

Creativity and Work Related Learning- Curriculum Mapping

Vision: To support; engagement with the world and other people, interest, curiosity, exploring, practising, consolidating and creating, at first perhaps by accident and discovery, and then intentionally.



Skill	Branch 4 (SLD)	Branch 5 (SLD)	Branch 6 (SLD)	Branch 7 (SLD)	Branch 8 (SLD)	Branch 9 (SLD)	Branch 10 (SLD)
Design and Technology		Shows an awareness of the purpose of familiar objects Looks at images with interest and shows a preference	Shows an awareness of the purpose of familiar tools Names a single property of an image or object	Uses tools for a purpose with adult modelling Can describe what they are doing using a single action word/ sign/ symbol Can use a phrase to describe what they see, using familiar properties – shape, colour, texture, feeling	Selects and uses tools to assemble and join materials Selects and uses tools purposefully to shape materials	Constructs with a purpose in mind, using a variety of techniques and materials Plans out a sequence of actions using visual supports Can state a difference between two images or objects	Uses simple tools and techniques competently and appropriately Plans what they want to create in words, symbols or images Can say what they want to change about their work and why
Creative Performance	Moves whole body to sounds they enjoy Shows preferences for certain body movements Shows an interest in the way musical instruments sound	Imitates and improvises actions they have observed Moves to music, attends to rhymes and songs, sometimes joining in	Understands how to create different sounds by banging, shaking, tapping or blowing Joins in the performance of a favourite song Adapts their movements to different props e.g. ribbons, boxes, lycra	Can tap a steady beat Performs a few familiar songs Joins in with familiar dances and ring games independently Copies an action they have seen before in response to music	Explores and learns how sounds can be changed - Volume, pitch tempo Can move rhythmically Copies a simple sound pattern Remembers a sequence of two actions Creates their own movements as a response to music	Intentionally uses the different sounds that can be made from an instrument Can perform a pre-rehearsed dance or song in a group	Can create their own dance with a set structure Can perform a pre-rehearsed dance or song by themselves
Media and materials	Explores and experiments with a range of materials through sensory exploration Makes choices from a range of materials and shows preferences	Knows that their movements can make marks and shows an interest in the effects Explores a range of textures and notices a difference, responding differently to them	Experiments with shapes, colours and marks Explores a range of construction materials	Experiments with changing colours in different ways Stacks blocks horizontally and vertically to create structures	Intentionally mixes colours to create a new colour Can create free-form shapes using lines Notices different textures and describes the texture of things	Selects appropriate resources for the task Uses construction to make enclosures and create spaces Begins to use shapes to represent objects Intentionally manipulates materials to achieve effect Chooses particular colours for a purpose Experiments to create different textures from familiar materials	Intentionally combines different materials to create a new effect
Creative Expression		Makes choices when dressing up and notices a change in their appearance	Pretends that one object represents another Can make believe by pretending with adult support	Begins to draw representations to communicate. These may not always be visually similar to the thing they represent Engages independently in imaginative role play Chooses dressing up items for a familiar role with adult support	Chooses dressing up items for a familiar role Notices what adults do, imitating it spontaneously when the adult is not there Can retell a familiar story with the support of props or visuals Chooses to express themselves using their preferred creative medium	Makes up their own rhythms Builds own stories around toys Creates a costume for a performance	Creates simple, visually similar, representations of events, people and objects Plays cooperatively to develop and act out a story

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Skill	NC KS1 (MLD)	NC KS2 (MLD)	NC KS3 (Formal/ Enhanced if appropriate)	14 + Moving on Curriculum (Applefields KS4)	MOZ	Link to accreditation/ enrichment
Design and Technology				<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Explore how things work. Make imaginative and complex 'small worlds' with blocks and construction kits. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<p>We can Make it</p> <p>Autumn Project 1 - Upcycling Visit to York Community Furniture store. Look into their volunteer scheme - could this be used as possible regular work experience? Look at upcycling projects - decide on our first project. Customer research Work out costings and look at budgets. Source items to upcycle - email out to staff, charity shops, York Community furniture store Start our upcycling project Use workshop (once I have had foundry training) Project 2 - T Shirt and Bag Printing Source a sublimation printing starter set and heat press (£250) (raise money/moz budget?) Research popular designs Decide what item we will start printing on. Look at costings/budget for items Learn how to use simple online design programs such as canva to create our own simple designs. Investigate platform to sell t-shirts on; planet Apple or Etsy, craft fairs, pop up shops etc.</p> <p>Spring Project 1 - Upcycling Continue our upcycling project, students work with increasing independence. Start other upcycling projects Look into bringing in specialists e.g. upholsterers so they teach us new skills and tell us about their jobs. Use the foundry & sewing machines to support our upcycling. Look at budget and costings Look at platforms to sell our upcycling projects such as craft fairs, pop up shops etc.</p> <p>Project 2 - T Shirt and Bag Printing Start to produce printed T-shirts and Tote bags Sell items on chosen platform - investigate possibility of selling at a craft fair. Students are supported in using the printer and heat press Visit to a printing company/ get them in to tell us about their job</p> <p>Summer Term Upcycling & T Shirt and Bag Printing Students become increasingly confident in all aspects of upcycling and T Shirt and Bag Printing Projects become increasingly varied. Selling on a variety of platforms (online and in person) Look at costs and budget for the year Consolidation of all skills</p>	<p>Discovery Days- DT</p> <p>Joseph Trust</p> <p>Toolbox Project</p> <p>Open Awards Entry Level Award in Creative Arts (Entry 1)</p> <p>Open Awards Entry Level Award in Enterprise Skills (Entry 1)</p> <p>Give examples of different jobs in creative arts</p> <p>State the skills needed for one of the jobs in creative arts</p> <p>List own creative art skills</p> <p>Identify a role (paid/voluntary) that matches your skills in creative arts</p> <p>Contribute to selecting a creative group project</p> <p>Contribute to a creative group project</p> <p>Take part in using creative software for a creative purpose</p> <p>Demonstrate awareness of materials to create crafted items or designs</p> <p>Combine two or more materials/items to create a craft item or design</p> <p>Identify a device which takes photographs</p> <p>With assistance, take a photograph of a given object or scene</p> <p>With assistance, save or print photographs taken</p> <p>State own opinion on photographs taken</p>
Creative Performance				<p>Encountering</p> <ul style="list-style-type: none"> - sensory engagement with items for the drama - participating in symbolic transformation - accepting roles and symbols, consenting to make-believe - notional role taking - sharing joint attention on a riveting item (prop or teacher in role) - fastness of rules, everyone to 'play the game' - turn-taking - becoming part of a group - responding to the drama context and to teacher(s) in role 	<p>Shakespeare Project SMARTWAYS Open Orchestra</p>	<p>Shakespeare Project</p> <p>SMARTWAYS</p> <p>Open Orchestra</p>

		<ul style="list-style-type: none"> - imitating possibilities - developing a sense of play - adjusting behaviour in the light of the make believe - suspending disbelief - spontaneous role taking <p>Exploring</p> <ul style="list-style-type: none"> - participating in a range of drama conventions independently or with support - showing initiative - sustaining the make-believe in short then longer play sequences based on familiar social scenarios and routines - interacting with teacher(s) in role and/or peers within the make-believe - role playing (assuming a character) <p>Understanding and creating</p> <ul style="list-style-type: none"> - dealing with implications of the drama world created - participating in/generating complex, flexible imaginary play sequences - collaborating and negotiating with peers in and out of role - engaging with the significance of a key moment - making links to real life and learning from the content of the drama - considering how the drama was created to learn about the theatre form - using the theatre form to capture and share a meaning with others 		
<p>Media and materials</p>	<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p>EQUALS- My Art <i>collage, drawing, painting, printmaking, sculpture, digital media, weaving, textiles</i></p> <p>Encountering may involve: raising awareness; becoming familiar with; focussing attention on; a sensory, immersive, visceral experience; an immediate and reactive response; sharing with others; apprehension; anticipation; experiencing a range of feelings; participation in presentation and/or performance.</p> <p>Exploring may involve: recognition of the process; building sequential memory; playing; learning with and from others; experimenting; making connections, recognising same and different; discovering possibilities; coping with new or multiple encounters; expressing a range of feelings; sustaining attention; persevering; contributing; contributing to presentation and/or performance.</p> <p>Developing understanding may involve: practising and refining; rehearsing; generalising; consolidating; building on previous learning; making something new; reforming, elaborating, embroidering and embellishing; arranging and rearranging; re-forming; appreciation, reflection, appraisal, practising and refining; collaboration and negotiation; independence; resolution; understanding meaning and significance; interpret a range of feelings; purposeful and focussed presentation and/or performance.</p>	<p>We can Make it Autumn Project 1 - Upcycling Visit to York Community Furniture store. Look into their volunteer scheme - could this be used as possible regular work experience? Look at upcycling projects - decide on our first project. Customer research Work out costings and look at budgets. Source items to upcycle - email out to staff, charity shops, York Community furniture store Start our upcycling project Use workshop (once I have had foundry training) Project 2 - T Shirt and Bag Printing Source a sublimation printing starter set and heat press (£250) (raise money/moz budget?) Research popular designs Decide what item we will start printing on. Look at costings/budget for items Learn how to use simple online design programs such as canva to create our own simple designs. Investigate platform to sell t-shirts on; planet Apple or Etsy, craft fairs, pop up shops etc. Spring Project 1 - Upcycling Continue our upcycling project, students work with increasing independence. Start other upcycling projects Look into bringing in specialists e.g. upholsterers so they teach us new skills and tell us about their jobs. Use the foundry & sewing machines to support our upcycling. Look at budget and costings Look at platforms to sell our upcycling projects such as craft fairs, pop up shops etc. Project 2 - T Shirt and Bag Printing Start to produce printed T-shirts and Tote bags Sell items on chosen platform - investigate possibility of selling at a craft fair. Students are supported in using the printer and heat press Visit to a printing company/ get them in to tell us about their job Summer Term Upcycling & T Shirt and Bag Printing Students become increasingly confident in all aspects of upcycling and T Shirt and Bag Printing Projects become increasingly varied. Selling on a variety of platforms (online and in person) Look at costs and budget for the year</p>	<p>Discovery Day- Creativity focus</p> <p>Open Awards Entry Level in Creative Arts</p> <p>Open Awards Entry Level in Enterprise</p> <p>State a small, medium and large business/enterprise</p> <p>State out: a) a social enterprise b) the public sector c) the private sector</p> <p>List services/products that business/enterprises offer</p> <p>Point out a successful business/enterprise</p> <p>Identify who their target market is</p> <p>Demonstrate asking people which product they might like to buy from a given list</p> <p>Select a product to sell from a given list</p> <p>Select a venue to hold the sale from a given list</p> <p>Identify why this venue is suitable</p> <p>Identify what information customers need to know</p> <p>Identify a way to advertise the sale</p> <p>Contribute to the production of a poster to advertise the product and sale venue</p> <p>Contribute to the setting up of the stall</p> <p>Sell the product</p> <p>Demonstrate good customer service</p> <p>Identify whether the project made a profit or not</p> <p>Identify which aspects of the enterprise project they enjoyed</p>

			Consolidation of all skills	
Creative Expression/ My play and Leisure	<p>Northern Ireland Curriculum KS1</p> <ul style="list-style-type: none"> • Select, classify, compare and evaluate information • Select most appropriate method for a task • Develop routines of turn-taking, sharing and co-operating • Make new connections between ideas/information • Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self • Manage behaviour in a range of situations • Organise and plan how to go about a task • Focus, sustain attention and persist with tasks • Review learning and some aspects that might be improved • Learn ways to manage own time • Seek advice when necessary 	<ul style="list-style-type: none"> • Sequence, order, classify and make comparisons • Begin to test predictions and to look for evidence • Make links between cause and effect • Explain methods, opinions and reasons for choices and actions • Generate possible solutions, try out alternative approaches, evaluate outcomes • Examine options, weigh up pros and cons • Use different types of questions • Make connections between learning in different contexts • Regulate and manage self 	Shakespeare Project SMARTWAYS Open Orchestra Wellbeing / Leisure	Joseph Trust
Music	<ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>Encountering may involve: raising awareness; becoming familiar with; focussing attention on; a sensory, immersive, visceral experience; an immediate and reactive response; sharing with others; apprehension; anticipation; experiencing a range of feelings; participation in presentation and/or performance.</p> <p>Exploring may involve: recognition of the process; building sequential memory; playing; learning with and from others; experimenting; making connections, recognising same and different; discovering possibilities; coping with new or multiple encounters; expressing a range of feelings; sustaining attention; persevering; contributing; contributing to presentation and/or performance.</p> <p>Developing understanding may involve: practising and refining; rehearsing; generalising; consolidating; building on previous learning; making something new; reforming, elaborating, embroidering and embellishing; arranging and rearranging; re-forming; appreciation, reflection, appraisal, practising and refining; collaboration and negotiation; independence; resolution; understanding meaning and significance; interpret a range of feelings; purposeful and focussed presentation and/or performance.</p>	Shakespeare Project SMARTWAYS Open Orchestra	Jessie's Fund Music Mindfulness SMARTWAYS i-Muse Open Orchestra