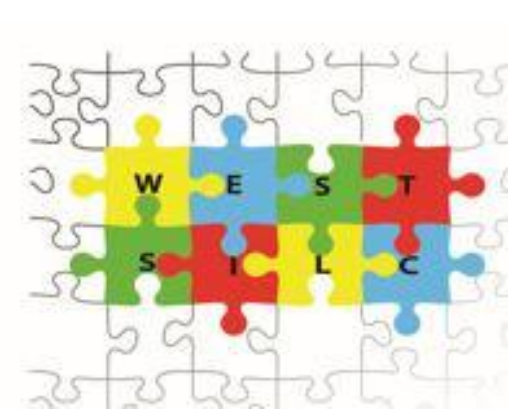


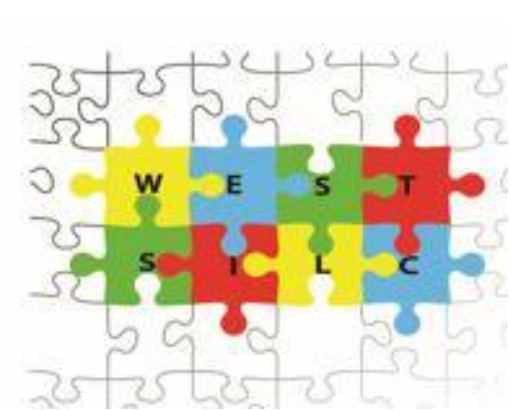


# *Creative Arts at West SILC*



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# Overview

At West SILC, the Creative Arts form a rich and expressive area of learning that encompasses Art, Design and Technology (DT), and Music. Recognising the wide range of our learners' cognitive, sensory, physical, and communication needs, these subjects are delivered through highly personalised and differentiated approaches. Delivery varies significantly between pathways—ranging from sensory-rich, exploratory experiences in informal settings to structured, skills-based teaching in more formal academic pathways—ensuring all learners have equal access and meaningful engagement.

Across all creative subjects, the emphasis is on fostering self-expression, imagination, problem-solving, and emotional literacy. We prioritise relevance, accessibility, and learner-led creativity, ensuring that each learner develops key knowledge and skills in ways that reflect their developmental stage, communication profile, physical needs, and preferred learning style.

Creative Arts may be taught as discrete subjects in more formal pathways or delivered through thematic, integrated topics and continuous provision in early years and informal settings. Cross-curricular learning is a key strategy, with Creative Arts often linked to communication goals, EHCP targets, physical and sensory development, emotional regulation, and life skills. Whether through painting, making, playing, or performing, learners are empowered to explore their identity, build confidence, and engage with the world in meaningful, expressive ways.





A graphic of eight interlocking puzzle pieces arranged in a 2x4 grid. The top row pieces are yellow (W), blue (E), green (S), and red (T). The bottom row pieces are green (S), red (I), yellow (L), and blue (C).

# Subject Intent



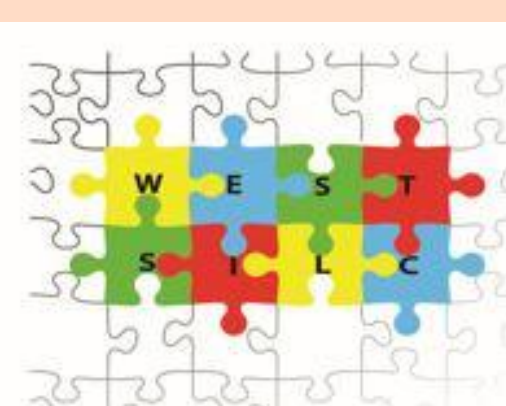
The intent of the Creative Arts curriculum at West SILC is to foster self-expression, creativity, and personal development through engaging and accessible experiences in Art, Design and Technology, and Music. We aim to provide all learners with opportunities to explore ideas, develop practical skills, and express emotions in ways that are meaningful to them. Through a highly personalised approach, the Creative Arts support communication, emotional wellbeing, sensory regulation, and independent thinking, empowering learners to build confidence, take creative risks, and celebrate their individuality.



# Implementation by pathway





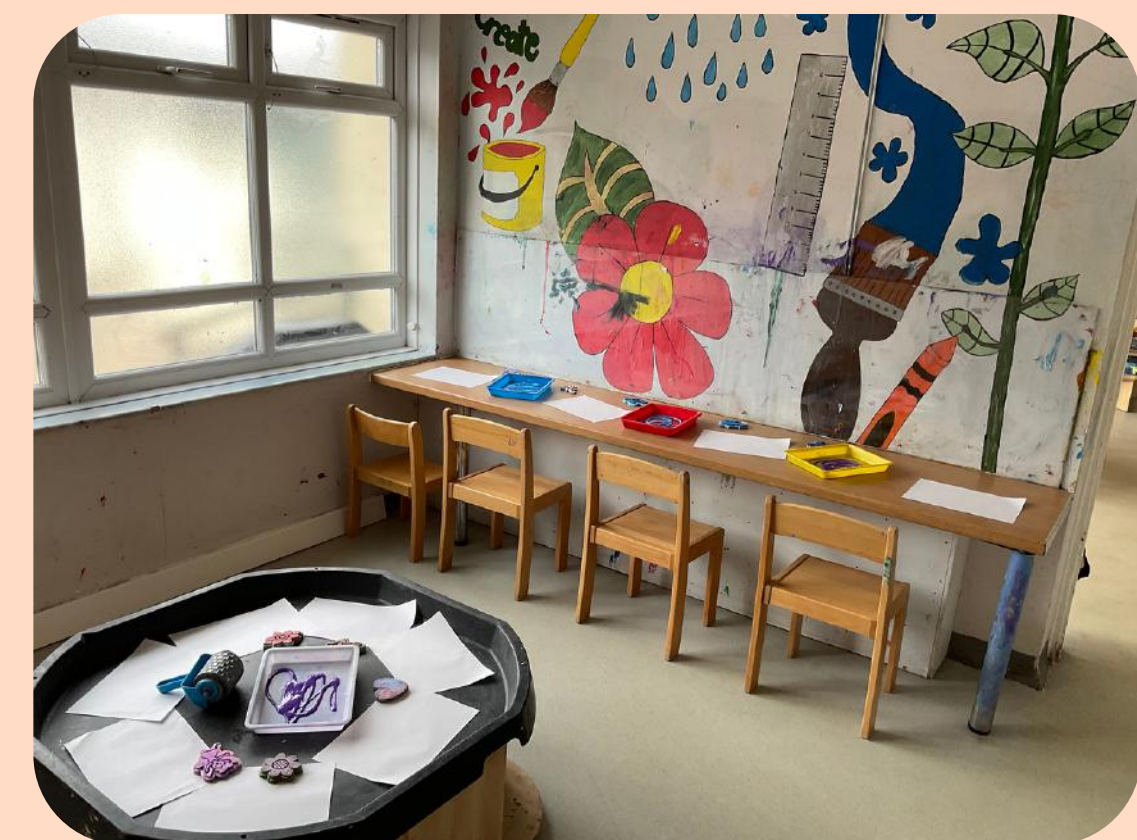


# Explore pathway

Creative Arts are not taught as discrete subjects in the EYFS; however, learners engage with foundational aspects of Art, Design and Technology, and Music through carefully planned continuous provision and child-initiated learning. Within the 'Expressive Arts and Design' area of the EYFS curriculum, children are supported to explore and develop their creativity through sensory-rich, open-ended activities that encourage expression, imagination, and exploration. These experiences promote fine motor skills, communication, and emotional development, while laying the foundations for more structured creative learning in later years.

Examples include:

- Mark-making and painting with brushes, sponges, or hands to explore colour, texture, and self-expression.
- Junk modelling with recycled materials to build imaginative creations and develop problem-solving skills.
- Role play with musical instruments, scarves, or costumes to explore sound, movement, and storytelling.
- Singing songs and nursery rhymes, often linked to stories, routines, or cultural celebrations, to support rhythm, memory, and communication.
- Using natural materials (e.g. leaves, sticks, stones) in outdoor art projects to engage with seasonal changes and the environment.
- Exploring cause and effect through play with light boxes, colour mixing, or materials that change state (e.g. clay, playdough, water).
- These experiences are delivered in a way that is accessible, engaging, and developmentally appropriate, allowing each child to express themselves freely and begin building the creative skills they will continue to develop throughout their school journey.





# Engage and Aspire Pathways

At West SILC, Creative Arts are not taught as discrete subjects for many learners due to the nature of their complex learning, sensory, and communication needs. Instead, learners access elements of Art, Design and Technology, and Music through a holistic, integrated approach that prioritises meaningful engagement over subject boundaries. Creative experiences are embedded into the daily routine through continuous provision, thematic exploration, and multi-sensory activities, allowing learners to express themselves in ways that are developmentally appropriate and emotionally resonant. learners in Engage experience music as an effective cue to support transitions, using familiar songs to signify key moments in the day such as the days of the week, lunchtime, and home time. learners also engage with creative elements through Attention Time sessions, where stimulating and visually engaging activities—such as paint splashes, shaving foam patterns, or coloured water play—capture attention and inspire curiosity. Similarly, continuous provision in classrooms might include access to mark-making stations, musical instruments, tactile art materials, or construction areas, enabling learners to explore colour, sound, texture, and movement at their own pace. These experiences are designed to be immersive, accessible, and emotionally positive, helping learners to develop self-expression, sensory regulation, and communication in ways that are meaningful and enjoyable to them.



# Connect Pathway



In the Connect pathway, Creative Arts—comprising Art, Design and Technology (DT), and Music—are taught as discrete subjects, following a clear, progressive curriculum as shown in the cycle overviews. While the subject areas are distinct and timetabled individually, the teaching approaches are highly adapted to ensure accessibility and engagement for all learners.

Creative Arts lessons are designed to be practical, multi-sensory, and meaningful, with an emphasis on process over product. Learners explore materials and concepts through hands-on experiences, such as painting with different tools, building simple structures, playing instruments, and engaging with rhythm and sound through movement. Teachers adapt the content to reflect learners' communication profiles, physical needs, and sensory preferences, using visuals, repetition, modelling, and prompts to support understanding.

Themes are chosen to be relevant and inspiring, ranging from African patterns and musical instruments to healthy food design and digital art, ensuring all learners can connect to the learning in a real-world, expressive context. This balance of structure and flexibility allows learners in the Connect pathway to experience high-quality, specialist arts education while ensuring that each session is developmentally appropriate, engaging, and inclusive.





# Connect Pathway- Primary

Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Art Portraits (Drawing)	DT Free standing structures	Music Exploring Instruments (Dynamics and Tempo)	Art Colour Chaos- Explore colour and mixing colours (Painting)	DT Food healthy picnics	Music Making seascapes (Dynamics and Pitch)
2	Art minibeast patterns (Printing)	DT Moving toys (mechanisms)	Music Music and Movement (Dynamics and Tempo)	Art Sculpture characters	DT Textiles - puppets	Music Tuned percussion and Keyboard skills (Pitch and Rhythm)
3	Art Printing – African & Animal patterns	Music Chimes and Bells (Pitch and Timbre)	DT Textiles - Design and make a shopping bag	Art Photography/ digital art	Music Cartoon themes (Rhythm and Dynamics)	DT Eat a Rainbow (fruits and vegetables)
4	Art Landscapes painting	DT moving vehicles. Wheels and axels	Music Making Soundscapes (Pitch and Dynamics)	Art – Collage outfits for different occasions	DT- Design and make a light house	Music Variations on Familiar songs (Tempo and Rhythm)

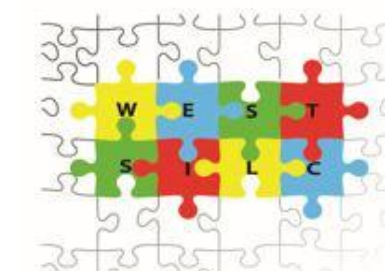






# Connect Pathway- Secondary

Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Art Landscapes and seascapes (painting)	DT – Textiles – make do and mend	Music Untuned or Body percussion (Rhythm and Tempo)	Art- 3D Ceramics	DT Preparing fruits and vegetables	Music Musicals (Pitch and Dynamics)
2	Art Egyptian Hieroglyphics  (Printing)	DT – Castles Structures	Music Music and the Zones of Regulation (Listening/ Composition)	Art Collage postcards	DT Slingshot cars (Mechanical systems)	Music Soundtracks (Performance skills)
3	Art Cityscapes (Drawing)	DT Structures (windmills)	Music Samba (Rhythm and Dynamics)	Art Collage - mosaics	DT – Food from different cultures	Music Music for dancing (Tempo)
4	Art – Painting – mixing colours	DT Textiles Applique aprons	Music Being a Band (Performance skills)	Art Statues (Sculpture)	DT Indian foods Art – Photography/digit al art	Music The Orchestra (Pitch and Timbre)
5	Art – Photography /digital art	DT – Following Healthy food recipes	Music Around the world (Pitch and Rhythm)	Art Weaving	DT Electrical systems – make a Chinese lantern	Music Favourite music (Performance skills)



# Climb pathway



In the Climb pathway, Creative Arts are taught in a more formal, subject-specific manner. learners access a structured and sequenced curriculum across Art, Design and Technology (DT), and Music, with each subject taught discretely to support knowledge progression, skill development, and subject fluency.

Learning is clearly mapped across cycle years, with a focus on building technical skills, artistic expression, and musical understanding over time. For example, in Art, learners explore a wide range of media and techniques—from painting and sculpture to digital art and textiles—often inspired by real artists or themes. In DT, learners engage in design processes, developing functional products using mechanisms, structures, circuits, and food technology, often linked to real-life purposes. Music lessons cover performance, composition, rhythm, pitch, and dynamics, allowing learners to develop both instrumental and vocal skills through units like drumming, musicals, and global music traditions.

Throughout, learners are supported to reflect, evaluate, and present their work, preparing them for formal accreditation pathways where appropriate. Although teaching is more structured, lessons remain practical, engaging, and inclusive, enabling learners to achieve success through clear expectations, scaffolded tasks, and accessible resources.





# Climb pathway- Primary



Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Music Musical skills (Tempo, Dynamics, Rhythm, Pitch)	Music Favourite songs (Performance skills)	DT Structures	DT Cooking and nutrition	Art Into the woods. Andy Golds worthy	Art landscapes and cityscapes
2	Music Musical skills (Tempo, Dynamics, Rhythm, Pitch)	Music Toys (Composition/ songwriting skills)	Art Weather and seasonal art	Art Sketch, drawing and self- portraits	DT Mechanisms- sliders and levers –	DT 3D Modelling and Sculpture
3	Music Musical skills (Tempo, Dynamics, Rhythm, Pitch)	Music Music and the Zones of Regulation (Composition/ songwriting skills)	Art Colour Chaos	DT Food technology	Art Textiles and printing	DT Fabric bunting
4	Music Musical skills (Tempo, Dynamics, Rhythm, Pitch)	Music Our town (Performance skills)	DT Mechanisms – wheels and axles	Art prehistoric art	Art Collage	DT Nature Sculpture

# Climb pathway- Secondary



Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Music Musicals (Performance Skills - Dynamics and Tempo)	Art Drawing – my local area	DT Castles (Structures)	Music Travel (Songwriting Skills- Rhythm and Pitch)	Art Sculpture (Picasso Timber Sculptures)	DT Healthy picnics and packed lunches Food technology
2	Music Samba/ Drumming (Performance Skills- Rhythm and Dynamics)	Art Painting – the seasons (colour mixing)	DT Building a Tudor House (Structures)	Music Around the world (Composition Skills - Pitch and Timbre)	Art Food art (collage)	DT Textiles- Design and make a reusable bag
3	Music Favourite People (Performance Skills- Dynamics and Tempo)	Art Painting (Inspired by artists depiction of rivers and water)	DT Design and <u>Make</u> a Viking themed CAM toy	Music Favourite Places (Songwriting Skills-Rhythm and Pitch)	Art 3D – using clay Animals and family	DT Mighty Mascots (Mechanical systems – Pneumatics)
4	Music Soundtracks (Performance Skills- Rhythm, Pitch,	Art Digital art- Postcards from European Countries	DT Textiles – WW2 Make do and Mend	Music Nature Soundscapes (Composition Skills - Timbre)	Art Las Fallas Sculpture using junk materials	DT Design and make a lighthouse (circuits)



# Elevate pathway

In our Elevate pathway, the Creative Arts curriculum at Key Stage 3 and 4 encompasses Art, Design and Technology (including Textiles and Food), Music, and vocational options, providing a broad and engaging learning experience within mainstream settings, differentiated to suit individual needs.

At Key Stage 3, learners access:

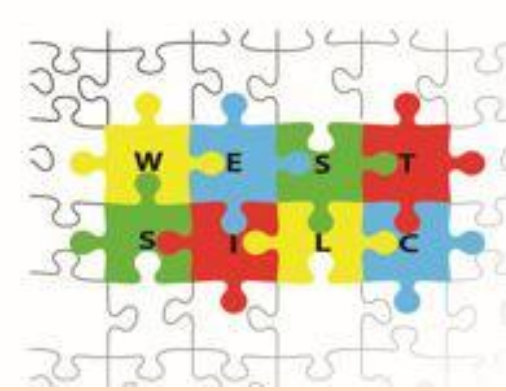
- Creative Design lessons (four per fortnight), delivered in structured blocks alternating between Art and Design Technology. Learners explore artistic concepts, study influential artists, and apply their understanding in practical DT and textiles projects.
- Food Technology (one lesson per fortnight), which combines hands-on cooking sessions with theoretical knowledge around nutrition, health, and safety.
- Music (two lessons per fortnight), where learners explore a wide range of genres—from classical to grime—and develop practical skills by learning to play instruments such as the keyboard and ukulele. Lessons are taught by specialist staff in resourced classrooms, promoting both creative expression and musical understanding.

At Key Stage 4, learners can tailor their creative pathway by selecting from a range of vocational and academic options, including:

- Music, studied through the RSL Performing Arts Award, with a focus on performance, composition, and musical appreciation.
- Engineering, Construction, Textiles, or Hospitality and Catering, enabling learners to gain practical skills and knowledge in industry-relevant contexts.
- Across both key stages, Creative Arts are delivered by specialist teachers in dedicated environments, ensuring high-quality learning that nurtures creativity, independence, and real-world application.







## WAIP



In creative at KS3, we have two lessons a week where the topics are personalised to fit the learners. Topics are themes such as cars, food and portraits. learners will create paintings, sculptures, and arts and crafts. Learners will use a selection of materials ranging from acrylic paint and water colours to clay and glue guns. They will learn about different artist such as David Hockney and Keith Harding in order to seek inspiration when creating their own pieces based upon the artist. They are encouraged to use ICT to research artist or to support their progression with different techniques such as drawing and knowledge of materials.

In KS4 we communicate and work closely with our partnership schools ensuring smooth transitions for learners, we follow national curriculum guidance as well as the specifications for the exam boards that each individual learner's schools follows.

The art curriculum is structured around themes this allows the exploration of concepts, ideas and knowledge as well as personal interpretation. learners learn the formal elements in art, the Formal Elements are the parts used to make a piece of artwork, these are: line, shape, form, tone, texture, pattern, colour and composition. learners are taught the formal elements in a variety of ways they then apply these for self - expression and personal growth.

The art teacher strives to know the SEMH need and SEND for each child, know the preferred learning style of each child, utilising the TA's skills set and their knowledge of each child. The teacher develops techniques with the learners in the classroom to cater for differing needs.





# WAIP

Pathway:		Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AIP	West 11	7 Art	<b>Mexican Festival</b> Study the Day of The Dead Festival. Gain knowledge, skills and understanding based on the culture		<b>Masks From around the world-</b> research and creation Mono Printing Poly Printing Pastel Work Card construction	<b>Masks From around the world-</b> research and creation Mono Printing Poly Printing Pastel Work Card construction	<u>Art work in a style of artists</u>	<u>Landscapes</u> - Students will experiment with colour by using the colour theory. Students will then apply their knowledge when creating their own landscape pictures.
		10 & 11 GCSE Art & Design	<b>Continual Art Process: Students choose a theme or are presented with a theme via school links. This begins when they start with us rather than in a particular term slot. They will then build their Art portfolio based on this including the following research sheets: Brainstorm/moodboard, initial research page to include primary/secondary sources, artist research (2 artists minimum). Developing ideas and final piece design. A personal response to the theme with a final piece. From January this process will repeat from the beginning with the Exam topic from exam board of school choice.</b>					
	West 14	10 & 11 AQA Units Art	(Shortened version of above) Positive Engagement in an Art Project	Mono printing Watercolour	(Shortened version of above) Positive Engagement in an Art Project	Mono printing Watercolour	(Shortened version of above) Positive Engagement in an Art Project	Mono printing Watercolour

# Impact

- learners develop confidence, creativity, and self-expression through engaging in a wide range of art, music, and design-based activities that are tailored to their individual needs, interests, and abilities.
- Learners acquire practical, transferable skills—including problem-solving, fine motor control, and collaboration—which support their broader personal development and prepare them for future learning, accreditation, and life beyond school.
- Creative Arts enhance communication and emotional wellbeing, providing learners with alternative ways to express thoughts, feelings, and preferences, particularly for those with complex or non-verbal communication needs.
- All learners, regardless of cognitive or physical ability, access rich cultural and creative experiences, contributing to their understanding of the world and enabling them to explore and celebrate their own identities.
- Progress in the Creative Arts is evident through increased engagement, independence, and pride in achievement, as shown in learners' participation, portfolio work, performances, and personalised assessment outcomes across all pathways.





# Assessment

Assessment in Creative Arts is adapted to suit the diverse needs and curriculum pathways of each learner. While Creative Arts are not assessed as discrete subjects for all learners, progress is tracked through a combination of holistic and formal systems tailored to each pathway.

**Connect and Climb Pathways:** learners' progress in Creative Arts is tracked using Evidence for Learning (EfL), which captures individual achievements through photos, videos, and teacher observations. Assessment focuses on practical skills, creative expression, and the application of learning in real-world, hands-on contexts.

**Elevate Pathway:** learners follow the mainstream assessment framework, accessing the full Creative Arts curriculum. They may work towards qualifications such as GCSE Art and Design, Hospitality and Catering, or Performing Arts Awards (e.g. RSL in Music), ensuring alignment with their mainstream peers and supporting progression into further education or vocational pathways.

**WAIP:** learners are supported by West SILC staff but remain on the roll of their home mainstream schools. Creative Arts progress is reported directly to the home schools, with learners continuing to follow their school's accreditation pathways, including GCSEs or vocational awards where applicable. Teaching is further adapted to meet individual needs, ensuring learners engage meaningfully with the subject matter while building confidence, skills, and self-expression.

This flexible approach ensures that creative potential and achievement are captured, celebrated, and used to inform next steps, no matter the learner's starting point or educational setting.

