



Creative Arts Curriculum Statement (Music & Drama)

(For use with external specialist providers)

Rationale

Creative Arts at Blue Sky Independent School – including Music and Drama – provide therapeutic, expressive, and meaningful learning experiences that support pupils' emotional wellbeing, communication skills, confidence, and creativity. As an SEMH provision, we recognise that creative subjects are powerful tools for:

- emotional regulation
- communication beyond words
- building self-esteem
- fostering collaboration and trust
- enabling sensory and exploratory learning
- nurturing a sense of identity and belonging

Music and Drama at Blue Sky are delivered by specialist external practitioners, ensuring high-quality skills teaching while allowing pupils to access rich, engaging experiences linked to our topic themes.

Intent

Our intent is for all pupils to:

Music

- Experience joy, curiosity, and emotional expression through musical exploration.
- Develop listening skills, rhythm, coordination, and musical vocabulary.
- Experience a range of instruments, genres, cultures, and styles.
- Build confidence to create, perform, and evaluate music at their own level.

Drama

- Develop their imagination, storytelling, social interaction, and communication.
- Engage in role-play, improvisation, and character work linked to class topics.
- Build resilience, self-regulation, and confidence in front of others.
- Learn to collaborate respectfully and respond constructively within a group.

Across Creative Arts

- Access personalised, sensory, trauma-informed learning experiences.
- Learn through linked themes across History, Geography, English, and PSHE.
- Experience a creative curriculum that reduces anxiety and deepens engagement.
- Develop transferable skills such as confidence, turn-taking, expression, motor skills, and emotional literacy.

Our curriculum is inclusive and adapted for pupils working across pre-formal, semi-formal, and formal pathways.

Implementation

Creative Arts are delivered through a combination of:

1. Specialist External Providers

- Weekly Music and Drama sessions led by trained practitioners.
- High-quality expertise in performance, improvisation, rhythm work, vocal exploration, and ensemble activities.
- Flexible approaches tailored to SEMH, communication needs, sensory needs and anxiety.

2. Linked to Whole-School Topics

Music and Drama themes are planned termly in collaboration with the teaching team to align with:

- History units (e.g., WWII songs, Greek theatre, Victorian music halls)
- Geography topics (e.g., world music, cultural storytelling, folk dance)

- English texts (e.g., performance poetry, drama retellings, book-based performances)
- PSHE (e.g., emotional expression, role-play, self-advocacy)

This ensures coherence across the curriculum and reinforces knowledge in multiple modalities.

3. Adaptation for SEMH & SEND

Provision includes:

- Sensory-based warm-ups
- Visual prompts, modelling and repetition
- Reduced verbal demand where appropriate
- Breakout/regulation spaces
- Scaffolded group work for anxiety or social barriers
- AAC, symbols and movement-based expression

4. Performance & Celebration Opportunities

- Class-based sharing sessions
- Small-group performances
- Whole-school events (celebrations, assemblies)
- Opportunities to safely build confidence without pressure

5. Recording Learning

Learning is captured through:

- Photos, videos, floor books
- Pupil voice
- Practical outcomes
- Staff observation notes

Written outcomes are *not* required for most pupils.

Impact

By the end of primary school, pupils will:

Music

- Show increased confidence in exploring sounds, rhythm, instruments, and musical structures.
- Demonstrate improved attention, turn-taking, and group interaction.
- Use simple musical vocabulary (beat, rhythm, loud/quiet, tempo, mood).
- Engage with music as a tool for wellbeing, regulation, and joy.

Drama

- Use facial expression, gesture, voice, and movement to communicate meaning.
- Participate positively in group activities and role-play.
- Demonstrate improved empathy, perspective-taking, and social understanding.
- Retell stories, explore characters, and respond creatively.

Creative Arts as a Whole

- Develop self-esteem, emotional resilience, and expressive confidence.
- Make connections between creative themes and their wider learning.
- Engage more positively in school life through creative experiences.

Impact will be measured through observation, engagement levels, pupil voice, and practical outcomes—rather than written evidence.