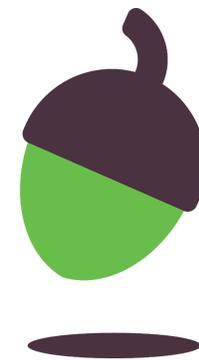


Creative Arts Specialist

Curriculum plan 2020-21



OAK
NATIONAL
ACADEMY

1. Curriculum Principles

The curriculum for creative arts has been developed as a vehicle to experience and enjoy the arts from a learner's developmental starting point while additionally consolidating skills. A thematic approach has been used which is cohesive with other subject areas to ensure learning does not happen in isolation and can be generalised across contexts. While focussing on specific art forms it will also have the facility for learners to build on other key skills such as gross and fine motor skills, communication, cognition whilst also developing mindfulness and wellbeing.

Our units have been designed to make the best use of everyday activities, spaces and resources to develop irresistible learning opportunities that develop engagement and consolidate known skills while learning new concepts. Our units will offer sequenced learning activities that coincide with learning from other subject areas ensuring learning is systematic, sequential and cohesive across an ambitious curriculum.



2. Subject structure overview

Creative Arts are structured to cover four developmental starting points: Early Development (ED/PMLD), Early Development (CLDD), Building Understanding (BU) and Applying Learning (AL).

The content is split across six themes, with each theme broken into three curriculum areas: Music (Creating and Responding to), Performance (Drama and Dance) and Art (Sculpture and Materials).

Unit	Unit title	Length of unit	Stages covered
1	Changes and Transitions	Responding to Music - 4 lessons	ED x2/BU/AL
2	Celebrations and Festivals	Creating Music 4 lessons	ED x2/BU/AL
3	Clothes and Fashion	Art (Materials) 4 lessons	ED x2/BU/AL
4	Seasons	Art (Sculpture) 4 lessons	ED x2/BU/AL
5	Our World	Drama 4 lessons	ED x2/BU/AL
6	Holidays	Dance 4 lessons	ED x2/BU/AL



3. Suggested sequence

Schools and families should work together to determine the best sequence for each pupil. Content in each theme will comprise three Creative Arts areas with three distinct entry points to account for prior learning. There is no optimum time to spend on each unit as some pupils will benefit from repeating and rehearsing content several times.



Changes and Transitions	Developmental Starting Point			
		<ul style="list-style-type: none"> • Early Development (Learners with complex physical needs and profound or multiple learning difficulties) 	<ul style="list-style-type: none"> • Early Development (Learners with profound barriers to learning including ASD) 	<ul style="list-style-type: none"> • Building Understanding
Responding to music	<ul style="list-style-type: none"> • To repeat an action for an effect • To make a consistent choice/show a consistent preference to a sound/instrument • To ask for more 	<ul style="list-style-type: none"> • To follow a visual or verbal cue to perform an action • To start and stop with visual or verbal prompts (sharing attention and shifting attention) • To identify how music is played using visual or verbal prompts 	<ul style="list-style-type: none"> • To identify instruments that can be heard using a visual clue • To follow a numerical score to play an instrument 	<ul style="list-style-type: none"> • To use specific vocabulary (timbre, rhythm) • To follow rhythm with increasing accuracy
<p>PFA: All Creative Art sessions have a strong focus supporting students to become more independent, to make choices and to connect with activities that may play a role in their future. Each session will include a section in which the learner is encouraged to get themselves ready and also prepare the space and get any equipment required ready (cross curricular link to the excellent Independent Living sessions).</p>				



Celebrations and Festivals (Diwali and Christmas)	Developmental Starting Point			
	<ul style="list-style-type: none"> • Early Development (Learners with complex physical needs and profound or multiple learning difficulties) 	<ul style="list-style-type: none"> • Early Development (Learners with profound barriers to learning including ASD) 	<ul style="list-style-type: none"> • Building Understanding 	<ul style="list-style-type: none"> • Applying Learning
Creating Music	<ul style="list-style-type: none"> • To repeat an action for an effect • To affect change and notice this • To indicate preferences in relation to music using symbolic or non symbolic communication 	<ul style="list-style-type: none"> • To follow a visual or verbal cue to perform an action • To start and stop with visual or verbal prompts (sharing attention and shifting attention) • To follow visual and verbal cues to create an instrument 	<ul style="list-style-type: none"> • To identify instruments that can be heard using a visual clue • To follow a numerical score to play an instrument • To discuss preferences • To use body to move along to music 	<ul style="list-style-type: none"> • To use specific vocabulary (timbre, rhythm) • To follow rhythm with increasing accuracy
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Clothes and Fashion	Developmental Starting Point			
	<ul style="list-style-type: none"> • Early Development (Learners with complex physical needs and profound or multiple learning difficulties) 	<ul style="list-style-type: none"> • Early Development (Learners with profound barriers to learning including ASD) 	<ul style="list-style-type: none"> • Building Understanding 	<ul style="list-style-type: none"> • Applying Learning
Art (Materials)	<ul style="list-style-type: none"> • To use fine and gross motor skills to manipulate materials whilst tie-dying (pressing, prodding, squeezing or rolling) using natural materials • To show preferences • To affect and notice this 	<ul style="list-style-type: none"> • To follow visual clues to recreate an art work(shifting attention) • To use tools to perform an action with visual, verbal or physical prompts 	<ul style="list-style-type: none"> • To communicate preferences for colours and materials • To select and use tools for their specific purpose 	<ul style="list-style-type: none"> • To use specific vocabulary while describing sequence of work • To understand process of altering shades or colours
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Seasons	Developmental Starting Point			
		<ul style="list-style-type: none"> • Early Development (Learners with complex physical needs and profound or multiple learning difficulties) 	<ul style="list-style-type: none"> • Early Development (Learners with profound barriers to learning including ASD) 	<ul style="list-style-type: none"> • Building Understanding
Art (Sculpture)	<ul style="list-style-type: none"> • To use gross and fine motor skills to manipulate a sensory material (pressing, prodding, squeezing, rolling) • To act on the environment to affect change • To begin to communicate preferences using symbolic means 	<ul style="list-style-type: none"> • To follow visual cues to recreate an artwork (shifting attention) • To demonstrate preferences from a range of materials 	<ul style="list-style-type: none"> • To use a range of tools for their specific and appropriate use • To follow specific instructions to create own artwork 	<ul style="list-style-type: none"> • To use tools to create patterns • To use a model as an impetus for creating own art work. • To appraise own learning

All Creative Art sessions have a strong focus supporting students to become more independent, to make choices and to connect with activities that may play a role in their future. Each session will include a section in which the learner is encouraged to get themselves ready and also prepare the space and get any equipment required ready (cross curricular link to the excellent Independent Living sessions).



Our World	Developmental Starting Point			
	<ul style="list-style-type: none"> • Early Development • (Learners with complex physical needs and profound or multiple learning difficulties) 	<ul style="list-style-type: none"> • Early Development • (Learners with profound barriers to learning including ASD) 	<ul style="list-style-type: none"> • Building Understanding 	<ul style="list-style-type: none"> • Applying Learning
Performance (Drama)	<ul style="list-style-type: none"> • To engage in intensive interaction with a familiar adult • To use preferred method of communication to communicate during performance • To affect and notice this • To ask for more 	<ul style="list-style-type: none"> • To take turns in a stage three game related to drama (sharing attention) • To develop greetings through a combination of symbolic and non symbolic means 	<ul style="list-style-type: none"> • To learn a short sentence, or words to finish a repeating phrase • To recognise the emotions an actor might portray using a visual cue 	<ul style="list-style-type: none"> • To learn a short phrase, poem or song by rote • To discuss the meaning of phrase, poem or song and to consider suitable performance technique • To utilise performance skills
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Holidays	Developmental Starting Point			
	<ul style="list-style-type: none"> • Early Development (Learners with complex physical needs and profound or multiple learning difficulties) 	<ul style="list-style-type: none"> • Early Development (Learners with profound barriers to learning including ASD) 	<ul style="list-style-type: none"> • Building Understanding 	<ul style="list-style-type: none"> • Applying Learning
Performance (Dance)	<ul style="list-style-type: none"> • To engage in intensive interaction with a familiar adult • To co-actively take part in a movement activity to develop body awareness and gross motor skills that is led by the learner • To affect change and notice this 	<ul style="list-style-type: none"> • To take turns in a stage three game related to dance (sharing attention) • To combine movements using a visual prompt (shifting attention) 	<ul style="list-style-type: none"> • To copy a series of movements • To build in balance and locomotor skills • To utilise performance skills 	<ul style="list-style-type: none"> • To learn and repeat a short dance phrase • To discuss the and model the attributes associated with a good performance technique • To appraise own learning

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