



# Sunningdale School

## **Subject Overview: Expressive Arts**

The school is ambitious in its pursuit of the best possible outcomes for its pupils. Sunningdale School is committed to providing a broad and balanced curriculum that remains wholly appropriate to the needs of each learner. A multi-tiered curriculum model is utilised so that content and pedagogy can be closely matched to the needs of pupils. This approach is arranged across 3 theoretical pedagogical pathways that begin on transition from the Early Years Foundation Stage and run through Key Stages 1 and 2 until the pupils' transition to relevant secondary provisions at the end of year 6. The pathways are the Pre-formal Pathway, the Semi-formal Explore Pathway and the Semi-formal Play Pathway.

The subjects taught within each curriculum pathway are closely matched to the developmental needs of the learners accessing that pathway, enabling them to develop the appropriate baseline level of knowledge, understanding and the skills required to access the next pathway approach or to prepare them for life beyond the school, secondary school, and adulthood.

Our Expressive Arts curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. Strong links are made with Preparation for Adulthood (PfA) outcomes and Expressive Arts builds cumulatively towards supporting these: Employment, Independent Living, Community Participation, Friendships & Relationships.

Through the curriculum area of Expressive Arts, we aim to provide a range of stimulating and multi-sensory experiences and activities, which will engage each individual child, promoting the development of their skills, knowledge and understanding in relation to the different areas Expressive Arts: Art, Music, and Drama. Dance is also covered within Physical Education; further details of the

dance curriculum area can be found within the Physical Education subject overview.

The key skills and knowledge we want to develop in Expressive Arts are:

**Music:**

- Tempo
- Rhythm
- Timbre
- Texture
- Structure
- Pitch
- Dynamics

**Art:**

- Freedom to explore and create
- Collage: Pattern, Texture & Form
- Drawing: Line, Shape & Tone
- Painting: Colour Exploration, Tone, Tonal Exploration, Pattern & Space
- Print making: Explorative Mark Making Using Pattern and Texture
- Sculpture: Form, Space, Shape, Pattern
- Digital Media: Line Colour and Pattern Photography, Photomontage – Surrealism, Animation
- Textiles: Weaving, Pattern

**Drama:**

- Drama-related activity: games, movement, soundscapes
- Early drama: developing make-believe
- Open-ended drama: dealing with a problem or dilemma
- Creating theatre: using the drama form
- The drama elements: Language, Relationship of time, Relationship of Space, Social Interaction.
- Discussion
- Questioning
- Reflection

The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child so that they can 'be more'. Expressive Arts supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating

what we have in common and promoting respect for the different protected characteristics as defined in law. Pupils are exposed to cultural diversity through Expressive Arts based activities which celebrate different beliefs, religions, traditions, and ways of living, through music, art, and drama based activities.

### **Our Curriculum Intent: Expressive Arts**

The Expressive Arts curriculum has been carefully designed and sequenced to provide pupils with a secure, coherent knowledge of expressive arts, focusing on the creative process rather than the creation of a product, the artistic process is facilitated without being lead as this can stifle creativity. Expressive Arts utilises a multi-sensory approach to engage pupils, promoting the development of their expressive arts skills as well as an appreciation for the arts. At all stages, the curriculum links to previous content and concepts and identifies later links.

The Expressive Arts curriculum is carefully planned to ensure concepts are taught in optimal order to support children's understanding. Medium term plans are tailored to the needs of each class, adapting the learning areas and opportunities to the interests, needs and level of learning of the class. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum connector theme. This is actioned at a pupil level through the use of a highly personalised planning system supported by specific Personalised Learning Plans (PLPs). PLPs are used these to set very small stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP) and linked to Preparation for Adulthood outcomes.

At the earliest stages, the sequence of learning begins within the Pre-Formal Pathway (Creative strand) and the Early Years Foundation Stage (Expressive Arts and Design), through person-centred and holistic learning opportunities, during which pupils have the freedom to respond; explore and create using a wide range of multi-sensory stimuli. At this stage, learning opportunities are repeatedly delivered over time. Expressive Arts experiences and activities at this early stage include Exploratory Play and Sensory Exploration of a wide range of media and materials through sight, touch, sound, taste and smell; Sensory Stories, Musical Interaction including Music Therapy, Body Awareness, Touch and Movement opportunities.

Learners within the Semi-Formal Explore Pathway also engage with Expressive Arts (My Creativity), through similar multi-sensory learning opportunities as outlined above. However, at this stage the learning opportunities are presented within a 'low demand' environment and are planned to incorporate the personal preferences of

individuals, to capture their interest and enthusiasm, to develop their engagement in Expressive Arts based activities and experiences

As Expressive Arts becomes more developed pupils continue to learn through the process of doing, and the more they are given the opportunity to do, the more they will learn, extending their understanding, knowledge, and skills. Within the Semi-Formal Play Pathway (My Drama, My Art, and My Music) pupils are consolidating, and building on their previous learning in Expressive Arts. Pupils are encouraged to explore, take risks, play, express, persist and appreciate across all areas of Expressive Arts, in order to develop their confidence and skills.

Expressive Arts prepares pupils for future learning and transition to Key Stage 3 by providing opportunities to:

- Take risks, make a mess, and make mistakes
- Explore the world around us
- Promote individual expression and realisation
- Explore issues, themes, and possibilities
- Practise life skills in cross-curricular tasks
- Stimulate creativity and imagination
- Work independently and collaboratively
- Practise, rehearse and refine