



# Creative Curriculum at The Dales School

Positive Outcomes of Creative and Cultural  
Approaches to Learning

For



Schools, children,  
young people and  
families

# The Dales School: background

We see a creative approach as being essential to ensure equal opportunities for all to succeed.

Our pupils are primary age children with a range of individual educational challenges. These include ASC, ADHD, Social, Emotional and Mental Health issues (SEMH), complex communication difficulties and other congenital and medical needs.

We are concerned with the development of the whole child. We believe that the skills, processes, knowledge, values and attitudes offered by creative, cultural learning opportunities can enable children to represent their experiences and respond to the world in a variety of ways.

We are committed to responding positively to different needs and ideas to help each child to **enjoy and achieve**.



# With a little (or a lot of) help from our friends ...

Thank you for your Case Study  
submission to Artsmark.

Your Statement of Commitment  
and Case Study have been  
reviewed by our Levelling Panel  
and we are delighted to inform  
you that The Dales School has  
achieved

**Artsmark Platinum Award.**

Congratulations!



**Artsmark  
Platinum Award**  
Awarded by Arts  
Council England



Ken Robinson  
Making the Case: All our Futures.  
(National Advisory Committee on  
Creative and Cultural Education,  
1999).

*‘The greatest disincentives to achievements are low self-esteem and lack of motivation. Creative and cultural programmes are powerful ways of revitalising the sense of community in a school and engaging the whole school with the wider community’.*

*‘We are educating people out of their creativity’  
(2006)*



# What is Creative Learning all about?

*NOT about 'doing art'*

Being inclusive - valuing everyone's ideas, skills, emotional responses and preferences

Recognising that there is more than one way to achieve results

Including real experiences as inspiration

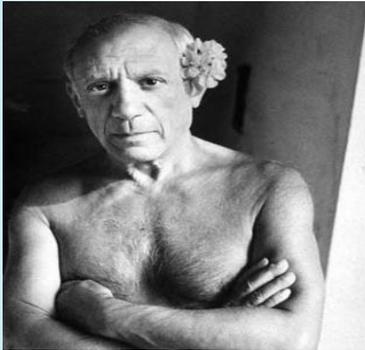
Motivating

Multi-sensory

Active, exploratory, FUN!

*What skills and experiences do we need?*



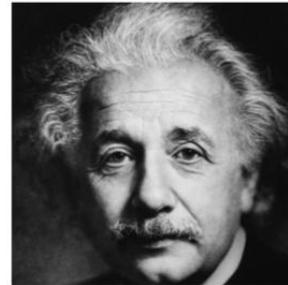


**"Every child is an artist,  
the problem is staying an artist  
when you grow up"**

**- Pablo Picasso**

**MAYA  
ANGELOU**

**"A bird doesn't sing  
because it has an  
answer, it sings because  
it has a song."**



***"It's not that I'm so  
smart; it's just that I  
stay with problems  
longer."***

Albert Einstein  
German physicist



# Together

Working alongside artists and craftspeople gives our pupils the chance to **explore the whole process** involved in visual arts, music, dance or drama. This includes **actively involving** older children **sharing skills** with younger pupils; children showing families and members of the community around exhibitions of work; **rehearsing and performing** for an audience.



# In Partnership

Visits to libraries, museums, galleries, theatres and different environments provide exciting opportunities to explore places, objects and events in the real world.

**Partnerships pass on skills and help to break down barriers**



# Careful Project Planning, Implementation and Evaluation



What's in the Box?

What do we know?

What do we want to  
find out about?



Problem-  
solving

Resilience



A shared language  
Arts Council  
England's 7  
Quality  
Principles



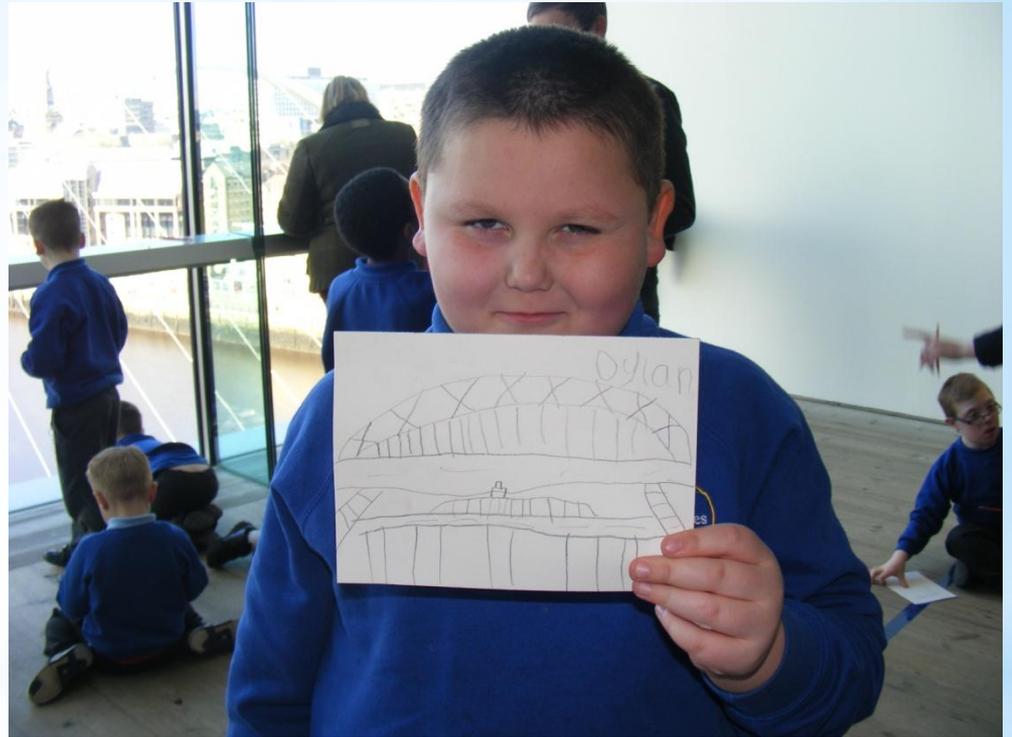
# Striving for Excellence and Innovation





# Being Authentic





# Being Exciting, Inspiring and Engaging





The Dales

# Ensuring a Positive and Inclusive Experience







# Actively Involving Children and Young People





# Enabling Personal Progression



RAAAAA WOOWOOOO GAGA SSSSHHHH!  
The Dales School, Northumberland



Pupils, parents and teachers from The Dales School, Northumberland, present their exhibition: RAAAAA WOOWOOOO GAGA SSSSHHHH!  
Working with BALTIC artist, Zoe Allen, the group explored the theme of 'carnival' in a multi-sensory



# What young people do



- Take part in arts activities
- Find out about artists and arts organisations
- Attend and review arts events
- Research careers and opportunities
- **Develop their communication skills**
- Plan and lead their own arts projects
- **Reflect on their progress as they go along, recording and evidencing their learning**



Eastside Educational Trust,  
Kevin Ricks

# What young people gain



Learn to work independently and with others

Increased confidence and raised aspirations

Leadership, communication and creative skills

Reflect on their learning and develop meta-cognition



Cape Primary School, Andy Bulmer



Parliament Hill School



# Developing Belonging and Ownership







# This much is true

Working creatively allows for diversity and individualisation of the learning process.

Everyone can achieve and progress from their different starting points.

It illustrates the results that can be achieved through perseverance and a 'can do' attitude. For example, Circus skills were not only thoroughly enjoyed by all of our children, but also raised the question

**'If I can do this, what else can I achieve?'**



# What's Next?

- Planning to Thrive
- School 80<sup>th</sup> Birthday Celebrations
- Whole School Time Project





Thank you,  
any questions?

