



John Chilton School Creative Curriculum Policy

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BRITISH VALUES:

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.”

Our school’s curriculum incorporates and promotes British Values through celebrating diversity, finding out about and respecting other cultures and faiths, using a wider range of resources and texts, learning about the British monarchy, justice system and democracy in action.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:

John Chilton School regards SMSC as a core entitlement for all pupils. It is embedded in the culture of the school, the whole curriculum, modelled by staff and pupils and provided in all formal and informal settings. Teaching provides opportunities for reflection on learning, ideas, opinions and behaviour. The bespoke curriculum has been developed to motivate pupils, encourage them to imagine and enquire and cultivate a sense of enjoyment and fascination in learning about themselves, others and the world around them.

The Key Skills element develops SMSC by providing opportunities to:

- Debate, discuss and defend their and others’ points of view;
- Access community facilities and apply knowledge in practical situations;
- Develop social skills by improving speaking, listening and group interaction skills;
- Explore moral issues of appropriate use of the internet, social media sites and mobile phones.

RATIONALE:

John Chilton School has grouped the following subjects together as Creative and Enrichment: music, drama, art, design technology and exploratory play. We believe that creativity is key to empowering pupils’ individuality and self-expression. Much learning across the curriculum is under-pinned with opportunities to explore the curriculum through art, music and drama. We promote creative activities because they can be adapted to be fully accessed by all pupils; boosting confidence, motivation and independence as well as encouraging a life-long love of creative arts. John Chilton School keenly values creativity because of its unique power to allow pupils to understand and express their sense of identity, ideas and understanding of the world and engage in it emotionally and imaginatively.

Intent of Creative Curriculum :

- To provide opportunities that allow pupils to express their individual personalities, imaginations, emotions and ideas
- To encourage a life-long and personal appreciation, understanding and exploration of art, design, music and drama
- To provide experiences that expose our pupils to the influences of major artists, designers, composers, musicians and practitioners, many of whom celebrate diversity and equality and reflect our own communities
- To provide quality access to essential creative experiences and events that enrich the lives of our pupils in and out of school and as part of their leisure and recreational time

- To offer a broad range of creative activities and lessons with specialist teachers who have skills and backgrounds in the arts, which explore the learning of key art, music and drama skills
- To explore key areas of art and Music within the curriculum
- To provide opportunities for pupil to meet outcomes in EHCPs through interesting and meaningful arts activities
- To support pupils' SEMH needs through arts-based activities

Impact of Creative Curriculum :

- Pupils have an understanding of how they wish to spend their leisure time.
- Pupils are able to participate in creative experiences and self-expression
- Pupils know how to access creative opportunities in the community and continue adult learning
- Pupils are up-skilled to work collaboratively with outside arts agencies and specialists
- The school provides opportunities for enrichment events and projects such as exhibitions, artist-in-residencies (recently we have worked closely with House of Illustration). These support the school ethos of promoting independence, motivation and confidence. Collaboration and participation in arts events and activities also promotes elements of pupils' social, emotional and communication needs, often in-line with their EHCPs

RESPONSIBILITIES:

Overall responsibility: Aidan Meech

Art and Design and Design Technology: Josie Farrington

Music: Nicola Cressey

Drama (within English Curriculum): Charleen Bruce and Amy Sarchet-Waller

MONITORING AND EVALUATION:

Each area of the curriculum is overseen by a member of the Senior Leadership Team. Regular meetings are held with the subject leaders involved in the group.

Regular observations and learning walks are held and these feed into curriculum monitoring and evaluation.

Subject leaders are expected to fulfil a number of roles in monitoring and evaluation. These include:

- Giving advice and support to colleagues; arranging CPD as appropriate through peer mentoring, modelling or outside agency training
- Auditing and ordering resources and overseeing the allocated budget
- Developing, implementing and reviewing a cycle of reviews to ensure quality provision and opportunities, as part of 'Deep Dive' monitoring.
- Ensuring policies and schemes of work are in place and annually reviewed
- Scrutinising and giving advice and feedback on termly plans
- Contributing to assessment and moderation of the subject
- Giving feedback to SLT on areas of strengths and development
- Surveying parents, pupils and staff regarding the effectiveness of their subject
- From time to time and when appropriate, to liaise with the appropriate teacher or department in ARA and/or other providers.

ASSESSMENT AND REPORTING:

JCS monitors pupil progress and achievement against I Can statements, through a tracking system which allows realistic progress to be recognised. Progress is monitored in all curriculum areas as well as communication, fine and gross motor and social and emotional areas of learning.

The system tracks depth and breadth of learning. A pupil's progress is measured using the following scales of learning:

- Encountered
- Participated
- Involved
- Developed
- Achieved
- Mastered

In the many cases, pupils receive an internal 'John Chilton School' certificate to celebrate and acknowledge attainment and achievement in this area.

The Creative and Enrichment element develops SMSC by providing opportunities to:

- Appreciate and access cultural experiences and work with creative professionals.
- Participate in visits and meet visitors from a range of backgrounds and mediums such as opera, ballet, music performance, theatre, artists.
- Explore creative experiences enabling expression of their own individual imaginations, responses, thoughts and feelings.
- Develop respectful critique of their work and that of others.

Teachers collate evidence for progress for these subject areas in different ways, often using voice footage, photos and verbal feedback.

SPECIFIC SUBJECT AREA: Drama

Intent

- To develop pupils' communication skills and apply them in different contexts
- To empower and inspire pupils to take measured risks, improve concentration, co-operation and communication
- To develop a broad range of drama, mime and role-play skills
- To provide opportunities for pupils to express their imaginations and individualities, working along-side visiting professionals and companies
- To have fun, work collaboratively and understand everyone is different

Implementation

- Role play, creative and imaginative play is explored throughout Early Years and Phase 1.
- Phase 2 and 3: Drama is linked to English lessons
- Phase 4: Pupils explore drama topics through non-accredited enrichment sessions
- Blue pathway: Drama, role play is linked to communication, topics and holistic learning

Impact

- Pupils can use drama skills to support and develop their confidence in sharing ideas in different situations
- Pupils can to continue their creative journey as adults, appreciating theatre and life performance recreationally
- Pupils can participate in arts activities as part of Phase 4 and 5 enrichment curriculum

SPECIFIC SUBJECT AREA: Music

Intent:

- To develop pupils' musical appreciation
- To empower and inspire pupils to express themselves through music
- To develop a broad range of skills such the elements of rhythm, pitch, dynamics and evaluation
- To provide opportunities for pupils to perform both individually and as a group
- To offer opportunities to work along-side visiting musicians and experience live performance
- To explore music through technology

Implementation :

- Early Years and Phase 1 pupils explore sound and rhythmic action through play and song
- Phase 2 pupils begin to explore rhythm, pitch and technique using conventional instruments and music technology
- Phase 3 pupils focus on composition, improvisation and performance as well as consolidating musical skills and knowledge
- A key area of Blue Pathway's provision is based on the exploration of music, embedded within holistic curriculum.
- The school Music specialist teaches many groups, often with a therapeutic approach. Where class teachers lead Music, they are supported by the Music Specialist.
- Primary Classes and Phase 3 all receive a weekly Music lesson.
- The Music Specialist also leads bespoke interventions to support some pupils with specific SEMH needs.

Impact :

- Pupils can express themselves through music using technology and instruments
- Pupils are confident in selecting appropriate musical equipment to make music independently
- Pupils have developed a life-long love of music and know how to access leisure opportunities involving music

SPECIFIC SUBJECT AREA: Art and Design and Design Technology

Intent:

- To develop pupils' appreciation of art and design
- To empower and inspire pupils to express themselves through art
- To develop a broad range of skills such as design, drawing, painting, ceramics, collage, textiles, sculpture, photography, and evaluation
- To provide opportunities for pupils to display and exhibit work

- To offer pupils opportunities to experience art and design in galleries and art exhibitions and work alongside visiting artists and designers in workshops
- To explore art and design through technology

Implementation:

- Throughout Early Years and Phase 1, art and design and design technology are covered across a range of subjects but also in stand-alone lessons focusing on skills and artists/ designers
- Phase 2 and 3 Red and Purple groups art and design technology is taught by class teacher. In some cases this a weekly lesson or linked to topics where art and DT criteria are explored
- In Phase 4 , Red and Purple groups receive art as separate lesson. Within Blue groups and Phase 5 , art is integrated into learning and holistic curriculum.
- A member of staff leads Draw and talk session to support SEMH of specific pupils
- A key area of Blue Pathway's provision is based on the exploration of art linked to topics
- The artists explored are carefully planned to be as diverse and representative of our communities as possible

Impact:

- Pupils are able to express their thoughts, feelings and ideas through different artistic media
- Pupils are able to use the art and design skills they have acquired to continue their learning after they leave school
- Pupils are able to continue their creative journey as adults, appreciating galleries and museums recreationally