



WOOLGROVE SCHOOL

Expressive Arts and Design

(Drama, Music, Art and Design Technology)



At Woolgrove we recognise that the arts are a valuable learning tool that can be used to enhance and develop all areas of our curriculum at Woolgrove School. Teaching staff are encouraged to think about what skills are required to be learnt not just the final result.

Children at Woolgrove School are encouraged and to be given the opportunity at all times to use what they have learnt about media and materials in purposeful and original ways, thinking about users and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.'

"Equal opportunities are what lie at the heart of all that we do at Woolgrove. Using the arts enables all children whatever their disabilities or difficulties' the opportunity to succeed and feel a valuable member of our school.

Liz Sterling

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Expressive Arts and Design

Intent

In designing Woolgrove's Expressive Arts and Design curriculum objectives have been selected from the EYFS framework and Key Stage 1 National Curriculum. We aim to give the children opportunities to express themselves using a wide range of artistic media as well as equipping them with useful skills for their time in school and the wider world beyond. These objectives are taught in a variety of ways across the school depending on our children's needs. In our formal pathways discrete music and art lessons may be taught, often linked to a particular topic or other area of the curriculum. In pre-formal and semi formal pathways (including EYFS) some specific skills may be taught but opportunities to access the arts are also offered through cross curricular activities and child initiated learning. Across all teaching the children's needs are at the centre of our thinking. We aim to ensure that all opportunities are relevant each child's developmental stage and will help them move towards becoming independent, well-rounded individuals who have experienced diverse creative learning and its importance in our lives during their time in school.

Implementation

To ensure high standards of teaching and learning in Expressive Arts and Design, we have implemented a curriculum that is progressive throughout each pathway within the whole school. Each unit of work is taught as a half-termly topic.

Teachers plan lessons for their class using our Skills and Knowledge Overview. Teachers can use this document to plan lessons suitable to their class's interests and what they want the pupils to learn. The overview document ensures that the curriculum is covered and that the skills and knowledge taught are progressive between pathways.

Pathway	Curriculum Coverage Usage
Early Years Foundation Stage (EYFS) Pathway	EYFS Curriculum
Pre-formal Pathway	EYFS Curriculum
Semi-formal Pathway	Consolidating the EYFS Curriculum with some aspects of National Curriculum (2014) Key Stage 1 (KS1) Music, Art and English (spoken language) curriculum
Formal Pathway	More advanced skills and knowledge from aspects of National Curriculum (2014) KS1 Music, Art and English (spoken language) curriculum

* Some children will have a natural artistic ability and some may have not yet developed their skills within one or all the areas of Expressive Arts. Therefore teachers may need to provide opportunities for some children to be encouraged to develop their skills further and some may need to be given additional support to access Expressive Arts activities within their pathway.

Art and Design

At Woolgrove we provide high quality arts provision which doesn't just rely on the enthusiasm of individuals but is embedded in the ethos and planning we do at Woolgrove School. We provide and encourage diverse opportunities for art work to take place inside and outside the classroom. Opportunities are given to learn and celebrate the arts of different cultures which are embedded in our teaching. The use of art and design is encouraged and used at every opportunity to enhance all levels of cross curricula teaching. This enables our pupils to reach their full potential using a wide range of methods led by the arts.

Topic/Knowledge Areas:

- To learn new skills and explore different types of medium
- Exploring colour
- Model making
- Famous Artists

Skills related to Art and Design:

	Skills	Knowledge
EYFS	<ul style="list-style-type: none"> • Experiments with an increasing range of media (tools, materials) through multi-sensory exploration and with increasing expression • To be able to use tools, including paint, pencils and pens effectively to make marks / draw shapes / pictures • To develop the use of scissors • To use different materials to attach items to other materials such as glue (including different types of glue, pritt-stick, wallpaper paste and PVA), sellotape and masking tape • To make models by manipulating materials and tools, using boxes, playdough and clay • Develop motor control through Physical Development to develop 	<ul style="list-style-type: none"> • Notices and becomes interested in the transformative effect of their action on materials and resources • To be able to name tools e.g paintbrush, glue spreader, scissors, pen, pencil etc • To be able to name materials, paper, card, sellotape, glue, glitter, paint, sequins etc. • To be able to name colours • To be able to describe textures and properties of materials e.g shiny, dark, light, etc • To know what drawing, painting, modelling is

	<p>the use of tools</p> <ul style="list-style-type: none"> • To develop life skills to clean themselves and equipment after doing art/sensory activities 	
Pre-Formal	<p>Refining of skills taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, Social and Emotional Development) the Life skills and Sensory curriculum</p>	<p>To use vocabulary as above to communicate about their work</p>
Semi-Formal 1	<ul style="list-style-type: none"> • Uses 3D and 2D structures to explore materials and/or to express ideas • Begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose 	<ul style="list-style-type: none"> • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space

Drama

At Woolgrove school drama is recognised as an effective teaching tool to support inter-personal skills. It can be very effective for enabling our children to connect their body and mind to their emotions. Drama helps to develop language, communication skills and helps children to connect with each other. It encourages children to cooperate and become more independent and in control of their own thoughts.

We provide a variety of opportunities to use drama alongside all areas of the curriculum at Woolgrove. Additional drama opportunities are given to our pupils via the nativity play (younger children) and Christmas production (older children). Outside agencies are booked into the school to give further opportunities for children to access drama activities, for example the Dream Catcher Lady where children act out stories and the local church who engage children in drama activities related to the Bible. Assemblies take place where children are given the opportunity to perform.

All staff are mindful that drama is already a natural part of most children's lives before they start school in the form of make believe play. This enables them to make sense of their identity by exploring meaningful fictional situations that parallel the real world. At Woolgrove School we constantly nurture this.

Skills relating to Drama:

Pathway	Skills	The Process
EYFS and Pre-formal Pathway	<p>Respond appropriately to gestures shown by others by repeating eg. Waving back, saying please or thank you when given something.</p> <p>Express self through physical action or sound with support.</p> <p>Pretend that one object represents another when playing with an adult.</p>	<p>Communication during daily activities.</p> <p>Role play during literacy/child initiated learning</p> <p>Small world play</p> <p>Signing sessions</p> <p>Kaspar the Robot</p>
Semi-formal Pathway	<p>Refining of skills taught in EYFS- Experiences provided through child initiated learning. Focus on skills and knowledge becoming independent rather than modelled or supported by an adult.</p> <p>Begin to show some empathy in role play or story telling by relating events to their own lives.</p>	<p>Communication during daily activities</p> <p>Role play during literacy/child initiated learning</p> <p>Small world play</p> <p>Signing sessions</p> <p>Kaspar the Robot</p> <p>PSHE lessons</p> <p>Topic sessions exploring people in the community or</p>

	<p>Understand the difference between 'real life' and 'pretend'.</p> <p>Explore different aspects of life by pretending to be different characters eg. practising caring by playing doctors.</p>	characters from history.
Formal Pathway	<p>To be able to express events or feeling in role play situations.</p> <p>To be able to use language/signs/gesture to introduce storyline or narrative to their play.</p> <p>Begin to be able to extend a play sequence with support.</p> <p>Be able to imitate specific actions and facial expressions modelled by adults in a drama session.</p>	<p>Communication during daily activities</p> <p>Role play during literacy/child initiated learning</p> <p>Small world play</p> <p>Signing sessions</p> <p>Kaspar the Robot</p> <p>PSHE lessons</p> <p>Topic sessions exploring people in the community or characters from history.</p> <p>Drama lessons (may be part of English)</p>

Music

Music contributes to all areas of the curriculum and should be integrated into every classroom's planning. It will be used to reinforce and enhance the learning of class topics and aid memory and understanding of core subject concepts (Maths, Phonics, Literacy). It will be used to enhance sensory experiences. In addition to this each class has a discrete music lesson once a week. In EYFS and Pre-formal classes the emphasis is coming together to take part in music making as part of a group. In Semi-formal and Formal classes the focus is on developing musical knowledge and skills relating to the half-termly music topics. Music contributes to the wider school curriculum, making large contributions towards PE, RE, PSED and UW.

All pathways follow the same music topics/knowledge areas. Each year the topics are revisited, building on the children's previous skills and knowledge.

Topic/Knowledge Areas:

- Feeling the beat (Pulse)
- Thick and Thin (Texture)
- Long and Short (Duration/Rhythm)
- Loud and Quiet (Dynamics)
- High and Low (Pitch)
- Different sounds and instruments (Timbre)

In all pathways children will develop skills in four key areas at an appropriate level for their pathway and depending on the individual's skill levels in each class.

- Singing
- Exploration/Playing of instruments
- Movement/Actions to music/Feeling the pulse
- Listening to music of different styles/genres and from different cultures.

The emphasis of time spent on each of these areas will vary depending on the pathway the children are in. Across the school there will be a move from explorative and passive experiences in music through to a more active involvement in the performance and creation of music.

Skills related to Music:

	Skills	Knowledge
EYFS	<ul style="list-style-type: none"> • Experiments with sound and whole body movement through multi-sensory exploration and with increasing expression • Listens to or joins in simple and repetitive rhymes or songs • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments • Mirrors and improvises actions they have observed, e.g. clapping or waving • Sings/vocalises whilst listening to music or playing with instruments/sound makers 	<ul style="list-style-type: none"> • To recognise some familiar rhymes and begin to remember some key words/actions in a favourite song • To know some ways that you can move to music • To know that instruments make sounds by rubbing, shaking, tapping, striking or blowing • Explores and learns how sounds and movements can be changed
Pre-Formal	Refining of skills taught in EYFS	Refining of knowledge taught in EYFS
Semi-Formal 1	<ul style="list-style-type: none"> • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Enjoys joining in with dancing and ring games and begins to move rhythmically. Imitates movement in response to music • Beginning to increase control of playing including playing in time with the pulse, tapping simple repetitive rhythms, starting and stopping • Shows an interest in the way musical instruments sounds can be made and how sounds can be changed • Creates rhythmic sounds and movements 	<ul style="list-style-type: none"> • To know the words of familiar rhymes and songs • To know the names of some familiar songs • To know the words hit, shake, scrape, blow • To know the names of a few common instruments • To know when to start and stop playing • To begin to understand how to control an instrument in order to play it loudly or quietly, fast or slow. • To know whether an instrument should be hit, shaken ,scraped or blown • Creates sound effects and movements
Semi-Formal 2	<ul style="list-style-type: none"> • Joins in singing a more varied repertoire of simple repetitive songs, increasing in length • Able to move and play in time with the pulse and can tap out simple repetitive 	<ul style="list-style-type: none"> • To know the words to longer repetitive songs • To understand the concepts of High and Low, Fast and Slow, Loud and Quiet and

	<p>rhythms with increased confidence</p> <ul style="list-style-type: none"> • Able to listen to short extracts from a range of high quality live and recorded music • Be able to follow simple directions (eg start/stop, play loudly/quietly) • An increased ability to choose different sounds and improvise using repetitive sounds 	<p>know how to play a familiar instrument following these instructions</p> <ul style="list-style-type: none"> • To know the names of some familiar instruments, how they are played and whether they are tuned or untuned • To begin to recognise common instruments when listening to a musical recording
<p>Formal</p> <p>NC KS1 Music (2019)</p> <p>Extension: NC KS2 Music 2019</p>	<ul style="list-style-type: none"> • Develop their use of voice in singing and the playing of instruments with increased musicality • Listen to longer extracts and make simple observations about a wide range of music • Experiment with, create, select and combine sounds using the inter-related dimensions of music • Responds to and engages with the world that surrounds them and expresses self through physical actions and sounds <p>Begin to use and understand graphic and simple staff notations</p> <p>Recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> • To know how to sing/play a wider range of songs/music • To know the names for each of the interrelated dimensions of music and what they mean e.g. Dynamics (loud and quiet) • To know the names of common instruments • To understand how you can choose sounds to create a simple piece of music <p>To know what a graphic score looks like and how to read simple notation</p>

Music is embedded into the classroom curriculum but also contributes to the wider school curriculum:

- All children come together to take part in communal singing within assembly.
- Regular listening provides opportunities throughout their time at school to hear a wide variety of musical styles/genres and music from different cultures.
- Any children who show an interest and enjoy singing are invited to join the school choir. This provides an opportunity to make music as part of a larger group and it helps to further develop important ensemble skills which can be transferred to instrumental work, to learn more complex songs, to be introduced to new words and meanings, to develop performance skills and to contribute to the school community.
- Opportunities in KS2 are provided for children to take part in a series of sessions to develop skills in more depth on a specific instrument.
- Some children will be invited to join an instrumental ensemble.
- All children take part in a Christmas Production each year.
- Several times a year children are given the opportunity to hear live music performances by other pupils, staff or visiting musicians.
- Assemblies for special events and the Summer Fair provide opportunities for children to perform.
- Opportunities to contribute to the community through performances outside of school.

General, Transferable Skills

As well as the specific skills that are gained separately through each of the art forms (Music, Drama, Art and Design Technology), all of the Expressive Arts disciplines also contribute to the more general, transferable skills which we want our children to learn about and develop:

- Turn taking
- Cause and effect
- Listening
- Respect of others
- Emotional Literacy
- Development of conversational skills
- Supporting speaking, reading and language development
- Self- control
- Self- confidence
- Working on something over time
- Being part of a group
- Working together
- Experimenting, evaluating and refining work
- Making a positive contribution to society (in class, school and the wider community)

Impact

Over time, children will develop skills in a variety of art forms and gain an increase in the understanding of a variety of mediums. They will use their skills and knowledge as a way of being able to express themselves and through the arts they will contribute positively to their class, school and the wider community. The arts will provide the children with an opportunity to come together and share in a common experience and can enhance their learning in all other areas of the curriculum. Children will learn important transferable skills that they can take into their adult lives. They will have been introduced to a wide variety of artistic opportunities which for some children will promote a lifelong love of the arts. The skills and knowledge that they have acquired can be used to support their wellbeing, both now and in the future.