

## DOOR 4 – CREATIVITY

<b>DOOR 4 – CREATIVITY</b>					
<b>English</b> i. Creativity in writing for a range of purposes and audiences including engaging with poetry, fiction and plays ii. Drama (including visiting performers), Art and Music bringing texts to life and inspiring creative thought and response with language skills that facilitate creative expression iii. Using the creative power of language whether spoken, written or read.	<b>Maths</b> i. Identify Maths in creative arts e.g. pattern in art and music, and in design (e.g. architecture) ii. Develop creative problem-solving				
<b>Geography</b> i. Explore how Geography and geographical features can be represented through the arts (e.g. paintings, music, sculptures, architecture) and how the arts can be used to enhance areas locally, nationally and globally. ii. Think creatively about climate change and issues around the environment considering ways in which to help the planet and people living in various parts of the world. iii. Explore the countries and cultures of famous artists, musicians etc and how their art is impacted by their culture.	<b>Art</b> i. Children respond to a wide range of Art from all periods and cultures ii. Children express themselves in Art (moods, ideas, messages) using a variety of styles iii. For children to use Art in combination with other subjects understanding how Art can add to all other creative expressions and add to experiences (e.g. in writing or reading such as illustration)	<b>History</b> i. Explore how historical events have been represented and can be understood through the arts (e.g. paintings, music, sculptures) and how the arts can be used to commemorate or recall local, national and international historical events. ii. Think creatively about the past considering perspectives of figures that may support deeper understanding of the past. iii. Consider ways of representing historical events using art, craft and creative media.			
<b>Science</b> i. Recording and reporting in a variety of ways using drama, ICT, models, art and observational drawing. ii. Work practically as often as we can and celebrate new ways of recording and sharing our work.	<b>Music</b> i. Children listen to and respond to a wide range of musical genres from all periods ii. Children express themselves musically (moods, ideas, messages, sound-scapes) iii. For children to use music creatively in combination with other subjects	<b>PSHE</b> i. Explore PSHE (including emotions) through the arts (e.g. paintings, music, sculptures, poetry) and identify how emotions, relationships and aspects of PSHE have been expressed over the ages (e.g. Munch the Scream, moods in songs and music, portraits) ii. Develop children’s ability to express their own feelings and relationships creatively			
<b>PE</b> i. Our dance and gymnastic units enable children to work as part of groupings pairs or small groups) to create, plan and perform dances or gymnastic sequences using various stimuli (including music, art and imagery) ii. Children are expected to respond to stimuli with increasingly creative expressions / sequences	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>DT</b>            i. DT begins with the creativity and imagination of our children.            ii. New and innovative ideas are encouraged and children are free to think and develop designing and making skills using the equipment they need.            iii. Design and technology is found in all creative areas (instruments, tools, ways of presenting, set design etc) and thought is given to the visual as well as practical impact of products         </td> <td style="width: 50%; padding: 5px;"> <b>Computing</b>            i. To help children anticipate problems, imagine solutions, evaluate, adjust and problem solve as they go            ii. Computing opens up a world of creative thinking through coding, animation and creating pictures.            iii. Computer generated graphic design         </td> </tr> </table>	<b>DT</b> i. DT begins with the creativity and imagination of our children. ii. New and innovative ideas are encouraged and children are free to think and develop designing and making skills using the equipment they need. iii. Design and technology is found in all creative areas (instruments, tools, ways of presenting, set design etc) and thought is given to the visual as well as practical impact of products	<b>Computing</b> i. To help children anticipate problems, imagine solutions, evaluate, adjust and problem solve as they go ii. Computing opens up a world of creative thinking through coding, animation and creating pictures. iii. Computer generated graphic design	<b>MFL (Spanish)</b> i. Exploring, responding to and celebrating Spanish ‘high culture’ (e.g. Spanish music, art, architecture) ii. Use Spanish culture as an influence on their own artistic expressions	<b>RE</b> i. Explore religious expressions of faith through the arts (e.g. paintings, music, sculptures, poetry, architecture) ii. Develop children’s ability to express their own beliefs creatively
<b>DT</b> i. DT begins with the creativity and imagination of our children. ii. New and innovative ideas are encouraged and children are free to think and develop designing and making skills using the equipment they need. iii. Design and technology is found in all creative areas (instruments, tools, ways of presenting, set design etc) and thought is given to the visual as well as practical impact of products	<b>Computing</b> i. To help children anticipate problems, imagine solutions, evaluate, adjust and problem solve as they go ii. Computing opens up a world of creative thinking through coding, animation and creating pictures. iii. Computer generated graphic design				