



The Cedar School Creative Arts Curriculum

Our hopes for a Cedar child

Communication

Pupils will learn to develop their communication skills by engaging with a range materials and resources that make expression in a wide range of ways. Creativity from a range of sources both historical and from the modern world will be used to further pupil's self-expression skills. Pupils will encounter a range of resources and industries that encourage them to find increasingly complex ways to express themselves now and in the future.

Empowerment

Pupils will be empowered to engage with interesting and challenging source material. They will work to express their thoughts and ideas in creative and functional forms. Pupils will work towards a maximum level of independence and work experiences that reflect their potential.

Discovery

Pupils will discover a range of materials and equipment that challenges their thinking. They will find out about the potential for the arts in their personal and professional lives as well as the role the arts can play in their practical needs and their mental wellbeing.

Aspiration

Pupils will learn to develop skills relevant to their age and stage of development. Engaging and challenging source material will be used consistently. Where appropriate pupils will have the necessary skills to embrace formal learning and accreditation in their future education.

Resilience

Pupils will develop personal experiences to develop their own resilience to a range of expressive arts and cultural events. They will experience food, objects and materials that they are familiar and unfamiliar with.

Principles

Our Arts curriculum encompasses Art, Design technology and Music.

It is based on the key skills needed to make sense of the creativity and functional design in the world. It will encompass independence skills, self-expression and cultural events.

Our approach aims to increase pupil's skills throughout all 5 key stages with an increasing understanding of creativity, design and manufacture.

We teach these subjects during 12 immersive discovery days each year as well as a weekly class session to provide reinforcement and practice opportunities for skills.

Arts education will also be developed through lunchtime clubs and extra-curricular opportunities.

Elements of the Arts curriculum will also be a vehicle for other studies as pupils learn to express and record their studies. Independence will be a key strand developed during the arts curriculum and its application in wider learning.

Content in all Key stages reflects the important part the arts play for our pupils in expression, independence and future work opportunities.



Approach within developmental stages	
Pre formal stage	Pupils will work on developing targets from the Engagement profile with inspirational and exciting experiences chosen from their Key Stage in the humanities curriculum.
Semi formal stage	Pupils will work on developing early targets from the arts curriculum through practical, real life and play based experiences. These will be in the context of inspirational and exciting experiences chosen from their Key Stage in the arts curriculum.
Formal stage	Pupils will work on increasingly more subject specific targets from the arts curriculum through practical, real life and more formal learning experiences. These will be in the context of inspirational and exciting experiences chosen from their Key Stage in the arts curriculum. Pupils will study for accreditations.
Further Study	Pupils who complete the Cedar arts curriculum could choose to study Art, DT or other related courses at GCSE or on other accredited courses.





Age	Context for learning	Examples
KS1	<p>Art and design around me.</p> <p>Artists and designs that have direct impact on my life and my family.</p> <p>Food at home and at school.</p> <p>Experiencing a range of materials and techniques using everyday resources for example: paint, dough, papers and cards, 3D objects, fabric, natural items.</p>	<p>Free exploration of art and design resources.</p> <p>Art and design related to literature and other topics that are being studied.</p> <p>Using the environment to create.</p>
KS2	<p>Art and design in my wider community</p> <p>Artists and designs that have influenced my community and my city</p> <p>Artists and designs that influence or reflect the cultures that make up my community and my city.</p> <p>Artists and designs that influence or reflect leisure activities in my community or my city.</p> <p>Experiencing a range of materials and techniques using the resources from KS1 as well as: clay, tiles, metals and stones, an increasing range of specific art materials such as marbling inks and wax resist materials.</p> <p>Consider Arts Award – end of Key Stage</p>	<p>Art and design related to other studied areas of the curriculum.</p> <p>Southampton art gallery</p> <p>LS Lowry</p> <p>Monet</p> <p>Totton brickworks</p> <p>Local restaurants, shops and artists</p>
KS3	<p>Artists and designs from a range of industries (including food, farming and fashion)</p> <p>Artists and design from across the UK.</p> <p>Experiencing a range of materials and techniques using the resources from KS1 and 2 as well as industry specific tools and materials such as sewing machines and wood working tools.</p> <p>Consider Arts Award</p>	<p>Art and design related to other studied areas of the curriculum.</p> <p>The UK arts industry</p> <p>UK galleries</p> <p>Upcycling resources</p> <p>Creating items to sell</p>
KS4	<p>Artists and designs from a range of world cultures.</p> <p>Artists and design that influence or reflect the environments of the world.</p> <p>Artists and designs that improve and reflect the future independence of students.</p> <p>Experiencing a range of materials and techniques using the range of resources from KS1, KS2 and KS3 as well as a range of resources designed for future independence such as switch systems, washing machines and adapted domestic technology.</p> <p>Consider Arts Award</p>	<p>Art and design related to other studied areas of the curriculum.</p> <p>Artists from a variety of world cultures e.g. aboriginal</p> <p>Environmental design</p> <p>Independent living skills</p> <p>Creativity for mental health</p>



C	Core skills	Design skills	Evaluation skills
4	With help, pupils begin to assemble components, for example, placing bricks together.	They explore materials systematically for example, tearing paper for a collage.	They are aware of starting or stopping a process.
	They contribute to activities by coactively grasping and moving simple tools, for example, a glue spreader.	They explore options within a limited range of materials, for example, adding grapes to a fruit salad.	
	They make marks intentionally on a surface with fingers or tools for example, pressing objects into clay.	They repeat an activity to make the same or similar effect.	
	They show an active interest in a range of tools and materials, taking part in familiar activities with some support.		
5	They choose tools and materials that are appropriate to the activity for example, picking brushes for painting.	They show preferences for activities and begin to carry out simple processes.	They demonstrate preferences for products, materials and ingredients, for example, selecting a filling for a sandwich.
	Pupils use a basic tool, with support, for example, pushing a roller.		
	They show they can create and apply familiar techniques to a task for example, shaping malleable materials.		
6	They imitate the use of tools, materials and simple actions for example, cutting.	They start to use tools, materials and simple actions to produce a piece of work.	Pupils recognise familiar products and explore the different parts they are from.
	They practise new skills with less support, developing their knowledge of the process of making for example, gathering suitable resources.		They begin to offer responses to making activities, for example, suggesting the colour or shape of a product.
7	Pupils operate familiar products, with support, and explore how they work. They use basic tools or equipment in simple processes.	They purposefully choose colours or techniques.	They begin to communicate preferences in their designing and making, for example, adding selected felt shapes to fabric.
	They show confidence in using a variety of processes and make appropriate use of tools and materials.	Working in two or three dimensions they intentionally represent or symbolise an object or an emotion.	
8	With help, they manipulate a wider range of basic tools in making activities, for example, joining components together to make their product.	They begin to contribute to decisions about what they will do and how, for example, communicating their approval of features of a process.	They use a growing art vocabulary and begin to express meaning in their own work.
	Pupils explore familiar products.		They know that paintings, sculptures and drawings have meaning.
			They communicate views about them when prompted.



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9	Use a range of small tools, including scissors, paintbrushes and cutlery.	Make use of props and materials when role-playing narratives and stories.	They share their creations, explaining the process they have used.
	Begin to show accuracy and care when drawing.	Experiments with colour, design, texture, form and function.	Discuss with an adult about plans for an arts skills share.
	Safely use and explore a variety of materials, tools and techniques.		Reflect on the quality of an arts event/ experience.
10	They use a variety of materials and processes to communicate their ideas and meanings.	Build structures, exploring how they can be improved for example made stronger, stiffer and more stable.	They describe what they think or feel about their own and others' work.
		Design and make images and artefacts.	Explore and evaluate a range of existing products.
	Experience of one or more arts events/ experiences	Participate in any art form and improve personal arts practice.	Give opinion about the arts event/ experience.
	Conduct simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner.		Communicates their reflection/ views about the arts event/ experience.
	Deliver an arts skills share.		
11	Select from and use a range of tools and equipment for practical tasks for example, cutting, shaping and joining.	Design purposeful, functional, appealing products for themselves and others based on design criteria.	Evaluate their ideas and products against design criteria.
	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients.	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and technology.	
End of KS1	Explore and use mechanisms for example, levers, sliders, wheels and axles.		
12 KS2	Understand and use electrical systems in their products for example, series circuits incorporating switches, bulbs, and motors.	Generate, develop and model designs.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
	Understand and use mechanical systems in their products for example, gears, pulleys, levers and linkages.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Use research and develop design criteria.
	Explore the work of great artists, architects and designers in history.		
13	Select from and use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing accurately.	Create sketchbooks to record their observations and use them to review and revisit ideas.	Investigate and analyse a range of existing products.



C	Core skills	Design skills	Evaluation skills
	Select and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional and aesthetic qualities.	Use research and exploration, such as the study of different cultures, to identify and understand user needs.	
	Plan a personal arts challenge that will develop their arts skills.	Draw up and manage an action plan setting specific targets for the arts challenge.	Reflects on their strengths and weaknesses within their chosen art form.
	Can detail of the challenge they have set and why they have chosen it.	Implements and reviews the arts challenge.	Records their progress and development throughout their challenge.
	Creates an action plan detailing how the challenge will be implemented monitor progress and review targets.		Shares their work with others and gather and reflect on feedback.
14	Understand how key events and individuals in design and technology have helped shape the world.	Apply their understanding of computing to program, monitor and control their products.	Communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.
End of KS2	To improve their mastery of art and design techniques, including drawing and sculpture with a range of materials like charcoal, clay.	Design innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.	Evidences their progress as they undertake the arts challenge, for example, activity logs, annotated photographs.
15	Reviews milestones and targets of arts challenge.	Reviews in any appropriate format, including comments on the artistic qualities and creative impact of an event(s)/experience(s).	Review arts events that have been participated in.
	Demonstrates knowledge and understanding of the art form.	Evidences an arts event(s)/experience(s), for example, programme, URL, postcards, tickets, photos, CD or DVDs.	Evidences how the review was shared with others
	Uses language appropriate to the art form share their review with others.		Presents information about meeting arts practitioners and what they have learnt about careers.
			Creates a summary in their own words of what they have found in a chosen area and what influence it has had on their work.
16 KS3	To use a range of techniques and media, including painting.	To use a range of techniques to record their observations in sketchbooks and other media as a basis for exploring their ideas.	Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.
	To increase their proficiency in the handling of different materials.	Identify and solve their own design problems and understand how to reformulate problems given to them.	Test, evaluate and refine their ideas and products against a specification, taking into account views of intended users and other groups.



C	Core skills	Design skills	Evaluation skills
	To become competent in a range of cooking techniques for example, selecting, preparing ingredients, using equipment and applying heat.	Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.	Analyse the work of past and present professionals to develop and broaden their understanding.
	Investigate new and emerging technologies.		
17	Develop an understanding of the history of art, craft, design and architecture, including periods, styles and major movements.	Use an awareness of taste, texture and smell to decide how to season dishes and combine ingredients adapting and using their own recipes.	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
	Cook a repertoire of mostly savoury dishes so that they are able to feed themselves and others a healthy diet.	Understand how more advanced mechanical systems used in their products enable changes in movement and force.	
	Understand the source, seasonality and characteristics of a broad range of ingredients.		
	Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.		
18	Use a variety of approaches for example, biomimicry and user-centred design to generate creative ideas and avoid stereotypical responses.		To develop specifications to inform the design of functional, appealing products that respond a variety of situations.
	Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools		Understand and apply the principles of nutrition and health.
	Apply computing and use electronics to embed intelligence in products that respond to inputs for example, sensors, and control outputs, using programmable components.		
	Understand how more advanced electrical and electronic systems can be powered and used in their products for example, circuits with sound and movement as inputs and outputs.		
End of KS3	Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers and technologists.		
19	The Gold Arts Award is designed for young people aged around 16. Specific guidance should be followed.		

Bold black – Early Learning Goals

Bold brown – Bronze Arts Award

Bold blue – Silver Arts Award