

Intent:

To experience Creative Arts topics to support creative skills and physical/mental health and well-being.

		Cycle A (2026-27)	Cycle B (2027-28)	Cycle C (2025-26)
Autumn	1	<ul style="list-style-type: none"> Visual Arts- Exploring sculpture and printing. <i>To experience exploring the skills of sculpture and printing.</i> 	<ul style="list-style-type: none"> Visual Arts- Expressing yourself through art. <i>To experience expressing yourself through art.</i> 	<ul style="list-style-type: none"> Visual Arts- Exploring photography <i>To experience exploring the skills of photography.</i>
	2	<ul style="list-style-type: none"> Performing Arts- Expressing yourself through Drama <i>To experience expressing yourself through drama.</i> 	<ul style="list-style-type: none"> Performing Arts- Developing the skill of dance. <i>To experience and develop skills in dance.</i> 	<ul style="list-style-type: none"> Performing Arts- Expressing yourself through movement <i>To experience expressing yourself through movement.</i>
Spring	1	<ul style="list-style-type: none"> Music- Expressing yourself through composing music. <i>To experience expressing yourself through creating own music.</i> 	<ul style="list-style-type: none"> Music- Expressing yourself through performing music. <i>To experience expressing yourself through performing music.</i> 	<ul style="list-style-type: none"> Music- Expressing yourself through music. <i>To experience expressing yourself through music including vocal and instruments.</i>
	2	<ul style="list-style-type: none"> Creative Design- Exploring stage design. <i>To experience exploring the skills of stage design for theatre.</i> 	<ul style="list-style-type: none"> Creative Design- Exploring prop design. <i>To experience exploring creating props for theatre.</i> 	<ul style="list-style-type: none"> Creative Design- Exploring make-up and stage make-up. <i>To experience exploring the skills of make-up for everyday and stage.</i>
Summer	1	<ul style="list-style-type: none"> Creative Media- Exploring stage lighting. <i>To experience exploring different stage lighting for theatre performances.</i> 	<ul style="list-style-type: none"> Creative Media- Exploring sound effects. <i>To experience exploring different sound effects for theatre performances.</i> 	<ul style="list-style-type: none"> Creative Media- Exploring film. <i>To experience exploring different genre of film.</i>
	2	<ul style="list-style-type: none"> Creative Crafts- Expressing yourself through craft to support well-being. <i>To experience expressing yourself through craft to support well-being.</i> 	<ul style="list-style-type: none"> Creative Crafts- Expressing yourself through craft for a purpose. <i>To experience expressing yourself through craft to create a product.</i> 	<ul style="list-style-type: none"> Creative Crafts- Expressing yourself through craft for a hobby. <i>To experience expressing yourself through craft to find likes and dislikes.</i>

<p>Running throughout each cycle</p>	<p><u>Spiritual, Moral, Social and Cultural Development</u></p> <p>The spiritual development of learners is shown by their:</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. • Knowledge of, and respect for, different people's faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them. • Use of imagination and creativity in their learning. • Willingness to reflect on their experiences. <p>The moral development of learners is shown by their:</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • Understanding of the consequences of their behaviour and actions. • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p>The social development of learners is shown by their:</p> <ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other learners, including those from different religious, ethnic and socio-economic backgrounds. • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p>The cultural development of learners is shown by their:</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the college and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. 	<p><u>Fundamental British Values</u></p> <p>Individual Liberty:</p> <ul style="list-style-type: none"> • Freedom of speech to make own decisions. <p>Mutual Respect:</p> <ul style="list-style-type: none"> • Treating others as you would want to be treated. <p>Tolerance:</p> <ul style="list-style-type: none"> • Learning about other cultures and faiths and listening to viewpoints. <p>Rule of Law:</p> <ul style="list-style-type: none"> • Understanding rules and why they are important.
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