

Creative Arts Curriculum Intent and Implementation

Semi - Formal Curriculum

- Our exciting Creative curriculum aims to provide opportunities to develop a range of skills, inspire a broader awareness of, as well as a lifelong interest, in the arts. Students from the semi -formal curriculum pathway are highly encouraged to explore and discover their own creativity. The students have freedom to be creative, this enables them to express and learn about themselves and the world they live in. Students spend their weekly creative day in various morning workshops and each afternoon is spent working for an Arts Award accreditation. Learning is fun, meaningful and challenging.

Lower school

- Topic based activities
- Sensory art
- Sensory dance
- Sensory drama
- Music
- Opportunities to explore movement
- Jabadao
- Dance boxes
- 'What a Racquet' dance workshops
- Music sessions with Adam
- Opportunities to explore resources, props and costumes

Upper School

- Arts Award Discover
- Taster workshops
- Visits to local art venues and attractions. e.g. museums, cinema, theatres, Town Hall
- Open Orchestra
- Dance sessions with Thornton Academy
- Follow Sounds of Intent framework
- Topic based art activities

Post 16

- Streamed for BATD exams if appropriate
- Intense workshop based lessons for first term
- Perform and or produced the Post 16 show
- Participate in group decisions.
- Create props and participating as performers.
- Visits to arts organisations Post 19 e.g. Bradford - Mind the Gap
- 1:1 lessons with external professionals

Creative Arts Curriculum Skills and Impact

Semi-formal Learners

•Impact

•Artistry

- Work is authentic
- All students can achieve
- Students strive for excellence
- Raise awareness and understanding of professional artists work.

•Personal development

- Dance and drama aides fitness levels
- Able to share their thoughts views confidently
- Develop problem solving skills
- Develop social skills and teamwork
- Develop trust v's risk assessment
- learn how to play and take turns

•Wellbeing

- Students create and develop positive relationships with their peers.
- Students can express themselves in a safe environment.
- Develop a tolerance for others
- Students feel valued in their opinion

•Independence

- Confidence to try new things and ask for help if needed
- Communication skills
- Express their likes, dislikes, wants and needs
- Express their thoughts and feeling through art work, role play, dance and music making
- Develop skills to confidently communicate to others

Lower School

•Skills in Creative include but are not explicit to:

- Shared experiences
- Topic based songs and activities
- Singing
- Signing
- Dance and fitness
- Call and response
- Independence
- Listening skills
- Flexibility
- Agility
- Turn taking
- Sharing
- Presenting work to others

Upper School

•Skills in Art include:

- Fine motor skills
- Opportunity to explore different mediums

•Skills in Drama include:

- Teamwork
- Mime
- Being a character
- Hot seating
- Story Telling
- Following instructions
- Energy building

•Skills in Music include:

- Small group work
- Extending concentration
- Piano work (Lumi keys)
- Recognising and responding to musical motifs
- Recreation of short patterns of music

•Skills in Dance include:

- Agility
- Flexibility
- Core strength
- Rhythmic timing
- Dance technique

Post 16

•Skills in Art include:

- Developing Sketch book
- Discovering their own interests
- Studying an Artist per term

•Skills in Drama include:

- Teamwork
- Character building
- Sustaining a role
- Focus
- Decision making
- Performance skills
- Role play

•Skills in Music include

- Turn taking
- Technician roles within lessons
- Exploration of instruments cello/ saxophone etc.

•Skills in Dance include:

- Agility
- Flexibility
- Core strength
- Rhythmic timing
- Dance technique