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Expressive Arts and Design



**Woolgrove School,
Special Needs Academy**
Live, Laugh and Learn
Together

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Drama, Music, Art and Design Technology

At Woolgrove we recognise that the arts have an important role in supporting our children in their learning and development. We want to ensure that children have regular opportunities to access arts activities within school as this contributes to improved learning across all areas of the curriculum. **The arts are also a valuable learning tool that can be used to enhance and develop understanding in all subjects within the curriculum.**

The arts provide children the opportunity to explore new things and develop creativity. It helps provide a greater understanding of the world around them and can be used as a way to introduce them to different cultures, religions and experiences.

The arts contribute to wellbeing and helps to develop self-worth. They also help to develop important skills such as communication, social skills, understanding and expressing of emotions and developing resilience. It allows children to be part of something larger than themselves or their individual class and provides a way for children to contribute to both the school community and the wider community around them.

At Woolgrove we want children to enjoy and learn from the process of making art and put a lot of emphasis on having opportunities for exploratory and open-ended activities. Teaching staff receive evidence-based training to support how they approach Expressive Arts and Design (EAD) teaching and provide creative projects for their pupils. They encourage experimentation and consider where particular skills and knowledge should be shared with children to enhance their confidence and increase their enjoyment of further exploration and development of their own ideas. Staff celebrate the process and are not always focused on the final result. Artistic projects and endeavours are centred around curiosity, interest and aspirations.

Intent

Expressive Arts and Design (EAD) at Woolgrove School includes the exploration of art, design and technology, drama, music, dance and movement across the curriculum and throughout all age groups and pathways. Opportunities to experience and explore all these subjects throughout the timetable and across the week should be embedded into the school day and curriculum to support children in their overall development and learning as well as to encourage enjoyment and engagement.

Children should be introduced to new skills and concepts through adult led sessions as this helps them to progress in their learning and gives them confidence to try new things and experiment further. Regular opportunities should be given to provide and encourage children to explore and experiment with the mediums they are introduced to, focusing on the process and encouraging them to develop their own ideas and creativity.

How the children at Woolgrove access EAD will change as they move through the year groups and through different pathways. The activities planned and creative opportunities offered will be chosen to best support the children at the developmental stage which they are at.

As they move through the school, pupils will be encouraged to develop a love of the arts and to find those aspects of the arts which they are particularly interested in and enjoy. They will develop a curiosity to try and experiment so that they become creative artists who use the arts to express themselves and explore their feelings. The arts will be used to help our children feel a sense of self-worth, achievement and to understand they are part of something bigger than themselves. Engaging in the arts will contribute to the development of our children's communication skills, develop important social skills and help them to understand more about the world and people around them. The arts will encourage the children to become more aware and tolerant of different cultures and of people who come from diverse backgrounds. It is hoped that as the children leave Woolgrove they will take artistic skills and interests with them which they can continue using and developing in the next stage of their school life and into adulthood.

Implementation

Using the EYFS framework and Key Stage 1 National Curriculum as a basis we have designed the Woolgrove's Expressive Arts and Design 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. The assessment criteria have been broken down into smaller objectives all of which have been chosen to allow the children to take small steps to progress in their artistic development. These objectives support teachers in assessing the children's progress and appropriate next steps. These objectives are taught in a variety of ways across the school depending on our children's needs. Each child's progress in each artistic area can be evidenced through the TrackAble platform.

In the EYFS classes it is recognised that the arts can often be intertwined and multi-artistic experiences and opportunities for exploration are provided. This goes alongside the introduction of skills and concepts which help to provide a foundation of knowledge enabling children to access and explore artistic experiences at a greater and more enjoyable level. In Pre-Formal classes regular arts experiences are offered which help facilitate the children's development in the areas of communication, movement and PSED. In Semi-Formal 1 classes art skills are introduced as exploratory lessons where art and music learning/ creativity is encouraged and engaged with. Much of this experience is provided during Play and Learn, intensive interactions, exploratory and enabled environments and Attention Autism. In Semi-Formal 2 classes and our Formal pathways we have timetabled music and art lessons which focus on different skills and areas of learning to ensure that all aspects of each art form are explored. Use of the arts are often also linked to the class topic or other area of the curriculum and used to help enhance learning and understanding across the curriculum. In these pathways more specific skills are taught and in the Formal classes, where appropriate, opportunities are also given to take part in projects which span multiple sessions, giving pupils the possibility to plan and develop art work over time.

The school's Long Term Plan and the Skills and Knowledge Overview ensure that all aspects of the curriculum are covered and that the skills and knowledge taught are progressive

between pathways. Planning groups then work together to plan arts lessons and experiences which are appropriate for their specific children in any academic year, adapting the content to reflect what is needed to ensure all aspects of the art form are experienced as well as ensuring that the class' interests and the pupils' level of development and next steps are taken into account. Across all teaching the children's needs are at the centre of our planning. We aim to ensure that all opportunities are relevant for each child's developmental stage and will help them develop their personal aspirations, hobbies and interests.

In all pathways children are given space and time within the school timetable for open-ended opportunities and experiences to explore the arts independently within child-initiated learning.

To encourage children to contribute to and feel part of the wider school regular art events are organised throughout the year which children are encouraged to be involved in either as a participant or as an audience member. The arts are celebrated and considered an important part of school life and each child's experience at Woolgrove.

Art and Design

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 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.

We recognise that art is a valuable learning tool that can be used to enhance and develop all areas of our curriculum through Exploratory Lessons. Teaching staff receive evidence-based training to support how they approach creative projects with pupils. From this our staff know to think about what skills are required to be learnt and not just the final result. Artistic projects and endeavours are always centred around curiosity, interest and aspirations.

Equal opportunities are what lie at the heart of all that we do at Woolgrove to support the community we have built as a school. In this vein we have various annual projects and celebrations to showcase this with an EAD light such as our arts-fortnight as pictured below.

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	- Experiments with an increasing range of media (tools, materials) through multi-sensory exploration. - 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. - To make models by manipulating materials and tools, using boxes, playdough and clay. Develop motor control through Physical Development to develop the use of tools.	- Notices and becomes interested in the cause and effect of using different materials. - 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 know what drawing, painting, modelling is.
Pre-Formal	Refining of skills taught in EYFS	Refining of knowledge taught in EYFS Begins to comment on their work.
Semi-Formal 1	- Uses 3D and 2D structures to explore materials and/or to express ideas. - Begins to use a variety of mediums to represent actions and objects based on imagination, observation and experience. Uses various construction materials for a purpose, e.g. joining pieces, stacking	- Enjoys and responds to playing with colour in a variety of ways, for example combining colours. - Comments on how colours change. - Knows ways to frame the space they are working on. To be able to describe textures and properties of materials e.g shiny, dark, light, etc

	vertically and horizontally, balancing, making enclosures and creating spaces.	
Semi-Formal 2 *Taught through attention autism*	• Uses their increasing knowledge and understanding of tools and materials to explore their interests and develop their thinking. • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	• To know about the work of an artist and make links to their own work through trips to galleries. • To know the names of the primary colours. • Continues to explore colour and how colours can be changed, including learning about secondary colours.
Formal	• To use a range of materials creatively to design and make products for a purpose. • Share their creations, explaining the process they have used. • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Responds imaginatively to art works and objects • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Investigate feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.	• To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • To know the tertiary colours. • To know that if primary colours are mixed that they make a tertiary colour. • To know the vocabulary of shade when describing colours, light, dark, lighter, darker. Develop their language to be able to comment on the art they see (this can be consolidated on trips to galleries).

Drama

At Woolgrove 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 and actions.

All staff are mindful that drama is already a natural part of many children's lives in the form of make-believe play and roleplay. This enables them to make sense of their identity by exploring meaningful fictional situations and copying real life situations that parallel the real world. Through play and intensive interactions we nurture this and provide opportunities for children to develop skills in role-play and make believe play both within the classrooms and at playtimes.

There are a number of tools we use to encourage communication, storytelling and drama:

- Enabled environments are used to support story-telling and drama where simple items and resources can be reimagined for the purpose of the user. In these lessons both children and adult are 'creative equals' and elements of intensive interaction can often be observed.
- Scaffolded drama activities provide opportunities to explore each class' 'big book'. Here props can be introduced, scenes can be practised, sets imagined from simple linked items and resources.
- Objects and exploration of the different senses can be provided within multi-sensory stories.
- Helicopter stories are used to help children create their own stories and communicate their ideas. Alongside their own words there is an element of movement and improvised drama as children act out their stories and become the characters they have created.
- Small world play and the use of puppets are used during storytelling and Play and Learn.
- Role play boxes provide opportunities to pretend to be a grown up and explore the role of different jobs for the future.

The theme from all of these approaches is based heavily on interaction with our children, role play and celebrating ideas. Drama is used across the curriculum and assessed through observations and using the objectives found in the Speaking and Listening targets on TrackAble.

Children at Woolgrove are given opportunities to see drama performances through visiting storytellers and a visiting theatre performance each year. Some pupils are able to engage in trips to the local cinema.

Music

Music contributes to all areas of the curriculum and should be integrated into every class' planning. It will be used to prompt routines, 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 and provides opportunities to support regulation and understanding of emotions as well as providing opportunities to have fun and support wellbeing. Music contributes to the wider school curriculum, making large contributions towards PE, RE, PSED and UW.

In addition to this each class should have specific music sessions throughout the week where the children will be encouraged to come together for a shared musical experience. The length and frequency of these sessions will vary depending on the pathway and developmental needs of their children.

In EYFS classrooms opportunities are provided for children to explore sounds and make connections both individually and as part of a group, as well as opportunities to use music as part of a combined art exploration. They should begin to be introduced to simple rhymes and singing and the concepts of movement to music and moving in time to the pulse. EYFS classes have a discrete music lesson to introduce key musical skills each week. Music will also be seen to be used throughout the day as an important part of managing routines, introducing and enhancing learning concepts across the curriculum and as part of Play and Learn experiences.

Singing should continue to be an important element of the music provision in Pre-Formal and Semi-Formal classes and music should be used to enhance learning experiences. The children should continue to be provided opportunities to explore and use instruments and should be given space and opportunities to explore sounds and to create their own music and musical experiences to help develop their curiosity and creativity. These experiences can be included within Play and Learn, intensive interactions, sensory stories and Attention Autism sessions and as part of the routine of the day.

In Semi-Formal 2 and Formal classes the focus is on developing musical knowledge and skills relating to the half-termly music topics within a discrete music lesson each week. Opportunities to access open ended creative music experiences and activities which allow the children to further explore independently what is being introduced in their music lessons should also be provided within Play and Learn activities.

All pathways follow the same music topics/knowledge areas. Each year the topics are revisited, building on the children's previous skills and knowledge. The way the children will be exposed to and experience these different dimensions of music will vary depending on the pathway and the developmental level of the children in each class, reflecting where they are at on their musical journey. The Long Term Music Plan provides teachers with examples of music and activities that can be used to support each of these areas for children at different developmental stages.

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.

Early Composition Experiences

All children across the school should be given opportunities to explore sounds and how they can fit together with open ended creative experiences where their music is not considered right or wrong. Children will start by simply exploring cause and effect, intentionally choosing a variety of sounds to become sounds makers then beginning to improvise and create more recognisable patterns. For those that are ready they will then be introduced to ways to more formally compose their own music and organise their sounds whilst continuing to be provided with opportunities for improvised play.

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

- All children that are able to transition come together to take part in communal singing within class assemblies, singing assemblies, department and whole school assemblies which are planned to take place a number of times throughout the year.
- Regular listening provides opportunities throughout their time at school to hear a wide variety of musical styles/genres and music from different cultures and to celebrate and link to the different diversities represented in school.
- All children are given an opportunity to take part in a Christmas Production each year or an alternative shared musical experience that is more appropriate to the children's needs.
- A number of times throughout the 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.
- Any children who show an interest and enjoy singing are invited to join the school's Singing Group. 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.
- Musical workshops provide experiences for children from across the school to explore playing different instruments and being introduced to different sounds.
- Opportunities in Key Stage 2 are provided for those children identified to be ready to take part in a series of sessions to develop skills in more depth on a specific instrument.
- The school has instrumental ensembles who meet regularly to develop musical skills.
- There are opportunities to contribute to the wider community through performances outside of school. E.g. Christmas church service with other local mainstream schools and the Hertfordshire Music Service's Schools' Festival at the Royal Albert Hall.

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.