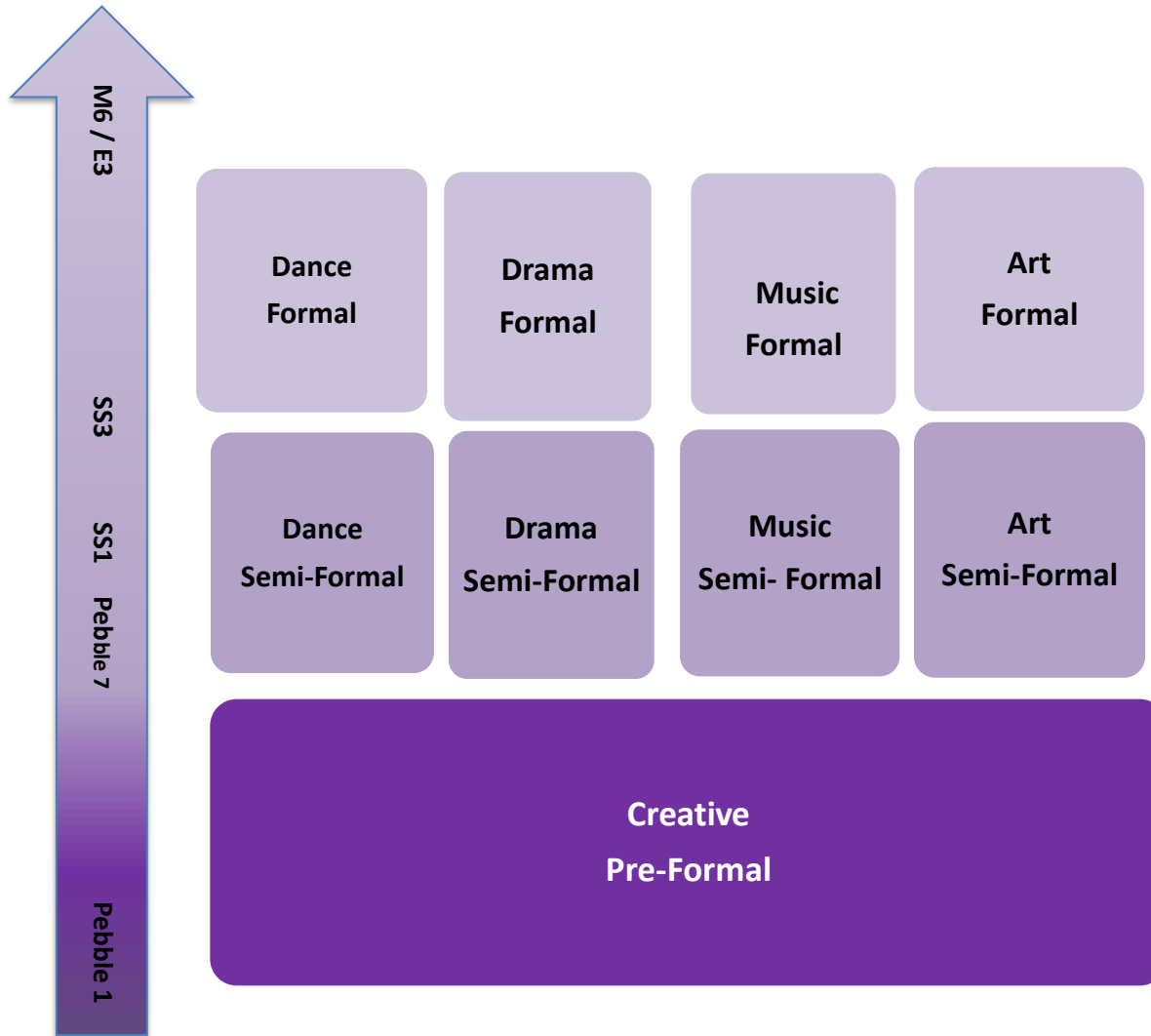




Curriculum Areas at St Giles

Creative



Creative

Semi-Formal Curriculum

Intent - What are we trying to achieve through our curriculum?

The Creative Semi-Formal Pathway curriculum;

- Recognises that arts activities may well take longer than the time allocated for a knowledge based lesson,
- Acknowledges that the teacher should understand where learners are developmentally and should be sensitive to the emotions of the learner.
- Recognises the need for repetition
- Acknowledges the need to promote a spirit of shared adventure, playfulness and trying out new things,
- Acknowledges that a learner when being creative may be immersed in the moment, engaged, with it and totally absorbed - - this is sometimes called “flow”.
- Acknowledge the skills and talents that the children and young people already have and give them opportunities to demonstrate these talents.
- Recognises that when using imagination, thinking of something that is not immediately present, children with SLD may need prompts to recall an experience,
- Acknowledges that children with SLD are likely to need explicit instruction and time and opportunity to practise techniques prior to using them as independently as possible
- Acknowledge the learner’s preferences, interests and motivations and provide opportunities to make choices.

Aims;

Art

We aim to;

- Encourage our SLD learners to make art for themselves, ensuring that learners are participants rather than merely observers.
- Allow our SLD learners time to fully explore their independent potential,
- Expect SLD learners to get out their own materials and put them away again as independently as possible, tidying and cleaning up in the process.
- Provide SLD learners with visual tactile and sensory experiences and different ways to understand and respond to the world,
- Develop learners’ visual, tactile and sensory vocabulary,
- Facilitate the artistic process, but not necessarily to produce a finished product,
- Give opportunities for learners to take risks, make a “mess” and make “mistakes”.

- Encourage our SLD learners to make Art in response to experiences, events and emotions, for example while or after listening to a certain type of music.

Music

We aim to;

- Use music as a means to provide opportunities for stimulation, self - expression and wellbeing
- Offer opportunities to make, listen, appreciate and talk about a variety of sounds,
- Communicate using single words, gestures, signs, objects, pictures or symbols (if and when appropriate) to communicate about familiar musical activities or name familiar instruments
- Develop learners' sound production and vocal imitation skills,
- Encourage our SLD learners to make music for themselves, ensuring that learners are participants rather than merely observers.
- Allow our SLD learners time to fully explore their independent potential
- Develop learners' self-esteem from positive interactions with others during music activities
- Provide SLD learners with visual, tactile and sensory experiences and different ways to understand and respond to the world,
- Develop learners' musical vocabulary, such as loudly, quietly, quickly and slowly
- Facilitate the musical process, but not necessarily to produce a finished product,
- Give opportunities for learners to take risks and make "mistakes" in the creation of their own music
- Use music to offer opportunities for wider exposure to different places, languages, religions, races, age ranges
- Use music to reflect the inclusive nature of the students and staff population in the school
- Use music as a vehicle to support agreed EHCP outcomes for all learners and learning the range of skills taught across the curriculum in regard to cognition and learning, sensory, physical, and communication.
- Acknowledge the power of music to develop communication through speaking, listening, use of various technologies and through sharing
- recognise music and its' importance as part of our human society and explore the ways that it deepens relationships with oneself and others including social skills including sharing,
- Use music as a vehicle to enhance cross curricular learning
- Acknowledge the skills and talents that the children and young people already have and give them opportunities to demonstrate these talents.
- Use music to support learners to engage in social interaction. Learners are supported to tolerate the closeness of another person and develop their enjoyment of being with others.
- Allow learners the opportunity of autonomy, the chance to 'choose' when and if they want to join in, and to fully respect and support them.
- Appreciate the importance of silence throughout the curriculum. In other words, we need to appreciate pauses, as silences are important part of music development

Drama

We aim to;

- Base our approach to drama on how typically developing children are enabled to engage in play,
- Extend SLD learners play, encouraging their ideas and helping them to draw on their experience, resourcefulness and initiative.
- Establish a clear make-believe context
- Work from the concrete, supporting abstract ideas with props/visual support
- Build up the drama in small increments, and cross-check to ensure everyone is 'with it'
- Support our staff to take drama seriously so that they can take a full and active part as 'support actors'.
- Recognise the learners as the actors, valuing their contribution to the drama by incorporating their responses
- Support confidence of our learners in their ability to participate
- Incorporate tasks to which everyone can contribute
- Maintain engagement through physical tasks, still moments, visual appeal, using contrast, questioning individuals and the group.
- Develop the emotional literacy of our learners through attention, perception, mirroring and responding and working towards labelling emotions.
- To give learners the opportunity to experience atmosphere and language from a range of stories

Dance

We aim to;

- Adopt the principle of "doing with" rather than "doing to" during dance sessions. We recognise that there is a risk staff members take control and are in charge of the movement e.g. during a wheelchair dance session, being responsive and sympathetic to the learner's feelings and emotions and monitoring how they are physically reacting to the experience.
- Use interventions such as intensive interaction to support pupils to make a meaningful contribution to dance sessions.
- Use dance to enable pupils' free expression
- Promote awareness of space and individual movement
- Not to confine our understanding of dance to movement that the able bodied can do e.g. learners in wheelchairs may respond to rhythmic music when out of their chairs on a resonance board.
- Be aware of the different levels of engagement and responsiveness in any creative forms—e.g. pre-intentional, reciprocal and intentional
- Use different genres and styles of music to explore preferences and wider exposure to other kinds of music including songs in different languages (the languages of the school, the community, the world)
- Promote awareness of the body and its possibilities.
- Promote the execution of actions with control, balance, co-ordination, poise and elevation.
- Promote the transfer weight onto different parts of the body and support pupils to make smooth and fluent transitions between actions
- Support pupils to learn to make contact between their body and the body of another/others
- Develop movement skills that pupil's already have.

Curriculum Design;

For learners at EYFS and in Year 1 the Semi-Formal Pathway curriculum for Creativity is informed by the content of the Early Years Foundation Stage. Learners explore media and materials as part of their exploration of the world around them. See - Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development.

The semi-formal Creative Curriculum is informed by the EQUALS Semi-Formal Curriculum e.g. My Dance, My Art, My Drama and My Music. Other curriculum materials used in school e.g. TacPac, Mary Booker, Developmental Drama, Keith Park and Nicola Grove, Social cognition through Drama and Literature for People with Learning Disabilities, Flo Longhorn, Prerequisites for special people, Flo Longhorn, Sensory Drama, Ian McCurrach & Barbara Darnley, Special Talents, Special Needs.

Implementation - How is our curriculum being delivered?

For learners from Year 2 onwards, creative skills may be incorporated into holistic sessions and child-led play. However, some subject specific focussed lessons and activities take place e.g. drama to be given a specific focus in order to set a clear context of a make-believe situation and establish the dramatic space. This can be achieved through ritualised beginning and endings.

Curriculum Coverage

Art

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Development (Pebble 7 – semi-formal) Characterised by remembered responses and intentional communication.	Learners are supported to develop some awareness of cause and effect in a creative process	Support learners to: <ul style="list-style-type: none"> • explore materials systematically; • become aware of starting or stopping a process; • make marks intentionally on a surface with fingers or tools; • repeat an activity to make the same or similar effect • show an active interest in a range of tools and materials, taking part in familiar activities with some support. 	Tearing and scrunching paper to complete a collage. Showing different ways to make marks in dough or paint by swirling, poking or patting it. Pressing objects into clay or putting paint on paper Place big sheets of plastic or paper on the floor so that learners can move on to it to make marks. Provide materials to encourage large motor movements, e.g. sprinkling, throwing or spreading paint, glue, torn paper or other materials.
Exploration Stepping Stone 1 Characterised by concentration, recall and observation	Learners are taught to handle or use tools and materials purposefully.	Support learners to: <ul style="list-style-type: none"> • develop preferences for activities and begin to carry out simple processes; • choose tools and materials which are appropriate to the activity; • show they can create and apply familiar techniques to a task. 	Pick brushes or rollers for painting. Manipulate and shape malleable materials to produce a desired effect. Provide sticks, rollers and moulds for learners to use in dough, clay or sand. Apply glue to a surface to make materials stick together in making a model.

			Provide a wide range of materials, resources and sensory experiences to enable learners to explore colour, texture and space.
<p>Initiation Stepping Stone 2</p> <p>Characterised by initiation and maintenance of established responses over increasing periods of time</p>	Learners are supported to show an intention to create.	<p>Support learners to:</p> <ul style="list-style-type: none"> • start to use tools, materials and simple actions to produce a piece of work; • imitate the use of tools, materials and simple actions; • practise new skills with less support, developing their knowledge of the process of making [for example. 	<p>Access to resources to enable them to select and gather suitable resources and tools for a piece of work.</p> <p>Make notes detailing the processes involved in a learner's creations, to share with parents.</p> <p>Provide 'tool boxes' containing things that make marks, so that learners can explore their creativity and use both indoors and outdoors.</p>
<p>Consolidation and Application Stepping Stone 3</p> <p>Characterised by the formation of skills, knowledge, concepts and understandings.</p>	Learners are supported to communicate ideas, events or experiences through their use of colour, form, line and tone working in two and three dimensions	<p>Support learners to:</p> <ul style="list-style-type: none"> • work in two or three dimensions to intentionally represent or symbolise an object or an emotion • purposefully choose colours or techniques • show confidence in using a variety of processes and make appropriate use of tools and materials. • finish a piece of work following an established pattern of activity; • know that paintings, sculptures and drawings have meaning; • use a growing art vocabulary and begin to express meaning in their own work. 	<p>Learner to have access to unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added.</p> <p>Clay, soft modelling foam, salt dough and Junk modelling materials can all be offered to allow exploration and creation of 2D or 3D work.</p> <p>Encourage to gather appropriate materials, take part in an activity and stop work when finished. Use first/next boards with example on wall to encourage each stage of the process</p> <p>Show work and explore the meaning behind, ask what each piece they create means if they don't know ask for a story to explain it</p> <p>Art vocab symbols and correct names of materials and tools</p>

Music

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
<p>Development (Pebble 7 – semi formal)</p> <p>Characterised by remembered responses and intentional communication.</p>	<p>Learners are supported to use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.</p>	<p>Support learners to:</p> <ul style="list-style-type: none"> • listen and attend to familiar musical activities and follow and join in familiar routines • become aware of cause and effect in familiar events; • look for an instrument or noisemaker played out of sight; • repeat copy and imitate actions, sounds or words in songs and musical performances. • Stop and start playing, vocalising and moving to the music (stop and go) • Take turns in call and response activities using instrument or vocalisations • Participate in action songs (i.e.: head shoulders, Knees and Toes) • Understand or copy key Makaton signs in a song. • Encourage movement to the music, use body massage when appropriate • Use body percussion to the music • Use choreography and spatial movement to elicit intentional communication • Use Big macs, IPADs and sound ‘tiles’ to facilitate accessibility 	<p>Cause and effect activities when particular instruments are shaken, banged, scraped or blown, or with a sound being started and stopped or linked to movement through a sound beam.</p> <p>Switch and Touch games</p> <p>Light board</p> <ul style="list-style-type: none"> • Use microphones that produce voice altering, echo or visual effects to engage learners • Use music with different tempi and use technology that can bend speed and pitch independently • Chair dance choreography • Use parachute games to demonstrate fast / slow / high low • Use IPAD, sound tiles and Big macs to facilitate accessibility. • Use items or symbols from different countries as references for activities

<p>Exploration Stepping Stone 1 Characterised by concentration, recall and observation</p>	<p>Learners take part in simple musical performances.</p>	<p>Support learners to:</p> <ul style="list-style-type: none"> • respond to signs given by a musical conductor; • pick out a specific musical instrument when asked; • play loudly, quietly, quickly and slowly in imitation; • play an instrument when prompted by a cue card; • listen to, and imitate, distinctive sounds played on a particular instrument; • listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table. 	<p>Use music to stimulate exploration with rhythmic movements. Games that involve signals to start or stop playing. Identify specific instruments. Make a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans and plastic bottles filled with different things. Plan activities that involve moving and stopping, such as musical bumps. Plan Sensory poem with quirky or unusual sounds played in a predictable order, use signs/ symbols. Plan activities which use sound effects (i.e. Animal noises) or ambient or environmental sounds (i.e. Cars, or buzzy bees use signs / symbols). Plan sensory stories to music where the characters are portrayed though different musical elements (tempo, dynamics etc.) Plan games and activities that involve copying peers or the teacher Use Big macs, IPADs and sound ‘tiles’, soundbeam or skoog to facilitate accessibility Use cloths and scarves to dampen sounds and beaters to make sounds louder Explore the different ways to play distinct sounds on an instrument or body percussion (i.e. with fingers, with palms or with feet) Model movement to the music to elicit movement from learners Present an instrument many times and encourage a similar action to play, perhaps introduce a picture or symbol representing fast, slow, high, low pitch etc. repeat multiple times before changing the instrument</p>
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<p>Initiation Stepping Stone 2</p> <p>Characterised by initiation and maintenance of established responses over increasing periods of time</p>	<p>Learners are supported to respond to other pupils in music sessions.</p>	<p>Support learners to:</p> <ul style="list-style-type: none"> • join in and take turns in songs and play instruments with others; • begin to play, sing and move expressively in response to the music or the meaning of words in a song; • explore the range of effects that can be made by an instrument or sound maker • copy simple rhythms and musical patterns or phrases; • play groups of sounds indicated by a simple picture or symbol-based score; • begin to categorise percussion instruments by how they can be played e.g. striking or shaking. • respond to prompts to play faster, slower, louder, softer; • listen to a variety of sounds, talking about favourite sounds, songs and music. 	<p>Provide CD and tape players, scarves, streamers and musical instruments so that learners can respond spontaneously to music.</p> <p>Plan musical activities linked with emotions like happy / sad. Use appropriate props for learners to demonstrate these emotions</p> <p>Plan music activities from around the world with a variety of rhythms and sounds</p> <p>Plan call and response activities</p> <p>Simple class compositions and performances in 2 parts</p> <p>Introduce the concept of ostinato, can the learners play in 2 parts? Can they support a melody?</p> <p>Turn taking music activities, ie. Taking turns to say hello with vocalisations or Big macs.</p> <p>Use items such as national flags, or animal toys to represent familiar songs / activities to encourage choice making</p> <p>Setting familiar routines that allow the learners to understand the stage of the lesson</p> <p>Use of a scarf or sheet or balloon to prompt learners responses, faster, slower etc.</p> <p>Ask learners to lead group compositions</p> <p>Ask learners to copy the leader</p> <p>Use Big macs, IPADs and sound 'tiles' to facilitate accessibility.</p>
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<p>Consolidation and Application Stepping Stone 3 Characterised by the formation of skills, knowledge, concepts and understandings.</p>	<p>Learners are supported to listen to music and describe music in simple terms e.g. describing musical experiences using phrases or statements combining a small number of words, signs, symbols or gestures.</p>	<p>Support learners to:</p> <ul style="list-style-type: none"> • follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music; • listen and contribute to sound stories, are involved in simple improvisation and make basic choices about the sound and instruments used; • listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas; • understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch e.g. faster, slower, louder, higher, and lower; • make simple compositions, creating simple graphic scores using pictures or symbols; • use a growing musical vocabulary of words, signs or symbols to describe what they play and hear e.g. fast, slow, high, low; • make and communicate choices when performing, playing, composing, listening and appraising e.g. prompting members of the group to play alone, in partnerships, in groups or altogether. 	<p>Choose symbols or picture cue cards, ordering them from left to right, or making patterns of sounds using computer software Invite musicians from the locality or a nearby school so that children begin to experience live performances. Draw on a wide range of musicians from a variety of cultural backgrounds to extend children’s experiences and to reflect their cultural heritages. Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross. Use familiar symbols / objects of musical elements during class compositions to see if students react to them Ask learners to use symbols or pictures to choose their preferred activities Ask a learner to use graphic symbols when conducting the group Ask a learner to be the master drummer in a class composition Compose a sound story as a class, use a familiar narrative i.e. goldilocks and the 3 bears Create atmospheric scenes to depict loud and quiet (i.e. Space, the countryside, the town at night vs. Traffic, constructions site or a thunderstorm) Plan group composition activity where students can communicate their own choices of the elements of music or instruments or mood. Use symbols or pictures to facilitate this. Separate parts of well-known songs, give each group a small section of the song to experiment with and end by putting all the parts together!</p>
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			<p>Arrange group composition where students can choose to play a solo or as pairs, can they tell you who should go next?</p> <p>Watch videos or listen to music and ask the learners to interpret familiar concepts (fast/ slow / happy /sad etc.)</p> <p>Group turn taking activities, ask the students to play one after another in a circle</p> <p>Experiment with layering sounds, adding another player in the circle in each time to increase the texture. Can they make the texture 'Thinner'?</p> <p>Allow students to put familiar symbols / objects in the order to describe the music for the group (Fast/slow/high/low).</p> <p>Use Big macs, IPADs and sound 'tiles' to facilitate accessibility</p> <p>Ask students to contribute words from their 'first' language to form part of a musical activity (such as 'hello' in French, Arabic or any languages represented in the school).</p> <p>Play instrument and sound Bingo. Can the learner match the picture with the sound?</p>
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Dance

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
<p>Development (Pebble 7 – Semi-Formal)</p> <p>Characterised by remembered responses and intentional communication.</p>	<p>Learners are supported to use single words, gestures, signs, objects, pictures or symbols to communicate about familiar drama activities.</p>	<p>Support learners to:</p> <ul style="list-style-type: none"> • listen and attend to familiar dance activities and follow and join in familiar routines • become aware of cause and effect in familiar events; • respond to simple commands containing one key word, sign or symbol; • repeat copy and imitate actions, sounds or words in dance sessions or performances. 	<p>Call and response activities</p> <p>Provide space and time for movement and dance both indoors and outdoors.</p>
<p>Exploration Stepping Stone 1</p> <p>Characterised by concentration, recall and observation</p>	<p>Learners take part in simple performances.</p>	<p>Support learners to:</p> <ul style="list-style-type: none"> • respond to signs given by a leader; • move or make sounds loudly, quietly, quickly and slowly in imitation; • link two actions in a sequence e.g. crawling and walking; • understand some basic concepts e.g. taking big and little steps; • take turns with a partner or in a small group; • explore a variety of movements and show some awareness of space. 	<p>Provide space and time for movement and dance both indoors and outdoors.</p>

<p>Initiation Stepping Stone 2 Characterised by initiation and maintenance of established responses over increasing periods of time</p>	<p>Learners are supported to respond to other pupils in dance sessions, working in pairs and in small groups cooperatively.</p>	<p>Support learners to:</p> <ul style="list-style-type: none"> • join in and take turns in dance activities with others; • begin to play, sing and move expressively in response to the music or the meaning of words in a song; • work in pairs and in small groups cooperatively; • link movements in a simple sequence • respond to others in group situations e.g. taking turns appropriately in a game. 	<p>Provide space and time for movement and dance both indoors and outdoors.</p>
<p>Consolidation and Application Stepping Stone 3 Characterised by the formation of skills, knowledge, concepts and understandings.</p>	<p>Learners are supported to enjoy and actively create imaginative and expressive dance.</p>	<p>Support learners to:</p> <ul style="list-style-type: none"> • listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas; • work closely in pairs, trios or small groups • share and wait their turn • be aware of space, themselves and others; • follow and imitate sequences and patterns in their movements; 	<p>Invite dancers and musicians from theatre groups, the locality or a nearby school so that learners experience live performances. Draw on a wide range of musicians and dance from a variety of cultural backgrounds to extend learners' experiences and to reflect their cultural heritages. Provide opportunities indoors and outdoors and support the different interests of learners, e.g.in role-play of a builder's yard, encourage narratives to do with building and mending.</p>

Drama

Affect and Expression: Affect meaning a behavioural state which can be positive or negative			
	Curriculum Content What the learner is learning	What the adults working with the learner does	Enabling Environment What is provided
Pebble 7 Semi-Formal	<p>The learner is</p> <ul style="list-style-type: none"> • Supported to express definite preferences and make choices. They may do this through single words, 	<p>Support learners to:</p> <ul style="list-style-type: none"> • use single words, signs and symbols to communicate about events and feelings; 	<p>Eye-catching props and materials to support choice making Support actors that model and label emotion vocabulary Consistent use of props and objects</p>

	<p>gestures, signs, objects, pictures or symbols.</p> <ul style="list-style-type: none"> Supported to attend and respond to familiar events and/or characters within the drama. Expresses self through physical actions and sound Creates sound effects and movements, e.g. creates the sound of a car, animals 	<ul style="list-style-type: none"> repeat copy and imitate actions, sounds or words in drama sessions or performances. Show genuine interest and be willing to play along with a young child who is beginning to pretend. 	<p>Repeated drama games and stories to develop favourite parts and consistent responses.</p> <p>A range of resources including familiar and non-specific items that can be used in a range of ways, such as household items, newspapers and rope.</p>
Stepping Stone 1	<p>The learner is;</p> <ul style="list-style-type: none"> Beginning to show an awareness of the feelings of others. They may give an empathetic reaction such as showing concern when someone else is sad or reach out to touch them. Beginning to show an appropriate response to a situation in the drama e.g. getting excited if someone is hiding or becoming quiet during a sad moment. Creating rhythmic sounds and movements 	<p>Support learners to:</p> <ul style="list-style-type: none"> respond to a leading agent respond to events and situations within the drama attend to emotion vocabulary and/or symbols 	<p>Support actors to model appropriate reactions to events and characters within the drama</p> <p>Repeated drama games with a leading agent.</p> <p>Time given to allow responses</p> <p>Leading agents and support actors to build pupil responses into the improvisation, e.g. “oh you’re pushing the cake away, you don’t want it”</p>

<p>Stepping Stone 2</p>	<p>The learner is;</p> <ul style="list-style-type: none"> • Showing understanding of emotion words, e.g. by pointing to someone who is happy or sad. • Showing a consistent appropriate response to a situation in the narrative, e.g. getting excited during a battle scene or becoming quiet in a sad scene. • Using vocabulary or AAC to express wants such as “yes, no, want, give me, like, don’t like, more, again, will, won’t”. They are beginning to put together 2-3 word phrases such as “more bubbles” or “don’t like Queen”. • Using movement and sounds to express ideas and feelings. 	<p>Support learners to:</p> <ul style="list-style-type: none"> • join in and take turns in drama activities with others; • work in pairs and in small groups cooperatively; <p>respond to others in group situations e.g. taking turns appropriately in a game.</p> <ul style="list-style-type: none"> • Select a symbol or word to label how themselves and/or another person is feeling • Use vocabulary boards and model 2-3 word phrases within the context of drama or a story. 	<p>Traditional and new stories as well as learners own creations used in improvisation Emotive stories and characters Offer resources reflecting interests such as hats, cloaks and bags. Provide role-play areas with a variety of resources reflecting diversity. Make space for pupils to express themselves and respond to situations, events within the drama and stories.</p>
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<p>Stepping Stone 3</p>	<p>The learner is;</p> <ul style="list-style-type: none"> • Able to identify and/or name objects, events and people. They will use simple adjectives to describe people, places and things. • Gaining an awareness of the wants of others. They will show an awareness of wants/needs of others, e.g. passing an object without prompting or opening a door if someone knocks in a role play situation. • Experimenting and creates movement in response to music, sounds and events within the drama • Communicating ideas about present, past and future events within the drama, using simple phrases and statements or AAC, <i>for example, 'The girl sleeping'</i>. 	<p>Support learners to:</p> <ul style="list-style-type: none"> • Select adjectives from a word or symbol bank to describe nouns • Share props and materials • Respond to role play situations 	<p>Choose symbols or picture cue cards.</p> <p>Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by.</p> <p>Provide opportunities indoors and outdoors and support the different interests of learners, e.g.in role-play of a builder's yard, encourage narratives to do with building and mending.</p>
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Belief and Imagination			
	Curriculum Content What the learner is learning	What the adults working with the learner does	Enabling Environment What is provided
Pebble 7 Semi-Formal	<p>The learner is</p> <ul style="list-style-type: none"> • Able to identify and/or name objects using symbols, gesture or selecting a character or prop. • Showing an interest in what someone else is doing, they may turn their head to see where someone is going, follow another person's gaze or a point. • Able to tolerate and show evidence of expectation or understanding of role play conventions such as coming together in a circle or wearing a costume and attending to a prop. 	<p>Support learners to:</p> <ul style="list-style-type: none"> • listen and attend to familiar drama activities and follow and join in familiar routines • become aware of cause and effect in familiar events; show some understanding of connection between events and consequences • respond to simple commands containing one key word, sign or symbol; 	<p>Call and response activities Provide space and time for movement and dance both indoors and outdoors. Provide a variety of familiar resources reflecting everyday life, such as magazines, real kitchen items, telephones or washing materials. A clear context and setting for the drama Reduced visual clutter and distractions</p>
Stepping Stone 1	<p>The learner is;</p> <ul style="list-style-type: none"> • Show behaviour which is directed to attracting the attention of another person to something in the world. E.g. offering an object, pointing to an object and then looking at another person or vocalisation to indicate 'look'. • Beginning to make object gestures, e.g. functional use of objects out of the usual context such as putting a phone to ear or cup to mouth. • Showing some awareness of role play conventions such as coming together in 	<p>Support learners to:</p> <ul style="list-style-type: none"> • begin to use objects imaginatively e.g. pretend that a box is a car or a bed (Cal 10); • listen to a short story that has a simple sequence of events (Cal 10); • move or make sounds loudly, quietly, quickly and slowly in imitation; • understand some basic concepts e.g. taking take turns with a partner or in a small group; • Show genuine interest and be willing to play along with a learner who is beginning to pretend. 	<p>Games that involve signals to start or stop a drama activity. Provide a variety of familiar resources reflecting everyday life, such as magazines, real kitchen items, telephones or washing materials. Identify specific props. Provide space and time for movement and dance both indoors and outdoors.</p>

	a circle when prompted, choosing to wear a costume or holding a prop.		
Stepping Stone 2	<p>The learner is;</p> <ul style="list-style-type: none"> • Beginning to take perspective, they will respond correctly using symbols, gestures, signs or verbalisation when asked questions like what are you looking at? What are you doing? What can you hear? • Beginning to act appropriately in a role, e.g. imitating or spontaneously completing a familiar action within a story such as rowing a boat or bowing to the Queen. • Developing some symbolic use of objects such as using a toy/pretend object to perform an action such as hide behind a cardboard tree or wave a magic wand. • Using objects as if it were another such as a drumstick as a wand. • Is beginning to make believe by pretending using sounds and movements. 	<p>Support learners to:</p> <ul style="list-style-type: none"> • join in and take turns in drama activities with others; • work in pairs and in small groups cooperatively; <p>respond to others in group situations e.g. taking turns appropriately in a game.</p> <ul style="list-style-type: none"> • Reflect on their own explorations and creations • Take part in make-believe play based on their interests 	<p>Adapted turn taking games e.g. 'Pass the parcel'.</p> <p>Provide space and time for movement and dance both indoors and outdoors.</p> <p>Provide story boxes filled with interesting items to spark children's storytelling ideas. Offer additional resources reflecting interests such as tunics, cloaks and bags. Provide role-play areas with a variety of resources reflecting diversity.</p>

<p>Stepping Stone 3</p>	<p>The learner is;</p> <ul style="list-style-type: none"> • Developing the ability to be involved in a simple improvisation; responding to a situation or event. • Able to select appropriate basic props or costumes • Suggesting activities or developments within pretend play, e.g. suggesting who should be King or what should happen next. 	<p>Support learners to:</p> <ul style="list-style-type: none"> • join in and start to re-tell familiar stories (Cal 11); • and be involved in simple improvisation making basic choices about props used; • work with a peer to take roles in play – one being the director the other following (Cal 11). • be aware of space, themselves and others; <p>enjoy imaginative and pretend play/role play, dressing up or acting out being another character (Cal 11)</p>	<p>Choose symbols or picture cue cards.</p> <p>Tell stories based on learners’ experiences and the people and places they know well. Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., “This bear has arrived in the post. He has a letter pinned to his jacket. It says ‘Please look after this bear.’ We should look after him in our room. How can we do that?”</p> <p>Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by.</p> <p>Provide opportunities indoors and outdoors and support the different interests of learners, e.g.in role-play of a builder’s yard, encourage narratives to do with building and mending.</p>
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Impact - What difference is our curriculum making?

Progress in the Creative Semi-Formal Curriculum is currently assessed for EYFS learners using the Early Years Foundation Stage assessment framework. Progress for SLD learners from year 2 onwards is currently assessed using pebble level 7 and Stepping Stones. At Key Stage 4 learners may work towards AQA Unit Awards.