

Creative Arts Curriculum Intent and Implementation.

Formal Learners

- Our exciting Creative curriculum aims to provide opportunities to inspire and develop a broader awareness of, as well as a lifelong interest, in the arts. Students from the formal curriculum pathway lead the way in our creative sessions. Students will gain experience in all aspects of the arts and will focus on a 'specialism' with an aim to master a skill within one of the disciplines. These skills are layered, developed and revisited. This gives students knowledge, understanding and expertise to plan, prepare and perform in one of the annual shows. Student voice is at the forefront in all that we do. Students have autonomy, to provide a sense of belonging and take ownership for their work. We promote personal growth and achievement in recognised arts accreditations.

Lower School

- Streamed for Arts Award Discover.
- Work is shared in an informal settings for parents and friends.
- Perform in Christmas show.
- 1:1 lessons in Music.
- Weekly topic based Dance Sessions.
- Weekly topic based Drama sessions.
- Dance tutor sessions (PE).
- Singing and Signing.
- Music sessions with Adam

Upper School

- Students streamed for Arts Award Explore certification.
- Sounds of Intent accreditation and framework followed in music.
- Work is displayed in art exhibitions.
- Perform Shakespeare as part of RSC Associate School Programme.
- Students and staff chose an 'arts' pathway for students.
- Opportunity to explore different artists.
- Open orchestra.
- 1:1 lessons.
- Opportunities to meet and greet professionals.
- Preparation for Adulthood - work experience within the Creative department.
- Visits to local venues and theatres with a focus on careers. E.g. Middlesbrough Theatre and Stratford Upon Avon.
- Professional workshops including Baltic, Dance City, Musinc, Tin Arts, Local Artists, Live Music Now.

Post 16

- Streamed for Arts Award Bronze / Silver.
- Work is shared in an informal and formal settings.
- Intense workshop based lessons for first term.
- Perform and produce the Post 16 show leading the group and helping to make decisions.
- Driving force for the end of year show / event.
- External opportunities for work experience. (Mima)
- Work with arts organisations with an 'adult' focus such as Beacon films.
- Visits to art organisations post 19 e.g. Bradford - Mind the Gap, Thornton Academy, Earthbeat, Northern Stars
- 1:1 lessons with external professionals.

Creative Arts Curriculum Skills and Impact

Formal Learners

•Impact

- Artistry**
- Work is authentic
- All students can achieve
- Students strive for excellence
- Gain knowledge and understanding of professional artists work.
- Personal development**
- Dance and drama aides Fitness levels
- Able to share their thoughts and 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**
- 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:**
- Following instructions
- Small group work
- Show what I like or dislike about a piece of work
- Participate in various arts activities
- Role play
- Exploring characters
- Performing to an audience
- Skills in Music include:**
- Instrumental skills
- Listening skills
- Turn taking
- Making choices
- Taking a lead
- Single musical elements (start/stop, fast/slow)
- Skills in Arts Award:**
- Discover local attractions
- Confidence building
- Supporting communication – to ask simple questions to obtain information
- Turn taking and sharing resources
- Carry out tasks independently
- Share achievements
- Show work to others
- Skills in Dance:**
- Agility
- Flexibility
- Ability to follow instructions and complete routines

Upper School

- Skills in Art include:**
- Drawing skills
- Introduction to 3D Sculpture
- Introduction to various artists linked to their own work
- Opportunity to explore different mediums
- Pastels
- Water colour - colour mixing
- Acrylic paint - colour wheel and complimentary colours
- Inks.
- Respond to the work of artists.
- Share knowledge and show work to others.
- Participate in art exhibition.
- Skills in Drama include:**
- Understanding Story Telling
- Creating and performing a believable character
- Learning lines
- Working as part of a team
- Hot-seating
- Thought- tracking
- Freeze frames
- Following cues
- Leadership skills
- Evaluating own work and that of others
- Skills in Music include:**
- Instrumental skills
- A firm understanding of the elements of music
- Group composition
- Notation sight reading
- Performance skills
- Evaluation of self and peers
- Skills in Dance:**
- Agility
- Flexibility
- Core strength
- Rhythmic timing
- Dance technique

Post 16

- Skills in Art include:**
- 3D sculpture
- Skill of recording observations and design (sketch book)
- Design skills to create individual art pieces
- Design sketch to finished piece
- Participate in group create decisions
- Collaboration development
- Team work liaising with story teller, performers and production team
- Learn new skill in response to prop making
- Skills in Drama include:**
- Devising a piece of drama
- Script Writing
- Learning Lines
- Creating and performing an effective character
- Performance skills
- Improvising
- Directing
- Leading a team
- Trust
- Understanding of specific drama exercises
- Skills in Music include:**
- Instrumental skills
- Leading a warm up/ Orchestra session
- A developed understanding of the musical elements
- Pitch recognition
- Performance skills
- Evaluation of self, peers and next steps in activities
- Skills in Dance**
- Agility
- Flexibility
- Core strength
- Rhythmic timing
- Choreography
- Dance technique