

# Creative Arts Specialist

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



**SPECIALIST Creative Arts is formed of 12 units and this is the recommended sequence:**

<b>Unit Title</b>	<b>Recommended year group</b>	<b>Number of lessons</b>
<b>1 Changes and Transitions</b>	<b>Applying Learning</b>	<b>1</b>
<b>2 Celebrations and Festivals</b>	<b>Applying Learning</b>	<b>1</b>
<b>3 Clothes and Fashion</b>	<b>Applying Learning</b>	<b>1</b>
<b>4 Seasons</b>	<b>Applying Learning</b>	<b>1</b>
<b>5 Our World</b>	<b>Applying Learning</b>	<b>1</b>
<b>6 Holidays</b>	<b>Applying Learning</b>	<b>1</b>
<b>7 Changes and Transitions</b>	<b>Building Understanding</b>	<b>1</b>
<b>8 Celebrations and Festivals</b>	<b>Building Understanding</b>	<b>1</b>

**9 Clothes and Fashion**

**Building  
Understanding**

**1**

**10 Seasons**

**Building  
Understanding**

**1**

**11 Our World**

**Building  
Understanding**

**1**

**12 Holidays**

**Building  
Understanding**

**1**





# 3. Lessons

## Unit 1 Changes and Transitions

1 Lessons

Lesson  
number

Lesson question

About the lesson

1.

Tin can drumming

**Pupils will learn**

- In this lesson, we will learn how to make a Tin Can Drum Kit and learn to play to drumming rhythms.

**Equipment**

- 2 rubber band, scrap paper, scissors, chopsticks or pencils, tins, sticky tape

**Guidance warnings**

- Equipment requiring safe usage.



Lesson  
number

Lesson question

About the lesson

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1.

Christmas bottle blowers

Pupils will learn

- In this lesson we will learn how to make a set of bottle blowers to play the song 'Jingle Bells'.

Equipment

- coloured pens, pen, scrap paper, water, 5 glass bottles, sellotape, measuring jug
-



Lesson  
number

Lesson question

About the lesson

1.

**Art: Clothes and fashion**

**Pupils will learn**

- In this lesson, we will learn about sequences and how to alter colours to make a tie-dye t-shirt or piece of fabric.

**Equipment**

- t-shirt or some old fabric (preferably white), plastic bottles, elastic bands, gloves, apron, tray

**Guidance warnings**

- Equipment requiring safe usage.



**Lesson  
number**

**Lesson question**

**About the lesson**

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**1.**

**Art: Making a tree sculpture**

**Pupils will learn**

- In this lesson, we will learn about how we can use tools to create patterns and we will sculpt our own model using a tree as our inspiration.

**Equipment**

- scissors, newspaper, glue, paint, brushes, rolling pin, string, natural materials

**Guidance warnings**

- Equipment requiring safe usage.
-



Lesson  
number

Lesson question

Pupils will learn

---

1.

**Drama: 'Che Che Koolay'**

- In this lesson, we will learn the 'Che Che Koolay'. This is a call and response song from Ghana. In a call and response song, the leader does the words and actions, and everyone else repeats.
-



Lesson  
number

Lesson question

Pupils will learn

---

1.

**Dance: 'The Hula'**

- In this lesson, we will learn to perform the 'Hula Dance'. This is a traditional dance from Hawaii and we will learn some steps, arm and story movements.
-



Lesson  
number

Lesson question

About the lesson

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1.

**Cutlery Glockenspiel**

**Pupils will learn**

- In this lesson, we will make a Cutlery Glockenspiel and learn to play changing rhythms.

**Equipment**

- pen, scrap paper, sellotape, 6 pieces of cutlery, chopsticks or pencils, 2 long balloons, scissors

**Guidance warnings**

- Equipment requiring safe usage.
-



Lesson  
number

Lesson question

About the lesson

1.

**Diwali Box Zither**

**Pupils will learn**

- In this lesson, we will learn how to make a Box Zither and perform some Indian music for the Diwali festival.

**Equipment**

- old fabric (preferably white), food colouring or fabric dye, old plastic bottles, gloves, apron, tray

**Guidance warnings**

- Equipment requiring safe usage.



**Lesson  
number**

**Lesson question**

**About the lesson**

**1.**

**Art: Clothes and fashion**

**Pupils will learn**

- In this lesson, we will make choices about colours, materials and tools to tie-dye an item using natural dyes.

**Equipment**

- old fabric (preferably white), food colouring or fabric dye, old plastic bottles, gloves, apron, tray

**Guidance warnings**

- Equipment requiring safe usage.



**Lesson  
number**

**Lesson question**

**About the lesson**

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**1.**

**Art: Making a tree sculpture**

**Pupils will learn**

- In this lesson, we will learn about how we can follow instructions and use tools for their correct purpose to create a sculpture.

**Equipment**

- scissors, paper or card, glue, paint, brushes, rolling pin, string, natural materials

**Guidance warnings**

- Equipment requiring safe usage.
-



Lesson  
number

Lesson question

Pupils will learn

---

1.

**Drama: 'Che Che Koolay'**

- In this lesson, we will learn the 'Che Che Koolay'. This is a call and response song from Ghana. In a call and response song, the leader does the words and actions, and everyone else repeats.
-



Lesson  
number

Lesson question

Pupils will learn

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**Dance: 'The Hula'**

- In this lesson, we will learn the 'Hula Dance'. This is a traditional dance from Hawaii and we will learn some steps and arm movements.
-

# 4. Learn More



## Contents

Section number	Section contents
1.	Specialist curriculum purpose
2.	Specialist curriculum principles
3.	Introduction to Oak's specialist creative arts curriculum
4.	Subject structure overview
5.	Additional information about curriculum sequence
6.	Unit summaries

### 1. Specialist curriculum purpose

We serve schools by providing online lessons that can be used to help educate children who are not able to be in a classroom with their teacher.

Our aim is to help schools make sure that every child and young person continues their education, even if they, or their teacher, cannot attend school. We hope to make our contribution to transforming pupils' life chances through an ambitious and intellectually stimulating education. We believe that this includes contributing to success in public examinations (where applicable) and the development of independent living and employability skills.

We cannot achieve these goals on our own - Oak cannot replace the school. However, we do believe that we can be a high-quality partner to schools, to help them achieve their ambitions for their pupils. Oak is most effective when used by schools, not as a standalone resource. As our purpose is to serve schools, we seek, and are open to, their challenge and feedback.



## **Developmental Stages**

Our specialist curriculum is structured using three starting point stages:

- Early Development
- Building Understanding
- Applying Learning

## **Domains of learning**

The subject areas we are offering in the specialist curriculum include:

- Communication and Language
- Numeracy
- Independent Living
- Physical Development
- Creative Arts

For each of these subjects, six units will be offered, including content for pupils at the Early Development, Building Understanding and Applying Learning stage. Masterclasses are also offered in Physical Development. In addition we are expanding our therapeutic offer to include Sensory Integration. Our therapeutic modules will offer 14 sequenced sessions in each unit to support each pupil's unique developmental progress.

Our therapeutic offer will cover:

- Speech and Language Therapy
- Occupational Therapy

- Physical Therapy
- Sensory Integration



Below are a set of principles we have sought to apply in our specialist curriculum planning. These are generic, and so will be applied differently in the different contexts we aim to serve.

## **2. Specialist curriculum principles**

### **Supported learning**

During the initial phase of the Oak National Academy, we heard that many of our lessons were supported by parents, carers and siblings. To recognise this we have modified our approach to create content that supports families to create authentic and engaging learning experiences in the home. Our units have been designed to make the best use of everyday activities, spaces and resources and do not seek to recreate the classroom environment in the home. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.

### **Subject domains**

Our specialist curriculum is structured by subject domains: Communication and Language. Numeracy, Independent Living, Physical Development and Creative Arts. Although these domains sit adjacent to each other and sometimes overlap, each will stand alone. We will not be able to create cross-curricular coherence as the units can be taught in multiple orders. Our subject areas are enhanced by therapeutic modules across Speech and Language Therapy, Occupational Therapy, Physical Therapy and Sensory Integration.

### **Content selection**

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is most commonly being taught in schools so that we can serve them with resources commonly available at home. Where there are opportunities to broaden, for example, the diversity, we will do this. We encourage schools to select the units from the across the entire Oak curriculum and therapy modules that best suit their children's starting points.

### **Inclusive and ambitious**



We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed. However, the aim of teaching is to bring all children to achieve, regardless of starting point. To support this, our specialist content is designed for those pupils who normally attend a specialist setting. Schools, who know their pupils best, will be essential in directing pupils and families to the lessons and therapy modules that will most help them.

### **Pupil engagement**

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. To support schools to target the most appropriate content to their families we have created explanatory videos, examples and resource packs for our units. Where necessary we have created age appropriate content, to ensure the units are relevant for both primary and secondary aged pupils at different developmental stages. For Physical Development and Creative Arts, we have introduced new masterclasses.

### **Motivation through learning**

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate and engage children through our subjects. We believe that what we teach is inherently interesting, and that the joy of participating and learning is our primary motivator.

## **3. Introduction to Oak's specialist creative arts curriculum**

The curriculum for creative arts has been developed as a vehicle to experience and enjoy the arts from a learner's developmental starting point while additionally consolidating skills. A thematic approach has been used which is cohesive with other subject areas to ensure learning does not happen in isolation and can be generalised across contexts. While focussing on specific art forms it will also have the facility for learners to build on other key skills such as gross and fine motor skills, communication, cognition whilst also developing mindfulness and wellbeing.

Our units have been designed to make the best use of everyday activities, spaces and resources to develop irresistible learning opportunities that develop engagement and consolidate known skills while learning new concepts. Our units will offer sequenced learning activities that coincide with learning from other subject areas ensuring learning is systematic, sequential and cohesive across an ambitious curriculum.



## 4. Subject structure overview

Creative Arts are structured to cover four developmental starting points: Early Development Profound and Multiple Learning Disability (ED/PMLD), Early Development Complex Difficulties and Disabilities (CLDD), Building Understanding (BU) and Applying Learning (AL).

The content is split across six themes, with each theme broken into three curriculum areas: Music (Creating and Responding to), Performance (Drama and Dance) and Art (Sculpture and Materials).

## 5. Additional information about curriculum sequence

Schools and families should work together to determine the best sequence for each pupil. Content in each theme will comprise three Creative Arts areas with three distinct entry points to account for prior learning. There is no optimum time to spend on each unit as some pupils will benefit from repeating and rehearsing content several times.

## 6. Unit summaries

All Creative Art sessions have a strong focus supporting students to become more independent, to make choices and to connect with activities that may play a role in their future. Each session will include a section in which the learner is encouraged to get themselves ready and also prepare the space and get any equipment required ready (cross curricular link to the excellent Independent Living sessions).

### Unit: Change and Transitions (Responding to Music)

#### Early Development

(complex physical needs or multiple learning difficulties)

- To repeat an action for an effect
- To make a consistent choice/ show a consistent

#### Early Development

(profound barriers to learning)

- To follow a visual or verbal cue to perform an action

#### Building Understanding

- To identify instruments that can be heard using a visual clue

#### Applying Learning

- To use specific vocabulary (timbre, rhythm)
- To follow rhythm with increasing accuracy



- preference to a sound/instrument
- To ask for more
- To start and stop with visual or verbal prompts (sharing attention and shifting attention)
- To identify how music is played using visual or verbal prompts
- To follow a numerical score to play an instrument

### Unit: Celebrations and Festivals (Diwali and Christmas) - Creating Music

#### Early Development

(complex physical needs or multiple learning difficulties)

- To repeat an action for an effect
- To affect change and notice this
- To indicate preferences in relation to music using symbolic or non symbolic communication

#### Early Development

(profound barriers to learning)

- To follow a visual or verbal cue to perform an action
- To start and stop with visual or verbal prompts (sharing attention and shifting attention)
- To follow visual and verbal cues to create an instrument

#### Building Understanding

- To identify instruments that can be heard using a visual clue
- To follow a numerical score to play an instrument
- To discuss preferences
- To use body to move along to music

#### Applying Learning

- To use specific vocabulary (timbre, rhythm)
- To follow rhythm with increasing accuracy

### Unit: Clothes and fashion (art materials)

#### Early Development

#### Early Development

#### Building Understanding

#### Applying Learning



(complex physical needs or multiple learning difficulties)

- To use fine and gross motor skills to manipulate materials whilst tie-dying (pressing, prodding, squeezing or rolling) using natural materials
- To show preferences
- To affect and notice this

(profound barriers to learning)

- To follow visual clues to recreate an art work (shifting attention)
- To use tools to perform an action with visual, verbal or physical prompts

- To communicate preferences for colours and materials
- To select and use tools for their specific purpose

- To use specific vocabulary while describing sequence of work
- To understand process of altering shades or colours

### Unit: Seasons (art sculpture)

#### Early Development

(complex physical needs or multiple learning difficulties)

- To use gross and fine motor skills to manipulate a sensory material (pressing, prodding, squeezing, rolling)
- To act on the environment to affect change
- To begin to communicate preferences using symbolic means

#### Early Development

(profound barriers to learning)

- To follow visual cues to recreate an artwork (shifting attention)
- To demonstrate preferences from a range of materials

#### Building Understanding

- To use a range of tools for their specific and appropriate use
- To follow specific instructions to create own artwork

#### Applying Learning

- To use tools to create patterns
- To use a model as an impetus for creating own art work.
- To appraise own learning

## Unit: Our World (Performance: Drama)



### Early Development

(complex physical needs or multiple learning difficulties)

- To engage in intensive interaction with a familiar adult
- To use preferred method of communication to communicate during performance
- To affect and notice this
- To ask for more

### Early Development

(profound barriers to learning)

- To take turns in a stage three game related to drama (sharing attention)
- To develop greetings through a combination of symbolic and non symbolic means

### Building Understanding

- To learn a short sentence, or words to finish a repeating phrase
- To recognise the emotions an actor might portray using a visual cue

### Applying Learning

- To learn a short phrase, poem or song by rote
- To discuss the meaning of phrase, poem or song and to consider suitable performance technique
- To utilise performance skills

## Unit: Holidays (Performance: Drama)

### Early Development

(complex physical needs or multiple learning difficulties)

- To engage in intensive interaction with a familiar adult
- To co-actively take part in a movement activity to

### Early Development

(profound barriers to learning)

- To take turns in a stage three game related to dance (sharing attention)
- To combine movements using a visual prompt

### Building Understanding

- To copy a series of movements
- To build in balance and locomotor skills

### Applying Learning

- To learn and repeat a short dance phrase
- To discuss the and model the attributes associated

develop body awareness  
and gross motor skills that  
is led by the learner

- To affect change and  
notice this

(shifting attention)

- To utilise performance  
skills

with a good performance  
technique

- To appraise own learning

