

Subject Statement:

Our Creative Arts curriculum is based on stimulating multiple areas of the brain, enhancing cognitive, emotional and social functions. For example, by integrating music and creative experiences into our curriculum, we can foster emotional regulation, empathy, social skills and resilience in our learners. Music making in group settings fosters joint attention, turn taking and social bonding – all crucial components of social cognition. Cooking develops confidence and provides transferable practical skills to enable pupils to lead lives as independently as possible. Arts and crafts create opportunities to experience success and develops fine motor skills, promoting confidence, and a creative outlet for emotional expression. These activities also enhance communication, problem-solving, and social skills, leading to increased self-esteem and a sense of accomplishment. Arts and crafts are often used as a self-regulation tool as they promote mindfulness and encourage communication of thoughts and feelings.

All classes have at least one weekly timetabled lesson of creative arts which builds skills over time to develop confidence and competence. Cooking in lower school follows the national curriculum and creates a basic foundation for the skills required for the NOCN SETPD and Preparing for Adulthood formal qualifications.

In Music, we deliver the Leicestershire Music Hub schemes of learning, and in Upper school, the focus is more aimed towards a growth mindset where pupils learn the skills of turntablism and then create their own music. Focused time is then spent on revisiting drama techniques explored in lower school to build confidence towards the speaking components of the Functional Skills English assessment.

	Orange Y1	Orange Y2	Cherry/Oak Y1	Cherry/Oak Y2	Conker Y1 & Y2	Willow Y1 & Y2	Olive Y1 & Y2
Cooking all years	Understand where food comes from. Follow a recipe. Understand the importance of correct storage. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Prepare simple dishes-safely and hygienically. Understand the importance of a healthy and varied diet. Measure and weigh ingredients using cups and then scales.						
Cooking Shared with Design throughout the year Minimum of 12 cooking opportunities	Group familiar food products e.g. fruit and vegetables. Cut ingredients safely.	Group foods into the five groups in The Eatwell Plate. Cut, grate or peel ingredients safely.	Cut foods accurately and safely by selecting appropriate tools.	Prepare ingredients hygienically and using the appropriate utensils by following a recipe.	Combine ingredients appropriately e.g. beating or rubbing. Measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale	Pupils are following the NOCN Skills for Employment, Training and Personal Development at EL3 and Level 1 over the 2 years. The course allows pupils to explore and	Pupils are following the NOCN Preparing Young People for Adulthood qualification at Level1 and Level 2. The course allows pupils to learn more about being independent in the real



					up or down from a recipe. Create and refine recipes, including ingredients, methods, cooking times and temperatures	develop a range of skills including learning about local and seasonal produce and how to follow a simple menu.	world, including knowing how to plan meals and understanding the importance of health and safety in the kitchen.
Art	Make marks on a variety of paper using a variety of tools, inc. straws, matchsticks, pencils, crayons, brushes and chalk. Experiment printing with hands, feet and found materials. Print following repeated patterns.	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Experiment with the visual elements; line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Work in a sustained and independent way from observation, experience and imagination. Explore collage, printing and design technology skills of design, make, evaluate and improve.	Use Art in regulation time to foster positive mindful habits. Experience a sense of success at creating their own work in a range of different mediums	

<p>Design</p>	<p>Fold, tear and cut paper or card. Roll paper to create tubes. Measure and mark out lines. Mark out materials to be cut using a template.</p>	<p>Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. Investigate strengthening sheet materials. Demonstrate a range of joining techniques such as gluing or taping.</p>	<p>Investigate existing products, including drawing them to analyse and understand how they are made. Measure and mark out accurately. Cut materials accurately and safely. Cut slots.</p>	<p>Undertake research to inform design process. This may include surveys and interviews. Investigate how to make structures more stable e.g by widening the base. Measure and mark out to the nearest mm. Cut slots and internal shapes. Cut accurately and safely to a marked line.</p>	<p>Consider the views of others when evaluating their work Make suggestions on how their design/product could be improved. Show an understanding of the qualities of materials and the range of appropriate tools to cut and shape.</p>	<p>Make and create during regulation time reinforcing skills of creativity, resilience and imagination</p>	
<p>Music Woodfield follows the Leicestershire Music Hub modules</p>	<p>Pulse – Imitate movements in response to music Voice – sing songs with a small range of notes and perform actions Rhythm – keeping a steady pulse with some accuracy whilst playing</p>	<p>Pitch - recognise, control and change in pitch using voice Music tech – comment and respond to recordings of their own voice and classroom sounds 20th Century music – to identify and perform features of country music</p>	<p>Pulse – create, explore and respond to long and short sounds Voice – sing and perform songs with a range of notes Rhythm – demonstrate and explain the difference between rhythm and pulse Pitch – identify and explain the difference between high and low pitch Music tech – identify and understand musical structure 20th Century Music – identify and perform</p>	<p>Pulse – chant/play with a good sense of pulse and perform using graphic notation Voice – sing with accuracy and follow performance instructions Rhythm – recognise and perform rhythmic patterns in songs Pitch – demonstrate awareness between pitch, shape and rhythm using graphic notations Music tech – listen to and make observations on a</p>	<p>Pulse – sing/play confidently maintaining a steady pulse Voice – sing fluently in unison and pitch match correctly with awareness of breathing and pronunciation Rhythm – play rhythms confidently, maintaining a steady pulse Pitch – aurally identify basic changes in pitch with limited range. Respond to songs and music creatively, exploring different pitch sounds</p>	<p>Autumn Term: Turntables module – growth mindset/ learn something new</p> <p>Spring and Summer Term Pulse – confidently play, identify and maintain strong sense of pulse and recognise when going out of time. Voice – sing and maintain a part with increasing awareness of other parts. Read and write graphic scores and perform sung interpretations of different pitches. Rhythm – Respond to basic musical</p>	<p>Autumn Term: Turntables module – growth mindset/ learn something new</p>

			contemporary folk music	variety of live recorded music 20 th Century music -identify and perform features of film music	Music Tech – listen to and use features of music from other traditions, genres and times. Use technology to create, change and combine sounds. Recognise, respond and use multiple sections with song structure. 20 th Century Music – identify and perform features of house music and minimalism	symbols including standard notation Interpret graphic scores and use it to perform Pitch – Understand the meaning of pitch and qualities of different instruments Evaluate live and recorded music responding appropriately through composition and discussion Music Tech – Identify and evaluate some key features of musical structures 20 th Century Music – identify and perform features of jazz and hip-hop music	
Drama			Character creation acting games and performance Exploring theatre – lighting, cloths, stage directions, programmes and theatre creator Musicals – Matilda and The Lion King Dance – learning about the they behind dance/ different dance genres	Great British Values and acting out different job roles and scenarios Pantomine- explore and create Olivier Twist Character creation Puppet Theatre Judge and jury discussion and new topics	Script writing, acting games, performance and monologues Rock and Roll music history Musicals – Grease and We Will Rock You Exploring theatre – lighting, cloths, stage directions, programmes and theatre creator	Great British Values and acting out different job roles and scenarios: Pantomine- explore and create TBC Character creation Puppet Theatre Judge and jury discussion and new topics	Spring and Summer Term: Exploring pantomimes with the goal to creating and performing a short piece of panto Weekly discussion on real news topics, thoughts, opinions – judge and jury type discussion – preparation for Functional English speaking and listening exam. Careers – interview set ups being the interviewer and



					Dance – learning about the theory behind dance and different dance genres		interviewee, role play on various job roles Blood Brothers – learning about the play and the hidden messages behind it. Being able to identify character personalities/roles and discuss the relevance of songs to the story.
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