

## School mission

Pupils will learn:

- about the world
- to be effective in the world
- To be confident, caring, citizens

## Sixth Form

Communication

Maths & cognition

Healthy Life

Home Life

Creative & Spiritual Life

Social Life

Professional Life

Active Life



Meeting students' need to express themselves and realise their identity

# Creative & Spiritual Life

Curriculum Overview



Sixth Form



# Intent: breadth of learning

6F

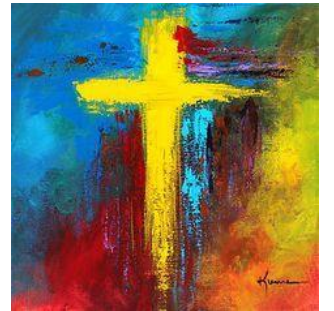
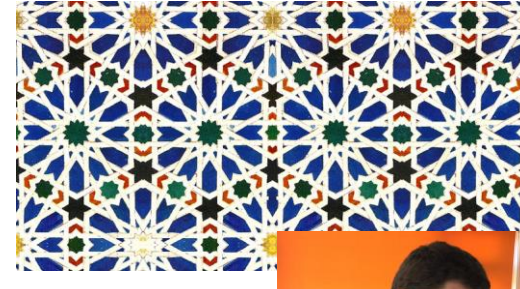
a curriculum that is ambitious and designed to give all learners ...  
the knowledge and cultural capital they need to succeed in life

learners are ready for the next stage of education, employment or training.

the provider's curriculum is coherently planned and sequenced towards  
cumulatively sufficient knowledge and skills for future learning and employment

## Breadth (knowledge):

- Developing awareness of key spiritual and religious beliefs in the community
- Enjoying and making music
- Enjoying and making 2D images (including printing, collage & digitally)
- Photography
- Creative use of video
- Enjoying and making 3D objects (including clay, papier-mâché, jewellery...)
- Textiles
- Appreciating and creating music
- Story telling – story boards, drama writing, puppetry
- Appreciating the creativity of people of a different culture to me





# Intent: depth, organisation & sequencing of learning

6F

a curriculum that is ambitious and designed to give all learners ... the knowledge and cultural capital they need to succeed in life

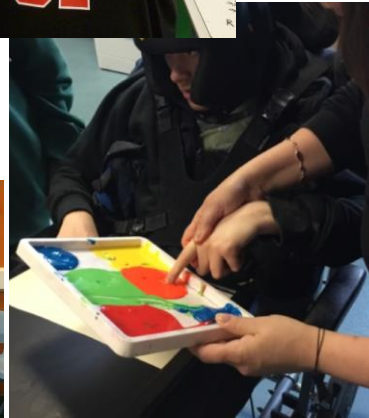
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By focusing on Creative and Spiritual Development we want to prepare students for an optimum feeling of meaning and self realisation in their lives. Each year begins with inspiration from a different major religion and its impact on the arts and then students develop their skill and judgement in relation to the different modes of creative expression that they can access in their adult life.

## Skills:

- Developing spiritual expressions of identity and morality
- Making informed choices of expression
- Developing aesthetic awareness and preferences
- Hand /eye coordination – fine motor skills
- Music – controlling sound with intent
- Shape, line, colour, texture perception
- Technical skills



INTENT

# Personal Growth and Wellbeing in Creative & Spiritual Life

- **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
  - Expressing my identity through creativity
  - Expressing my identity through my spirituality
- **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
  - Safe practice in Creative Practice
- **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
  - Expressing my feelings through creativity
  - Expressing my feelings through spirituality
- **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
  - Rites of Passage and moral responsibilities with age
- **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
- **The World I Live In** (Living confidently in the wider world)
  - Awareness of the Creativity of others



## Creative and Spiritual Life Curriculum Cycle

Key repeated themes	Creative Decisions Spiritual awareness					
Ongoing individual opportunities	Craft/ engraving mini- enterprise Exhibition					
Term>>	1a	1b	2a	2b	3a	3b
Theme>>	Belief	The art of the major religions	Sound art, spirituality – including digital music	Visual Art, spirituality – including digital art	3D/ spatial Art, spirituality	Interpersonal Art, spirituality
Yr1 overview plus focus on:	Christianity	The art of Christianity	Popular music Option - Guitar based vs digital	Recorded images: Option - Photography vs video	Modelling – option clay vs junk	Story telling – Option Comedy Drama vs Puppets
Yr2 overview plus focus on:	Islam	The art of Islam	Traditions of music- classical, religious, folk Option- hymns vs gamelan	Mark making images: Option- Paint vs digital art work	Crafts option- Paper crafts (including card making) vs jewellery	Movement- Option- Dance vs Yoga
Yr3 overview plus focus on:	Hinduism	The art of Hinduism	Alternative music/ sound art Option- digital vs non-instrument	Pattern making:  Collage vs Textiles	Spaces Option – decorating & interior design, vs shelters, buildings, including religious	Tragedy drama vs Digital animation

