



The Castle Creativity Curriculum

A guide for parents and carers, staff and visitors



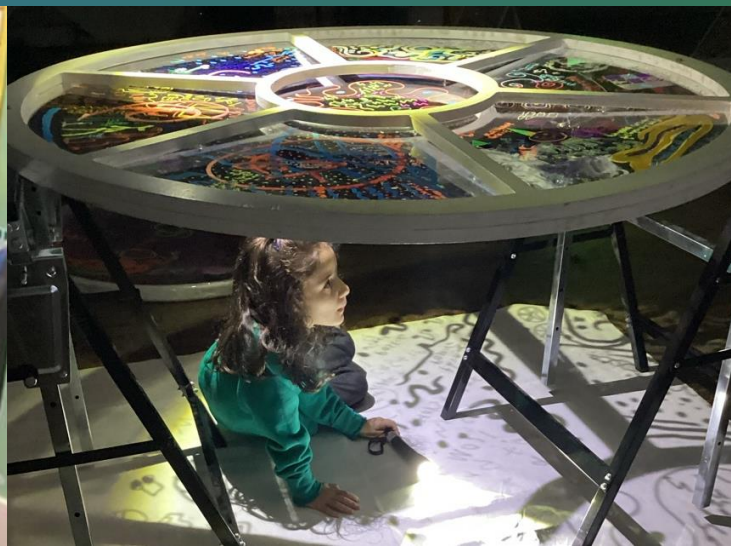
Creativity

The arts are an essential part of the education of every child. We use creativity as a medium to engage and inspire our pupils.

Each year, we provide a range of high-quality enrichment opportunities, where pupils are immersed in creative projects, performances and a chance to approach their curriculum through a creative lens.

We have strong links to the rich creative community in Cambridge, including our collaboration with Kettle's Yard museum, our artist in residence and other schools

Our school choir brings the school community together across pathways and stages to express themselves together through music.





Pre-formal

reactive and pro-active



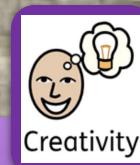
Aims:

- explore materials and experience and contribute to music and movement via sensory experiences through creative activities linked to the class story topic

Delivery:

- holistically embedded throughout the day
- rich variety of art, music, dance, choir, and arts projects
- integrated input from art and music therapists

Semi-formal



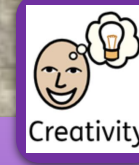
Aims:

- experiment with creative expression
- begin to develop understanding of creative techniques
- explore creativity linked to class story topic

Delivery:

- holistically embedded throughout the day
- rich variety of art, music, dance, choir, and art projects
- integrated input from art and music therapists
- possible structured art and music sessions

Formal



Aims:

- experiment with and refine creative expression
- build knowledge and understanding of a variety of creative techniques
- Explore creativity in subject-based session

Delivery:

- structured art and music sessions
- rich variety of art, music, dance, choir, and art projects
- possible 1:1 input from art and music therapists for select students

Cast

Introduction

How we organise learning

Our creative curriculum supports pupil's to explore and embrace their individual creativity. We start at the very earliest stages by immersing them in sensory based activities. Communication is a key focus within this pre-formal stage

For semi-formal and formal learners that access subject specific learning our Art, Music and Drama programmes are based on an adapted National Curriculum. These programmes are keenly linked to preparation for adulthood and founded by an in-depth knowledge of each child.

We value partnerships and the opportunities that community experiences bring. As such as much learning as possible takes place in a real-world context. We want to provide our learners with a varied and enriched experience and where appropriate foster a life-long love of the arts.



How we plan to sequence learning and plan for progression

Creativity for our pre-formal pathways provides an exciting and engaging vessel within which the four key areas of Education, Health and Care Plans – Cognition and Learning, Social, Emotional and Mental Health Communication and Interaction, Sensory, Physical and Life Skills can be developed.

Our Semi-formal and formal pathways ensure the delivery of Music and Art are carefully woven into our long- term planning which ensure breadth of coverage and progression. For both subjects, the developmental skills are plotted across each topic to ensure breadth and depth of coverage.

Using an individualised approach, we ensure that we are constantly building on and from a pupil's previous experiences, knowledge, understanding and/or skills.

We do this by knowing and understanding each child, their starting point and what we want them to know and understand when they get to their next transition point. We take time to know what their hopes and aspirations are, working collaboratively to support them to achieve.

Through our use of Evidence for Learning (EfL) we record and evaluate steps of progress as identified by our assessment frameworks. We ensure that pupils learning follows a coherent sequence that is planned and that (where possible) is applied in a real world context.



Specific taught curriculum based on National Curriculum programmes of study

The key concepts from the National Curriculum Programmes of Study in Art, Design, Dance and Music are built into learning across each Key Stage and Learning Pathway.

Pupils are exposed to a breadth of art, design and music stimuli, ranging across different historical styles and from a wide range of cultures. Opportunities are flexible for pupils to experience, explore, create and exhibit/perform throughout their time at school.

The Elements of Music and Art form the basis of the skills that our students acquire and build upon, which gives the foundation for the skills required for the accredited courses at Key Stage 4 & 5



Strands of Learning – Art

Pupils are levelled against the four assessments strands that link directly to the Entry Level exam criteria:

- Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work.
- Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.
- Refine and explore their ideas through experimenting and using resources, media, materials, techniques and process.
- Present a personal and meaningful response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.



Strands of Learning – Music

The three key strands of Composing, Listening & Performing are the focus of music learning using the Anyone Can Play scheme from the earliest stages through to accreditation at KS5.

This accessible Scheme – with 24 units and over 60 songs and pieces of music with supporting documentation – is suitable for students at any point on the learning difficulty spectrum.

Our Pre-formal, Semi-formal and formal lessons will follow the following sequence:

Greeting

Whole-class sing-along and personal introduction.

Coordination

Fun with gross and fine motor exercises and developing rhythmic skills at the same time.

Taking Turns

Making choices, turn-taking and influencing the process.

Solo Time

The focal point of the lesson.

Goodbye

Whole-class sing-along conclusion.

Underpinning all this are the Inter-related Dimensions of Music (or the building blocks/elements of music), as referred to in the National Curriculum for Music in England.



Cross-curricular learning

Creativity runs as a core thread throughout the school and is used to enhance learning in all subject areas and across all learning pathways. Creative activities are naturally highly motivating and appealing, and as such act as an engaging vehicle for achieving individual learning outcomes in all four areas of the Education Health Care Plan. These can take place within the class setting or in within larger group activities such as choir, Colours of Dance or creative carousel.

Within more formal subject-specific study, creative activities are used to allow learners to explore new topics, deepen their understanding of previously covered themes or to demonstrate their understanding of subjects covered so far (e.g. songs used to introduce or cement understanding of maths concepts, pupils building models of castles studied in history or pupils acting out a key scene from their termly book, focusing on the characters' emotions).

Creativity is a fundamental part of our teaching and learning experience at Castle and it can be found every day in every classroom.



Thematic learning through themes and texts

Thematic learning within the Pre-formal and Semi-formal pathways means that creativity is used to enhance student enjoyment and understanding of key texts and themes each term. Music, movement, art and drama activities are linked to the termly stories and used to bring them to life, encouraging exploration of the key themes or central characters. Creative activities allow pupils the opportunity to fully immerse themselves in the story or theme through fun, interactive, meaningful and engaging learning experiences.



Preparing for adulthood

Preparing every pupil for their next steps

Our focus on Preparation for Adulthood starts in Early Years and progresses through the school. This is heavily supported by strong community links and projects.

Employment

- Work Related Learning and careers programmes for KS4 within the creative industries
- Work experience at the Junction
- Links to Project Choice

Independent Living

- Focus on developing life skills e.g. independent travel and cycling
- Creativity as a pastime love of music or art

Community inclusion

- Strong community links
- Projects with National Citizen Service
- Arts projects
- Links to local museums
- Links to clubs and groups

Health

- Creativity to support good mental health



Core vocabulary

Art has a specific vocabulary. It is a visual language composed of many elements such as color, line, shape, texture, light and space. Pupils combine these elements to create a composition which, because of its unique arrangement, has a mood all its own.

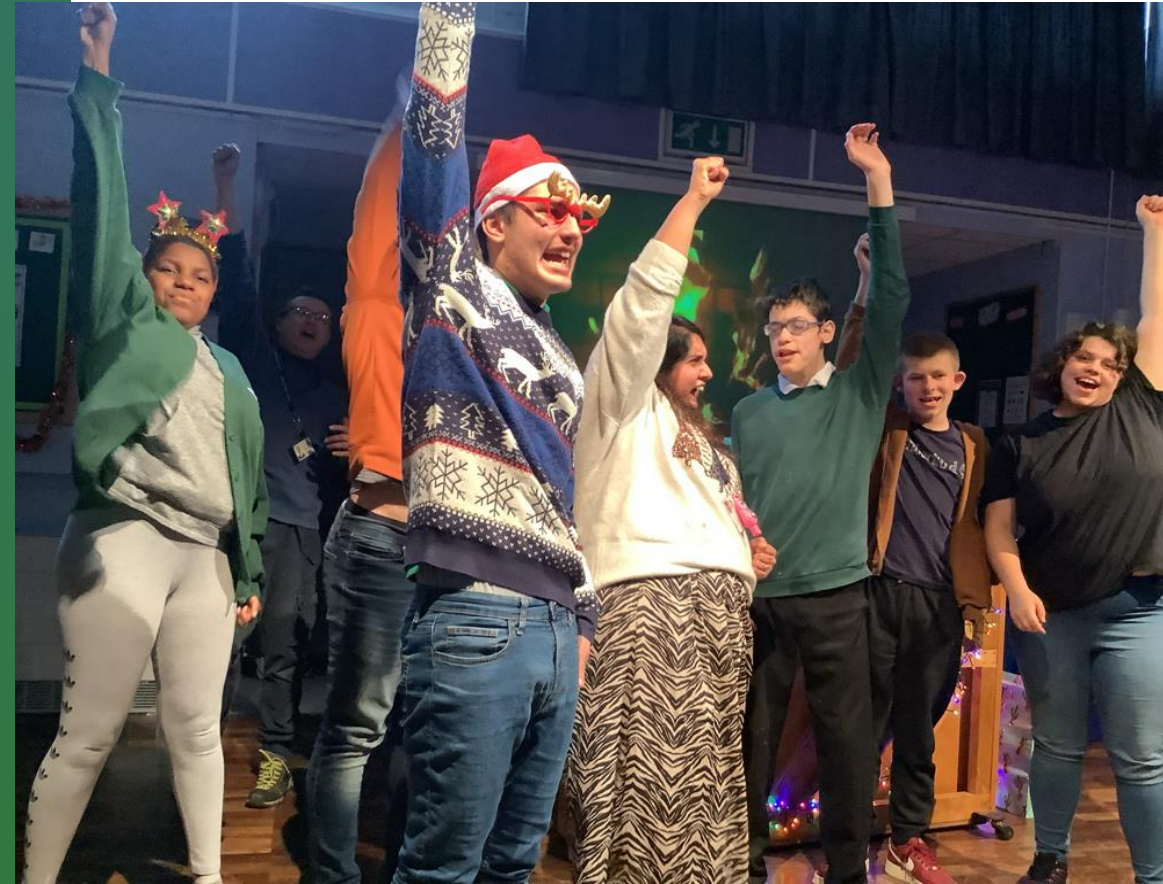
Music vocabulary: key vocabulary focuses on the inter-related dimensions of music, which are the basis of all musical learning throughout the school:

- Pitch – high and low sounds.
- Duration – longer and shorter sounds
- Dynamics – loud and quiet sounds
- Tempo – fast and slow music
- Timbre – tone colour or quality of an instrument sound.
- Texture – layers of sound in music and how they interact
- Structure and appropriate musical notations.



Celebrations and events

- Wonder Week
- Art Now Event - artist in residence
- I Am Drums performance at Cambridge Junction
- Christmas Performance events – church service at St Giles, Christmas Choir performances, Primary Nativity, Carols round the tree
- Better Together Concert at West Road Concert Hall
- Choir Performance at Cambridge Christmas Lights
- Arbury Carnival Procession and performance
- Castle's Got Talent
- GCSE Art exhibition
- OCR Life & Living Skills Art Exhibition
- Celebration events linked to festivals (e.g. Eid party)
- Royal Shakespeare Company Schools Project
- Links with Cambridge Manor Care Home and opportunities to perform to the residents
- Annual visit to see local theatre productions



Extended opportunities and partners

- Connections with Kettles Yard - Art Now Project
- Artist in Residence funded by the Rag Doll Foundation.
- Hilary Cox (Cambridge Artist) - Masks for Arbury Carnival, bunting for the school prom, Art projection on Senate House and the Tree of Life to celebrate Wonder Week.
- I am Drums – performance created with visiting poet and performed at Cambridge Junction
- Better Together – Inclusion project in collaboration with local mainstream schools and performance at West Road Concert Hall.
- Chesterton students - deliver creative workshops to our primary pupils during our creativity term.
- North Cambridge Academy - Skill share with our GCSE students in response to the Ai Wei Wei exhibition.
- Shakespeare Schools Festival



Resources

- Specialist Art and DT room
- Performance space with lighting & sound rig
- Subject Specialist Teachers for Art, Music and Dance
- Visiting artists and performers
- In-house Art & Music therapists
- Specialist Music resources – instruments, music technology packages, recording equipment
- Memory Garden – Musical installation
- Specialist Art Now reflection equipment
- Textiles resources
- 3D printer
- Batik equipment (textiles)
- Screen Printing
- Light Room



Assessment and accreditation

Assessment is an ongoing process and is an integral part of our teaching and learning. It allows us to identify what pupils already know and can do and helps us to plan the next steps in learning. It also helps us to identify any barriers to learning and then put in the necessary support.

Creativity is assessed discretely once our semi-formal and formal pupils reach Key Stage 4 & 5. Until this point, creative skills are acquired and strengthened through music, dance and art-based activities built into the curriculum and through enrichment opportunities available in all learning pathways.

Our pupils achieve accreditation in GCSE Art, OCR Life & Living Skills in Arts & Crafts and Performing Arts at Entry Levels 1-3 and the Duke of Edinburgh Award Scheme.

