KS3 Creative Arts Long Term Plan

Intent:

At Brookvale Academy, the intent of the KS3 Creative Arts curriculum is to provide pupils with a rich, engaging and inclusive creative experience that is rooted in the National Curriculum for Art and Design and Music. We aim to develop creativity, confidence and self-expression while equipping pupils with the knowledge, skills and cultural understanding needed to appreciate, evaluate and create a range of artistic works.

Creative Arts is delivered through a variety of themed projects, including music production, graphic editing, pottery and crafts, graffiti art and community-based creative projects. These themes are carefully selected to expose pupils to a broad range of artistic disciplines, techniques and media, while supporting engagement, personal development and achievement. Through music, pupils develop their skills in listening, composing, performing and evaluating, while art and design projects encourage experimentation with different materials, processes and creative techniques.

Pupils explore the work of artists, craftspeople, designers and musicians from different cultures, periods and traditions, developing an understanding of how creative expression reflects and shapes society. They learn to generate, develop and refine their ideas, applying their knowledge and skills to produce original outcomes. Opportunities to collaborate, contribute to community projects and showcase their work help pupils develop communication skills, resilience, pride and confidence in their achievements.

By the end of KS3, pupils will have developed the creative knowledge, practical skills and confidence to express themselves, appreciate the arts and access further creative opportunities at KS4 and beyond.

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Pathway ONE

Priorities: Increased attendance, develop positive relationships, Develop simple learning behaviours

We provide a creative, engaging curriculum that supports pupils to attend regularly, build positive relationships and develop simple, successful learning behaviours. Through hands-on art, music, design and cultural projects, pupils are encouraged to explore ideas, express themselves and work cooperatively with others. Learning is practical, structured and achievable, helping pupils to follow routines, try new activities and take pride in completing purposeful outcomes. By making lessons motivating, supportive and rooted in real experiences, we aim to strengthen pupils' confidence, communication and sense of belonging in school.

Pathway TWO

Priorities: Increased attendance, improved engagement and participation in lessons, develop wider relationships, progress in literacy/numeracy

We offer a creative and engaging curriculum that supports pupils to improve attendance, increase their engagement in lessons and build positive relationships across the school community. Through accessible art, music, design and cultural projects, pupils develop confidence in participating, sharing ideas and working with others. Learning experiences are structured to promote progress in literacy and numeracy, with opportunities to read, write, speak, measure, plan and present within meaningful creative contexts. By providing motivating, practical tasks and supportive teaching, we aim to strengthen pupils' independence, communication and readiness to take an active part in learning.

Pathway THREE

Priorities: consistently high attendance, consistently positive engagement and participation in lessons, appropriate positive social interactions, Academic progress.

We deliver a challenging and enriching creative curriculum that supports pupils in maintaining consistently high attendance, demonstrating positive engagement and contributing actively in all lessons. Through a range of high-quality art, music, design and cultural projects, pupils are encouraged to collaborate appropriately with peers, develop confident social interactions and take increasing responsibility for their learning. Activities are designed to stretch pupils academically, promote curiosity and enable strong progress across subjects. By providing purposeful, ambitious and well-structured creative learning experiences, we aim to deepen pupils' knowledge, strengthen their skills and prepare them for successful next steps in education.

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Autumn		Spring		Summer	
Create Your Own Game World **Pupils will be able to:** 1. Generate creative ideas for characters, settings and game designs that clearly respond to a given design brief. 2. Select and use a range of materials and techniques including paint, clay and digital tools to produce confident and finished artwork.	**Music Production and DJ skills** **Pupils will be able to:** 1. Describe and use the main elements of music including rhythm, melody, tempo and dynamics when creating their own musical ideas. 2. Use digital music technology to record, edit and produce original sounds and musical tracks. 3. Create a complete piece	**Graffiti Art** **Pupils will be able to:** 1. Create original graffiti-style artwork using different lettering styles, colors, and techniques. 2. Understand the cultural and historical background of graffiti as an art form. 3. Use design principles like composition and typography to make effective graffiti designs.	**Fashion Design** **Pupils will be able to:** 1. Develop creative design ideas for a T-shirt or tote bag by exploring colour, pattern and surface-design techniques, choosing from options such as tie-dye or fabric-pen illustration. 2. Select and apply appropriate materials, tools and textile processes, using	6. **Pottery** **Pupils will be able to:** 1. Create pottery, origami and craft products using a range of techniques with accuracy and control. 2. Design and plan a finished craft item for a real audience, showing clear creative intentions. 3. Use tools, materials and processes safely and effectively when making pottery and craft pieces. 4. Evaluate their own work and the work of others using appropriate artistic vocabulary. 5. Present and showcase their finished craft	7. **Cultural Festival** **Pupils will be able to:** 1. Perform or present a cultural piece—such as a song, rap, dance or short drama—from another country with confidence and awareness of its origins. 2. Recognise and use simple phrases in another language to communicate meaningfully in spoken, written or digital forms. 3. Create and exhibit artwork inspired by a chosen culture and explain its

3. Explain the influence of artists, cultures or historical events on their own creative work. 4. Use subject-specific art and design vocabulary such as *layering*, *silhouette* and *structure* to describe and evaluate their own and others' artwork. 5. Apply creativity across subjects by combining storytelling, visual design and digital tools to create characters,	of music with a clear beginning, middle and end by layering and arranging different musical parts. 4. Listen to and evaluate music by giving feedback on their own and others' work and making improvements through reflection. 5. Use music technology to express ideas, feelings or experiences through sound and share their work confidently.	4. Evaluate and improve their graffiti artwork, thinking about audience and purpose. 5. Explain the legal and ethical issues around graffiti and how to create it responsibly.	a choice of techniques—such as dyeing, fabric drawing or sewing. 3. Modify and upcycle an existing textile item, using chosen techniques and design ideas to transform it into a new and creative outcome. 4. Refine their work during the making process, experimenting with the selected techniques, testing effects and improving composition and technical control.	products, understanding how items can be displayed and sold at a market.	historical or traditional significance. 4. Produce a creative response to a major cultural celebration by writing or performing a story, comic, script or short play. 5. Design culturally inspired products—such as menus, word-art graphics or festival stalls—and use these to engage an audience, including greeting visitors in another language and promoting or selling traditional food for a charitable purpose.

settings or game concepts.	AQA | Unit Award Scheme | Listening To Music AQA | Unit Award Scheme | Musical Styles Unit 1 AQA | Unit Award Scheme AQA | Unit Award Scheme | Music Appreciation		5. Analyse and evaluate textile designs, using accurate art and design vocabulary to discuss visual qualities, creative intentions, chosen techniques and final outcomes.		

Core Key Stage End Points

Pupils will be able to

1. Explore a range of materials, tools, sounds or movements to create their own creative work.
2. Use art, music, drama or dance to express their thoughts and feelings creatively.
3. Work collaboratively with others to create and share a performance or artwork.
4. Talk about their own and others' work in a respectful and thoughtful way.
5. Develop and improve creative skills by practising, experimenting and trying new ideas.