

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 Skills in Employment Training and Personal Development formal qualification.

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 turntabling 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 Y1	Cherry Y2	Conker/Oak Y1 & Y2	Maple Y1 & Y2	Palm 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	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. Follow a recipe correctly: Measure ingredients to the nearest gram and millilitre.	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 qualification at Level1. The course allows pupils to learn more



Minimum of 12 cooking opportunities						up or down from a recipe. Create and refine recipes, including ingredients, methods, cooking times and temperatures	about being independent in the real world, including knowing how to plan and make healthy meals and understanding the importance of health and safety in the kitchen.
Music Woodfield follows the Leicestershire Music Hub modules	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	Pitch - recognise, control and change in pitch using voice Music tech – comment and respond to recordings of their own voice and classroom sounds	Pulse – create, explore and respond to long and short sounds Voice – sing and perform songs with a range of notes Rhythm – demonstrate difference between rhythm and pulse	Pulse – chant/play with a good sense of pulse. 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 variety of live recorded music 20 th Century music	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 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	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 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	



					and use multiple sections with song structure. 20 th Century Music – identify and perform features of house music and minimalism	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	Orange Y1	Orange Y2	Cherry Y1	Cherry Y2	Conker yr1&2	Oak / Maple yr 1&2	Palm yr 1&2
	Autumn British Values/careers: acting out different job roles/people who help us and everyday scenarios to develop understanding and independence Spring Musicals unit Summer Story study: Nursery Rhyme TBC	Autumn British Values/careers: acting out different job roles/people who help us and everyday scenarios to develop understanding and independence Spring Musicals unit Summer Story study: Nursery Rhyme TBC	Autumn British Values/careers: acting out different job roles/people who help us and everyday scenarios to develop understanding and independence Spring Musicals unit Summer Story study: Nursery Rhyme TBC	Autumn British Values/careers: acting out different job roles/people who help us and everyday scenarios to develop understanding and independence Spring Musicals unit Summer Story study: Nursery Rhyme TBC	Autumn British Values/careers: acting out different job roles/people who help us and everyday scenarios to develop understanding and independence Spring Musicals unit Summer Story study: Zog Yr 2 TBC – Developing skills to prepare for next phase	Autumn British Values/careers: acting out different job roles/people who help us and everyday scenarios to develop understanding and independence – preparing for adulthood Spring Musicals unit Summer Judge and jury discussion on current affairs to develop oracy skills	Autumn Film: Direction / Editing Spring 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 interviewee, role play on various job roles Summer Term: Musicals 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.

