



**Sprowston Infant School Complex Autism Base**

**Curriculum Document**

**Expressive Arts and Design**

<b>Intent:</b> What outcomes do we want the pupils to achieve by the end of this curriculum stage?	<b>Implementation:</b> What opportunities and provision will we provide in order to achieve this?
<b>Explorer Curriculum (consistently assessed as working below branch 4 in CLL and MD)</b>	See CLL, PD and MD schemes of work and Routes for Learning guidance
<p><b>Discover Curriculum (linked to branches 4-7)</b> By the end of this curriculum pathway, pupils will be able to...</p> <p><b>Creative performance:</b> Pupils will be able to perform familiar songs and movements as part of a group, gaining improved memory and social skills.</p> <p>Pupils will be able to use props as part of their movements, developing an awareness of movement outside of their body.</p> <p>Pupils will have developed a sense of steady rhythm, allowing them to start creating their own musical compositions.</p> <p>Pupils will be able to interact with instruments using a variety of actions, in order to explore the range of sounds instruments can make.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Drama games</li> <li>• Action songs</li> <li>• Follow the leader games</li> <li>• Burst pause, with pupils finishing off familiar rhymes and songs</li> <li>• Turn-taking games</li> <li>• Call and response songs/drumming</li> <li>• Resonance boards</li> <li>• Music exploration area</li> <li>• Fine motor activities to improve physical manipulation skills</li> <li>• Body sounds copying games – clapping, stamping, tapping etc</li> <li>• Movement and music sessions</li> <li>• Adult modelling</li> <li>• Hand under hand for practicing new fine motor skills</li> <li>• Partner mirroring work</li> </ul>

	<p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Rhyme time at the library</li> <li>• In school performances</li> <li>• Trips to the theatre/ Garage</li> </ul>
<p><b>Media and Materials:</b></p> <p>Pupils will be able to use a range of simple construction materials to start to make planned structures such as lines and towers.</p> <p>Pupils will have a growing awareness of different colours and types of marks and experiment with changing these to engage in early drawing and painting activity.</p> <p>Pupils will start to notice changes of colour and explore creating new colours in various ways so that they are able to make choices when creating their own work.</p> <p>Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Construction – block play and connecting</li> <li>• Transient art stations with loose parts and varied surfaces to create on</li> <li>• Independent access to a range of mark making tools in the classroom. – clearly labelled and well organised</li> <li>• Large scale building opportunities in indoor and outdoor environments</li> <li>• Junk modelling</li> <li>• Lego therapy</li> <li>• Dough Disco/ Squiggle While you Wiggle</li> <li>• Interactive whiteboard drawing games</li> <li>• Ipad drawing games</li> <li>• Touch wall/ floor tiles in sensory room</li> <li>• Colour changing equipment and switches in sensory room</li> <li>• Free play art set up with access to a range of mark-making and painting materials.</li> <li>• Light box colour mixing with translucent objects and materials</li> <li>• Paint mixing</li> <li>• Outdoor mark-making area (blackboard, whiteboard, water painting)</li> <li>• Texture trail, texture baskets</li> <li>• Messy play activities using a range of wet and dry textures and opportunities for choosing and mixing</li> <li>• Parallel Play</li> <li>• Open-ended, process led art opportunities</li> </ul>

	<p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Visits to see art</li> <li>• Nature walks – nature mark-making and texture exploration</li> <li>• Whole school art projects – local church project, art exhibition, xmas card designs</li> </ul>
<p><b>Design Technology:</b></p> <p>Pupils will be able to use tools for a purpose with some modelling so that they can increase their independence in creating and making choices.</p> <p>Pupils will be able to use single adjectives and descriptive words to talk about creative activities so they can articulate their choices and communicate their ideas.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Woodwork area – range of tools, materials and safety equipment</li> <li>• Messy play</li> <li>• Independent access to a range of tools in the classroom (cutting, sticking, messy play, cutlery etc) – clearly labelled and well organised</li> <li>• Fine motor activities to improve physical manipulation skills</li> <li>• Staff modelling of tool use with the lowest level of prompt necessary</li> <li>• Constant access to personalised AAC</li> <li>• Modelling of key language by all staff as well as modelling of AAC use relevant to the child</li> <li>• Colourful semantics</li> <li>• Gardening activities</li> <li>• Role play area with everyday tools</li> <li>• Identi-play</li> <li>• Commenting</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Local area visits describing buildings, vehicles and natural objects. Use cameras to record</li> <li>• Treasure hunts in the local community</li> </ul>

	<ul style="list-style-type: none"> <li>• Whole school art projects – local church project, art exhibition, xmas card designs</li> </ul>
<p><b>Creative Expression:</b></p> <p>Pupils will be able to engage in imaginative role play, choosing appropriate costumes for characters with support.</p> <p>Pupils will start to make representation drawings to help communicate ideas and thoughts. (These will not necessarily look visually similar to what they represent)</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Role play area with props and clothing relevant to everyday activities such as shopping, doll play, kitchen</li> <li>• Dough Disco/ Squiggle While you Wiggle</li> <li>• Drama games</li> <li>• Sensory stories with elements of dressing up and role play</li> <li>• Structured small world story telling sessions</li> <li>• Tapestry of the pupils’ activities with photographs, work books pupil notes/drawings</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Community trips to the shop, library, fire station, in house hairdressers etc</li> <li>• Puppet shows</li> </ul>
<p><b>Investigate Curriculum (linked to branches 8+)</b> By the end of this curriculum pathway, pupils will be able to...</p> <p><b>Creative performance:</b></p> <p>Pupils will be able to independently perform a pre rehearsed song or dance individually, building their confidence and memory.</p> <p>Pupils will be able to create their own movement sequence or piece of music within a given structure, developing their choice making and sequential planning skills.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Performance groups in movement lessons</li> <li>• Performances in whole school assemblies</li> <li>• Action songs</li> <li>• Music area with a wide range of instruments which can be played in different ways</li> <li>• Sequencing activities using visual supports</li> <li>• Pattern making activities with physical objects and actions</li> <li>• Modelling of simple sequences which can be adapted</li> <li>• Choir (sing and sign)</li> <li>• Singing hands activities</li> <li>• Movement and music sessions</li> </ul>

	<ul style="list-style-type: none"> <li>• Music apps and computer programs for composing their own music</li> <li>• Conductor activities – child directs the sounds made by the group (Loud, quiet, fast, slow, bang, shake etc)</li> <li>• Follow the leader activities – led by the child</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Theatre trips – Garage/ Playhouse</li> <li>• Sensory Dance – No Limits Norfolk</li> <li>• Christmas show</li> </ul>
<p><b>Media and Materials:</b></p> <p>Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Independent access to a wide range of art and craft materials, tools and equipment across the school day – clearly labelled and well organised</li> <li>• Free-play art</li> <li>• Transient art stations with loose parts and varied surfaces to create on</li> <li>• Artist focused explorations to model new ideas and techniques</li> <li>• Open-ended play opportunities, supported by flexible staff who follow the lead of the child</li> <li>• Commenting rather than questioning</li> <li>• Creative ipad apps</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Visits to see art</li> <li>• Whole school art projects – local church project, art exhibition, xmas card designs</li> </ul>

<p><b>Design Technology:</b></p> <p>Pupils will be able to plan a project using a simple structure, choose appropriate tools to carry out their project and say what they would do differently in simple terms.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Modelling of key language and use of child’s AAC</li> <li>• Plan, do, review structure at language level appropriate to the child</li> <li>• Visual supports for planning and evaluating activities at the key word level appropriate to the child</li> <li>• Staff modelling of tool use, with no physical prompting</li> <li>• Woodwork area</li> <li>• Construction area with higher level resources – mechano, junk modelling, cogs and gears etc</li> <li>• DT packs covering a wide range of projects (sewing, woodwork, printing, textiles, clay modelling etc) focusing on one area for several weeks to build confidence</li> <li>• Backward chaining of sequences of actions</li> <li>• Adult modelling</li> <li>• Commenting</li> <li>• Visual schedules</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Whole school art projects – local church project, art exhibition, xmas card designs</li> <li>• Joint project working</li> </ul>
<p><b>Creative Expression:</b></p> <p>Pupils will be able to make simple representational images to communicate their ideas, thoughts and feelings. They will express themselves creatively in their preferred medium.</p> <p>Pupils will be confident to engage in group role play, sharing ideas with others and responding to their actions. They will have an understanding of</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Pupil Tapestry</li> <li>• Small world and puppet storytelling sessions</li> <li>• Simple animation using photographs with movie maker</li> <li>• Role play area with a wider range of themes and including multiple roles, some of which may be further from the child’s everyday experiences – holidays, seaside, cinema etc</li> <li>• PSED emotions sessions – mirror work, storytelling, circle times</li> </ul>

<p>relevant costumes for different characters, showing an awareness of familiar roles in their community.</p>	<ul style="list-style-type: none"> <li>• Independent access to a wide range of storytelling, role play, and arts and crafts materials and tools across the school day</li> <li>• Adult modelling</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Community visits to a wider range of places</li> <li>• Visits from people of different professions – firemen, police, doctor etc</li> <li>• Visits to Garage, Playhouse</li> </ul>
<p><b>End of EYFS Early Learning Goals:</b></p> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>	<p style="text-align: center;"><b>See EYFS progression documents</b></p>
<p style="text-align: center;"><b>See KS1 National Curriculum</b></p>	<p style="text-align: center;"><b>See Sprowston Infant School KS1 Curriculum Documents for Art, D&amp;T, Music</b></p>