



Curriculum Statement for Creative Arts



Rationale

The creative arts are seen as the ideal vehicle for creativity and individual expression in addition to developing fine and gross motor skills. 'Every mark matters' at Ingfield Manor and students know that their creative works and expressions of individuality in whatever format are valued and appreciated. The holistic nature of the way we work ensures that all aspects of learning are incorporated into creative arts activities including active sitting, standing, walking, manipulation, communication, cognitive development, self-help and social skills.

Development of practical creative skills and individual mastery over creative arts tools are supported through the Conductive Education daily routine, focusing on hand task and encouragement of students to develop their own problem-solving ways of for example using a pencil, paintbrush, roller, play props, a drum or keyboard. Each student and their own way of accessing and making sense of the creative arts is respected whilst progress for all is expected and encouraged.

All students are encouraged and supported to use their individual communication skills to make choices and reflect upon and make their own choices to access and express their creative experiences either verbally, using communication books or AAC devices.

At Ingfield Manor, in addition to the aims of the National Curriculum and the Arts Award, opportunities for the creative arts provide the students with a wide range of experiences including:

- Developing their own personal creative interests
- Learning about the work of artists
- Learning about a wide range of art materials, tools and art practices
- Learning about the wider world and different cultural and creative practices
- Taking part in individual, group and whole school performances
- Participating in workshops led by visiting musicians, theatre groups and artists
- The arts as a place of work
- Using the outdoor space at Ingfield Manor as a springboard for creative practices
- Developing their own creative voice to express their choices and reflections
- Nationally recognised qualification through the Trinity Arts Award
- Using their communication skills to talk to creative arts practitioners and find out more about their work

Curriculum Intent

At Ingfield Manor School, we recognise the importance of creative arts in the life of all our students, as they enrich student's learning and enable them to communicate their thoughts, ideas, and observations in a practical and expressive way. In talking about the creative arts and evaluating their own and others' work, students are encouraged to develop not only their visual language, ideas and feelings but can reflect upon the arts in its widest sense. Through experience of a variety of materials, tools and techniques, students have the opportunity to creatively record the world around them. At

Ingfield Manor we are committed to every child having the opportunity to create, compose, and perform, as well as to visit, experience, participate in and review a wide range of creative arts.

Personal choice, creativity and agency are encouraged and supported to ensure that each student develops their own skills, opinions, reflections, and experiences that can be carried forwards during their time in school and into the future. All students at Ingfield Manor are viewed as creative individuals and are encouraged to express this creativity and individuality through a wide range of avenues.

At Ingfield Manor learning about the creative arts is planned to ensure that students have opportunities to explore a wide range of arts topics which stimulate their imagination, inspire creativity, foster a strong sense of achievement, and develop independence of thought. Staff are skilled in supporting students to make their own active choices within the creative arts. We recognise creativity as a skill or aptitude that can be developed in the individual learner and as something that is taught across the curriculum. Creativity as a whole is something that can be 'brought out' of all students and is not something 'innate' to just a few.

Students are encouraged to become autonomous creative thinkers, to take risks by experimenting, to develop their individual independence and to reflect and evaluate their own learning. Our curriculum intent for the creative arts at Ingfield Manor is for students to:

- Develop their own creative response
- Explore ideas and record their own experiences
- Produce their own creative work
- Evaluate and analyse creative works using the language and vocabulary of the creative arts
- Develop their own creative vocabulary
- Know about great artists, craft makers, musicians, performers, and designers, as well as understand the historical and cultural development and impact of their art form
- Explore, experiment and learn to use a wide range of art materials, tools and techniques
- Explore, experiment and learn to use a wide range of percussion instruments
- Participate in role play, class, department and whole school performances
- Learn more about the world around them

We want our students to develop their creative arts skills through our curriculum and be fully empowered to be creative.

Implementation

Planning

At Ingfield Manor, time for creative art is planned into the curriculum through long term plans with more detail in medium term plans and then individual objectives to ensure that all students have the opportunity to learn about the arts in their broadest sense and to reach their potential. In addition, we maximise opportunities such as whole school music and drama activities to enable all students to participate and personalisation.

At Ingfield Manor, the creative arts curriculum is broad and balanced enabling students to have an expansive grounding in all areas. In addition to planned arts curriculum time, we also have workshops, external visits and invite art practitioners into school. This can be to support an area of learning or as a one-off experience, eg we have had visiting storytellers, a pop band, poet, sensory pantomime and

orchestra. All of these have provided a rich experience and springboard for future learning for the students.

Whilst there is a focus for learning about the arts, planning is also personalised to the individual needs of the students. Whilst there are half termly or termly topics that are arts based, opportunities for creativity in general are sought, encouraged, and planned for within the curriculum as a whole, for example within RE days.

Music, in particular singing, is an integral part of our daily practice and routine at Ingfield Manor. The rhyme and rhythm of singing scaffolds movement and learning as a whole which is a motivator for students.

Our Conductive Education approach ensures all creative arts are open to all students irrespective of disability. Students thrive as they develop their own creative personalities which is intertwined with the active 'I can do it' approach of Conductive Education.

Resources

Individual groups have their own art resources and a set of percussion instruments. A wider selection of art and music resources are available from the school resources and there is access to role play costumes and props. All students have their own device and access to digital art resources.

We also make full use of our outdoor environment for arts-based activities.

We ensure that we maximise opportunities for students to learn alongside professional artists. For example, we work collaboratively with Ensemble Reza, a local classical music group, as well as Head2Head sensory pantomime group.

Training

Within the school there are two trained Arts Award Advisors and staff teams are highly skilled in working with the students through an individual, personalised, and active learning approach. Teachers guide the group teams and advice can also be sought from other professionals.

Personalisation

Students make progress in the creative arts at a pace that provides support but also challenges, with personalised targets and guidance. Whilst some students will learn through 'traditional' methods, others will need a sensory or multi-sensory approach to optimally access the arts.

EYFS

The creative arts journey begins within the EYFS, sitting within the expressive art and design area of the curriculum. Students explore, develop, and learn about the creative arts in its broadest sense. Students are also encouraged to choose and use materials and resources in an open-ended way helping them to make choices and to have confidence in their own ideas. The ethos of Ingfield Manor and Conductive Education is supported through the EYFS which includes:

- *Playing and Exploring* – students investigate and experience things and events around them and 'have a go'
- *Active Learning* – students concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve

- *Creating and Thinking Critically* – children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

KS1 and KS2

Within KS1 and KS2 students experience the creative arts and D&T through the Cornerstones schemes of work which provide a rich, broad and balanced curriculum with a wide range of opportunities including dance, drama, music, performance, painting, drawing, photography and sculpture. Students learn to use a variety of art tools such as charcoal and pastels, and also learn about the lives of important artists like Georgia O’Keefe. Students are enabled to develop and extend their own creative style. Students have their own creative arts portfolio and work towards achieving the Arts Award Discover certificate in Year 6. Students also learn about digital creativity and use a wide range of interactive painting, drawing and music-based tools.

In addition, in Year 6 students attend a residential camping trip and focus on arts activities linked to the outside environment.

KS3 and KS4

In KS3 and KS4 students are supported to

- actively participate in a range of arts activities, including a personal response about what they have learnt from taking part
- experience arts organisations, artists, and their work
- create pieces of art work
- identify what they have enjoyed and/or achieved and communicate this to others

Students are supported to become more independent creative learners and are learning to develop their own artistic voice and vocabulary.

In KS3, creative and artistic opportunities are maximised through the curriculum, particularly in science and humanities.

In KS4, students access a designated weekly Arts Award lesson led by a trained Arts Award Advisor and a skilled team of staff. As part of their Arts Award, students will help to organise an exhibition of their work and develop their communication and social skills through talking to visitors to their exhibition. They may visit galleries and talk to the people who work in the arts, which links to our careers programme. They will also explore the lives of important artists in more depth and reflect on their own responses to different artwork.

Some students may develop their creative and artistic interest further and move onto the Bronze Arts Award.

In the spring term every other year, students in KS3 and KS4 take part in a drama performance where they perform their role and help to make the scenery and props. In addition, these students participate in a sensory pantomime workshop which they then perform to the rest of the school.

KS5

In KS5, students continue with their Arts Award journey and learn about famous artists including Kandinsky and Mondrian, art materials including acrylics, ceramics and textiles.

Impact

At Ingfield Manor we want our creative arts curriculum to have a positive impact on our students. In each lesson, students are set individualised targets which are evaluated by the student and teacher. The outcomes of these are used to inform future planning and ensure student's potential is maximised.

To ensure our curriculum is supporting our students to develop their creative talents and develop an understanding of the arts, we will monitor it to ensure our students demonstrate:

- A positive 'can do' approach to the creative arts
- An interest and curiosity in the creative arts
- A personal interest that can be carried forwards into their own lives
- An ability to express their emotions, interpret their observations, share their insights and express their individuality
- An ability and interest in exploring, inventing and making their own marks and developing their drawing skills
- They can listen to advice and ideas from others to support their creative development as individuals
- They can use their independence, initiative and originality to develop their creativity and individual creative expression
- A knowledge and understanding of other creative arts practitioners including musicians, artists, craft makers and designers.
- An ability to select and use materials, processes and techniques to realise their creative expression
- They know how access the creative arts in their community
- The development of their independent creative practitioner skills

Students' progress is recognised formally through the successful submission of their art portfolios for the appropriate Arts Award. It is also reflected in the progress of their physical skills and skills for learning, which can be linked to annual review targets and EHCP outcomes.