie's Fund, Sounds of Intent.		
Design Technology	Design technology offers cross curricular learning opportunities with close links to My Creativity. Each pupil has individual MAPP PLIs that support the development of pre-requisite skills for design technology physical [fine motor, use of tools], Communication and language [plan and design], Thinking skills [plan, do and review].		

Cycle C	Theme Title: Fiesta!	Theme Title: Farm to Fork	Theme Title: Patterns Everywhere
My creativity is embedded throughout the whole curriculum. Each student has individual MAPP PLI's for physical (fine motor), Communication & Language, Thinking Skills that support the pre-requisite skills required to access art, music and technology.			
Art	Half Term 1 - <b>Drawing- <i>Bridget Riley</i></b> Half Term 2 - <b>Painting</b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Collage</b> Half Term 2 - <b>Printing- <i>Lucy Pittaway</i></b> (line, space, colour, form, shape, pattern and texture)	Half Term 1 - <b>Sculpture</b> Half Term 2 - <b>Mixed Media</b> <b><i>American/Canadian Art &amp; Totems</i></b> (line, space, colour, form, shape, pattern and texture)
Music	Each pupil has individual MAPP PLIs for Communication and Language that support the development of sound discrimination and the pre-requisite skills that support music. Pupils will have ongoing and discrete timetabled opportunities to develop appreciation for music, to differentiate sound, participate in accessing musical instruments, perform and move their bodies to music. Music programmes used to plan and support assessment in music include Charanga, Holistic Music for Children, Jessie's Fund, Sounds of Intent.		
Design Technology	Design technology offers cross curricular learning opportunities with close links to My Creativity. Each pupil has individual MAPP PLIs that support the development of pre-requisite skills for design technology physical [fine motor, use of tools], Communication and language [plan and design], Thinking skills [plan, do and review].		
Assessment	Pre-Formal: Cherry Garden Framework Branch Maps 1-4: Creative Performance; Media and materials; Design and Technology; Creative Expression. Engagement Model. Semi-Formal: Cherry Garden Framework Branch Maps PSED 5-10: Creative Performance; Media and materials; Design and Technology; Creative Expression and Bridging Branch Maps 10+.		

Sixth Form Inspire & Challenge Curriculum Pathways and Long-Term Plan Creative & Cultural			
3 Year Rolling Programme	Autumn Term	Spring Term	Summer Term
Cycle A Planning and progression for Creative & Cultural is taken from the ASDAN Life Skills Programme.	Theme Title: Festivals	Theme Title: On the Go	Theme Title: Trees, Woodland & Forest
	<b>Music</b> Music Basics- Learning about Sound WTE1 Introduction to Music E1/2	<b>Photography</b> Introduction to Photography E1/2 Introduction to Photography and Animation E1/2	<b>Textiles &amp; Collage</b> Using Textiles to create a Collage E1/2
Cycle B Planning and progression for Creative & Cultural is taken from the ASDAN Life Skills Programme.	Theme Title: Space & Galaxies	Theme Title: Town & Country	Theme Title: Heroes & Role Models
	<b>Painting Techniques- Graffiti</b> Experiencing Graffiti WTE1 The Art of Graffiti E1-3 Graffiti Lettering	<b>Mixed Media</b> Experiencing Art activities WTE1 Exploring Art E1-2	<b>Drama</b> Introduction to Acting Participating in a Production E1-2
Cycle C Planning and progression for Creative & Cultural is taken from the ASDAN Life Skills Programme.	Theme Title: Homes	Theme Title: Myths & Legends	Theme Title: Ocean & Sea
	<b>Pottery</b> Introduction to Pottery E1-2	<b>Dance</b> Taking Part in a Dance Routine WTE1 Perform Simple Dance to an Audience E1 Choreograph a Routine to an Audience E2-3 <b>Georgia</b>	<b>Recycled Materials</b> Recycling products to create a work of art E1-3
<b><i>An annual opportunity to attend a community-based production/concert/exhibition. An annual opportunity to take part in a school organised exhibition, production and/or performance to celebrate and showcase students' work and talents.</i></b>			
Assessment	Inspire: ASDAN Personal Progress Accreditation E1. Challenge: ASDAN Personal and Social Development Accreditation E1-3		