



BLACKMINSTER MIDDLE SCHOOL

Community – Aspiration – Respect – Excellence

Long-term Overview for Creative Arts

The Creative Arts curriculum provides students with rich, engaging and meaningful opportunities to develop creativity, confidence, communication and practical skills through three key disciplines: **Drama, Textiles and Music**. Through a combination of a bespoke curriculum and specialist-led provision, including dedicated music enrichment and drop-down afternoons, students experience a broad and ambitious programme that nurtures self-expression, collaboration and cultural understanding.

The curriculum is designed as a **progressive journey from Year 6 to Year 8**, building upon prior learning whilst regularly revisiting and reinforcing key knowledge, skills and techniques. Students develop increasing independence, resilience and confidence as they refine their creative practice and apply their learning across a range of contexts.

Creative Arts aims to:

- Develop confident, creative and reflective learners who can communicate ideas effectively through a variety of artistic forms.
- Foster creativity, curiosity and a willingness to take risks in a supportive environment.
- Build practical skills and subject knowledge progressively across Drama, Textiles and Music.
- Encourage collaboration, teamwork and respect for diverse perspectives and creative outcomes.
- Promote cultural awareness by exploring a range of artists, performers, designers, musical traditions and theatrical practices from different cultures and historical periods.
- Support personal development through links with PSHE, developing self-awareness, resilience, empathy and social skills.
- Strengthen literacy through links with English, including communication, performance, presentation, evaluation and critical reflection.
- Ensure students meet the expectations of the National Curriculum while providing enriched and personalised creative experiences.

Creative Arts is delivered through a carefully sequenced curriculum spanning Years 6 to 8. Learning is progressive, allowing students to revisit and build upon previously taught knowledge and skills while increasing the level of challenge and independence over time.

The curriculum combines:

- Bespoke schemes of work designed to meet the specific needs of our learners.
- Specialist-led learning experiences, particularly within Music.
- Creative enrichment through regular drop-down afternoons and performance opportunities.
- Cross-curricular links to PSHE and English to reinforce communication, reflection, resilience and personal development.

Students move from acquiring foundational knowledge and skills in Year 6 to applying, refining and mastering techniques in Years 7 and 8.

This progression includes:

- Revisiting key concepts regularly to secure long-term understanding.
- Increasing opportunities for independent decision-making and creative problem-solving.
- Developing subject-specific vocabulary across all three disciplines.
- Building confidence through performance, presentation and critique.
- Encouraging students to evaluate their own learning and set targets for improvement.

students will be confident, creative and reflective practitioners who can:

- Apply and transfer skills across a range of creative disciplines.
- Perform, create and present work with increasing independence.
- Use specialist vocabulary confidently.
- Collaborate effectively and communicate ideas clearly.
- Evaluate and improve their work through reflection and feedback.
- Demonstrate cultural awareness, appreciation and respect for diverse creative traditions.
- Engage positively with future creative opportunities both within and beyond school.

Through Creative Arts, students develop not only artistic skills but also the confidence, resilience and communication abilities that support success across the wider curriculum and in later life.

	Autumn 1 Drama	Autumn 2 Textiles	Spring 1 Music*	Spring 2 Textiles	Summer 1 Drama	Summer 2 Textiles
	Introduction to drama	Weave Got This! Creative weaving techniques	Pulse to performance	Native American Art Dream catchers	Resilience	Emotion Monkeys Hand stitching
Key Substantive Knowledge: What will students learn?						
Year 6	Drama studio expectations and conventions Rules and routines for working safely and effectively in a drama space. Appropriate behaviour when rehearsing and performing. The purpose and features of tableaux What a tableau (freeze frame) is. How still images communicate ideas, emotions, characters and situations. Physical theatre techniques How body shape, posture, movement and gesture create character. How status can be communicated physically through body language. Vocal skills in drama The meaning and importance of: Projection Articulation Pitch Tone How vocal choices affect audience understanding. Improvisation conventions The principles of improvisation, including accepting and building on ideas ("Yes, and..."). The importance of collaboration in creating drama. Performance and devising	Students will learn how to make a loom and explore a variety of weaving skills, using a variety of materials and techniques. They will each make a woven bookmark.	Pulse: Music has a steady pulse (beat); pulse helps musicians play together and is different from rhythm. Rhythm: Rhythm is a pattern of sounds; different rhythms can be played over the same pulse. Pitch: Pitch describes how high or low a sound is; melodies are made from different pitches. Dynamics: Dynamics describe how loud or quiet music is. Tempo: Tempo describes the speed of music. Timbre: Different instruments create different sound qualities (timbres). Performance: Musicians listen and work together in ensemble performances. Composition: Music can be created using pulse, rhythm and dynamics and organised into a structure.	Students will explore, analyse and evaluate native American Art and in particular Dream Catchers. They will learn construction skills to produce a Dream Catcher.	Resilience is the ability to recover from setbacks, difficulties and challenges. Everyone experiences setbacks and mistakes. Mistakes can be valuable learning opportunities. Positive self-talk can help build confidence and perseverance. Challenges can be overcome through effort, support and problem-solving. Different people may respond differently to the same challenge. Relationships and support networks can strengthen resilience. Asking for help is a sign of strength rather than weakness. Emotions influence how people respond to difficult situations. Resilient people use strategies to manage challenges effectively. A freeze frame is a still image used to communicate ideas, relationships and emotions. Conscience alley is a drama technique used to explore a character's thoughts and choices. Improvisation involves creating action and dialogue without a script. Role-on-the-wall helps develop character understanding by exploring thoughts, feelings and influences. Forum theatre allows audiences to suggest	Students will explore hand stitching techniques and design and construct their own Emotion Monster.

	How a short performance is created through rehearsal and refinement. The role of evaluation in improving dramatic work.				alternative actions and outcomes.	
Disciplinary Knowledge (Key skills)						
Year 6	Create and perform tableaux Use stillness, levels, facial expressions and body position to communicate meaning. Develop character through physicality Alter movement, posture and gesture to portray different characters and status relationships. Apply vocal techniques Use projection, articulation, pitch and tone effectively in performance Improvise collaboratively Respond to others' ideas. Sustain improvised scenes. Work constructively within a group. Devise original drama Generate ideas, rehearse and combine dramatic techniques into a coherent performance. Evaluate performance Give and receive peer feedback. Reflect on strengths and areas for improvement in their own and others' work.	- Students will construct a loom. - Explore paper weaving techniques as an introduction. - Weave with fabrics and fibres. - Use recycled materials to weave with. - Learn how to make a woven book mark.	- Keep a steady pulse. - Perform simple rhythm patterns. - Sing simple melodic phrases. - Listen actively and identify musical features. - Create simple rhythmic compositions. - Perform as part of an ensemble. - Evaluate music using musical vocabulary.	- Recognising and understanding the art Native American artists. - Learn 3D construction skills to produce a Dream Catcher.	Use freeze frames to communicate a narrative and emotions. Improvise characters and situations based on a given stimulus. Create believable responses to challenging situations. Develop and sustain a role during dramatic activities. Select appropriate drama techniques to communicate ideas about resilience. Collaboratively devise and structure a short performance. Use voice, movement and facial expression to portray emotions and character. Present drama confidently to an audience. Demonstrate how characters change and develop through overcoming challenges. Communicate a clear message through performance. Reflect on the effectiveness of dramatic performances. Discuss how drama techniques influence audience understanding. Evaluate characters' choices and decisions. Offer constructive feedback to peers.	- Explore basic hand stitching techniques. - Design skills, to design from a design brief. - Cutting skills. - Pinning. Construction skills.

					Make links between drama scenarios and real-life experiences.	
National Curriculum links to topic						
National Curriculum links to topic Aims: Key stage 2 Pupils should be taught: Key stage 3 Pupils should be taught:	Before studying this Year 6 unit, pupils are likely to have experience of: Spoken Language - Participating in formal presentations and performances. - Building on others' ideas in discussion. - Adapting language to suit audience and purpose. - Explaining and defending viewpoints. Drama-related Learning - Creating and sustaining believable characters. - Improvising and devising short scenes. - Rehearsing and refining performances. - Interpreting emotions, motives and relationships. Evaluating their own and others' performances	Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of techniques. Perform basic tasks like using templates, pinning, cutting, and simple joining (e.g., running stitch, blanket stitch, cross stitch). Be taught about great artists, architects and designers in history. Critique ideas and compare finished products against original design criteria. PHSE Identifying and Expressing. Recognising and naming a wider range of emotions (e.g., jealousy, fear, frustration, and fury) and understanding that emotions can be complex and vary in intensity.	Pupils will perform and understand pulse; Create and perform; Use voices accurately; Review and evaluate music; Compose and perform.	Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of techniques. Perform basic tasks like using templates, pinning, cutting, and simple joining (e.g., running stitch, blanket stitch, cross stitch). Be taught about great artists, architects and designers in history. Critique ideas and compare finished products against original design criteria. PHSE Identifying and Expressing. Recognising and naming a wider range of emotions (e.g., jealousy, fear, frustration, and fury) and understanding that emotions can be complex and vary in intensity.	Before studying this Year 6 unit, pupils are likely to have experience of: Spoken Language - Participating in formal presentations and performances. - Building on others' ideas in discussion. - Adapting language to suit audience and purpose. - Explaining and defending viewpoints. Drama-related Learning - Creating and sustaining believable characters. - Improvising and devising short scenes. - Rehearsing and refining performances. - Interpreting emotions, motives and relationships. Evaluating their own and others' performances	Key stage 2 Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of techniques. Perform basic tasks like using templates, pinning, cutting, and simple joining (e.g., running stitch, blanket stitch, cross stitch). Be taught about great artists, architects and designers in history. Critique ideas and compare finished products against original design criteria. PHSE Identifying and Expressing. Recognising and naming a wider range of emotions (e.g., jealousy, fear, frustration, and fury) and understanding that emotions can be complex and vary in intensity.
Key vocabulary	Drama, Tableau, Freeze Frame, Character, Physicality, Body Language, Gesture, Facial Expression, Status, Projection, Articulation, Pitch, Tone, Improvisation, Collaboration, Devising, Rehearsal, Performance, Audience, Evaluation, Feedback	Weave Woven Loom Warp Weft Selvedge Texture Fabric Fibre Tension	Pulse, beat, tempo, rhythm, pattern, repeat, pitch, melody, dynamics, timbre, tempo, compose, structure, ensemble, performance	Hoop Web Yarn Threading Indigenous Tradition Ojibwe Sacred Protection Symmetry	Character Role Improvisation Freeze Frame Conscience Alley Role-on-the-Wall Forum Theatre Audience Performance	Sew Stitch Running stitch Back stitch Blanket stitch Needle Thread Fabric Felt Seam Pin / Pinning Cutting Joining

						Template
Assessment checkpoint and evidence of learning	AFL for monitoring of Participation and teamwork. Use of drama conventions. Ability to communicate themes and messages. Reflection and evaluation.	Ability to: • use a loom correctly • weave using a variety of materials while maintaining correct tension.	AFL for monitoring of Participation and teamwork. Rhythm compositions. Listening response tables. Peer assessment.	Has demonstrated a good understanding of Ojibwe native American People. Ability to: • Can use a hoop to produce a creative symmetrical web. • Can apply decorative techniques to embellish design.	A short performance demonstrating how resilience helps people face challenges, learn from setbacks and succeed AFL to monitor drama techniques confidence. Show understanding of resilience through character choices. Reflect on personal strategies for overcoming difficulties. Work collaboratively and support others	• Can demonstrate basic hand stitching techniques. • Can demonstrate basic construction skills to produce a 3D form.
	Autumn 1 Drama	Autumn 2 Textiles	Spring 1 Music*	Spring 2 Textiles	Summer 1 Drama	Summer 2 Textiles
	Introduction to drama	Our Planet Surface design	How has music changed over time?	Our Planet Stencil printing	The Tempest	Our Planet Sublimation motifs Decorative hand stitching
		Key Substantive Knowledge: What will students learn?				
Year 7	Drama studio expectations and conventions Rules and routines for working safely and effectively in a drama space. Appropriate behaviour when rehearsing and performing. The purpose and features of tableaux What a tableau (freeze frame) is. How still images communicate ideas, emotions, characters and situations. Physical theatre techniques How body shape, posture, movement and gesture create character. How status can be communicated	Students will learn how to produce a mood board. They will explore textile artists, designers and craftspeople who work with an environmental theme. Learn how to apply surface designs.	• Music has changed across historical periods including Medieval, Classical, 1960s popular music and contemporary music. • Musical elements include pulse, rhythm, tempo, dynamics, pitch, melody, harmony, chords and genre. • Different musical traditions use different instruments, performance practices and purposes. • A melody is a sequence of pitches organised into a recognisable tune. • Rhythm is the pattern of long and short sounds performed against a steady pulse. • Chords and harmony provide	Develop a design that highlights an environmental issue. Design own stencil. Print using a stencil.	<i>The Tempest</i> is a play written by William Shakespeare. The play is set partly on a magical island following a shipwreck. Prospero uses magic to create a storm that brings his enemies to the island. Prospero was once Duke of Milan before being overthrown by his brother Antonio. The main events of the plot and how they connect. Prospero is a powerful magician and Miranda's father. Miranda has grown up on the island and has little experience of the outside world. Ariel is a spirit who serves Prospero and seeks freedom.	Students will explore how artists, designers and craftspeople use embroidery as a decorative process. They will learn how to design their own motif and transfer that onto fabric. Learn embroidery techniques.

	physically through body language. Vocal skills in drama The meaning and importance of: Projection Articulation Pitch Tone How vocal choices affect audience understanding. Improvisation conventions The principles of improvisation, including accepting and building on ideas ("Yes, and..."). The importance of collaboration in creating drama. Performance and devising How a short performance is created through rehearsal and refinement. The role of evaluation in improving dramatic work.		accompaniment and support melodies. - Many modern songs use repeating chord patterns and structures. - Music can be compared and described using appropriate musical vocabulary. - Ensemble performance requires listening, coordination and maintaining a steady pulse.		Caliban is an inhabitant of the island who believes it belongs to him. Ferdinand is the prince who falls in love with Miranda. Antonio betrayed Prospero to gain power. Revenge and forgiveness. Power and control. Freedom and servitude. Family and loyalty. Love and relationships. Shakespeare uses conflict to drive the story forward. Characters have different viewpoints and motivations. The ending demonstrates the consequences of choosing forgiveness over revenge.	
Disciplinary Knowledge (Key skills)						
Year 7	Create and perform tableaux Use stillness, levels, facial expressions and body position to communicate meaning. Develop character through physicality Alter movement, posture and gesture to portray different characters and status relationships. Apply vocal techniques Use projection, articulation, pitch and tone effectively in performance Improvise collaboratively Respond to others' ideas.	- Mood board production and composition skills. - Applying a design to fabric. - Using block printing, transfer pens and transfer papers.	- Listen critically and identify musical elements in a range of styles. - Compare music from different periods and explain similarities and differences. - Use subject-specific vocabulary accurately when discussing music. - Perform simple melodies on a keyboard using correct notes and timing. - Maintain a steady pulse when performing individually and in groups. - Create and perform simple rhythmic patterns. - Work collaboratively in ensemble	- How to design a stencil. - Safely cut a stencil. Print from a stencil design onto fabric.	Use freeze frames/tableaux to communicate character and narrative. Use thought-tracking to reveal a character's inner thoughts. Create simple improvised scenes based on a given stimulus. Develop character through voice, movement and facial expression. Use physical theatre to create atmosphere, setting and action. Sustain a role within a scene. Demonstrate appropriate vocal skills,	- Transferring a motif to fabric using a sublimation process. - Apply embroidery stitches to a design.

	Sustain improvised scenes. Work constructively within a group. Devise original drama Generate ideas, rehearse and combine dramatic techniques into a coherent performance. Evaluate performance Give and receive peer feedback. Reflect on strengths and areas for improvement in their own and others' work.		situations and respond to other performers. - Evaluate personal and group performances using musical terminology. - Make informed judgements about how and why music changes over time.		including volume, pace and tone. Use body language and gesture to communicate meaning. Perform confidently as part of an ensemble. Respond appropriately to cues and other performers. Make informed decisions about how a character might think, feel and behave. Explain how dramatic techniques affect an audience. Compare different interpretations of characters such as Ariel and Caliban. Evaluate dramatic work using appropriate drama vocabulary. Reflect on how performance choices communicate themes and emotions.	
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National Curriculum links to topic

National Curriculum links to topic Aims: Key stage 2 Pupils should be taught: Key stage 3 Pupils should be taught: Key stage 4 Pupils should be taught:	Pupils will have had opportunities to: - Speak audibly and fluently with an increasing command of Standard English. - Participate in discussions, presentations, performances and debates. - Gain, maintain and monitor the interest of listeners. - Consider and evaluate different viewpoints. - Use spoken language to develop understanding through speculating, hypothesising and exploring ideas. By the end of KS2 pupils will have encountered:	<u>Key stage 3</u> Pupils should be taught: To develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media. To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or	Key strands of the KS3 National Curriculum for Music through listening, appraising, performing and composing activities. Pupils explore how music has evolved over time, develop instrumental skills on keyboard, drums and ukulele, and gain experience of ensemble performance through the study of pulse, rhythm, melody and harmony. The sequence develops both substantive musical knowledge and disciplinary knowledge as young musicians	<u>Key stage 3</u> Pupils should be taught: To develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media. To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of	Pupils will have had opportunities to: - Speak audibly and fluently with an increasing command of Standard English. - Participate in discussions, presentations, performances and debates. - Gain, maintain and monitor the interest of listeners. - Consider and evaluate different viewpoints. - Use spoken language to develop understanding through speculating, hypothesising and exploring ideas.	<u>Key stage 3</u> Pupils should be taught: To develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media. To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or
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	Autumn 1 Drama	Autumn 2 Textiles	Spring 1 Music*	Spring 2 Textiles	Summer 1 Drama	Summer 2 Textiles
	Introduction to drama	Resist Dying Techniques	From chant to chart	Applique design	Transition to High School	Sewing machine construction techniques Tote bag
Key Substantive Knowledge: What will students learn?						
Year 8	Drama studio expectations and conventions Rules and routines for working safely and effectively in a drama space. Appropriate behaviour when rehearsing and performing. The purpose and features of tableaux What a tableau (freeze frame) is. How still images communicate ideas, emotions, characters and situations. Physical theatre techniques How body shape, posture, movement and gesture create character. How status can be communicated physically through body language. Vocal skills in drama The meaning and importance of: Projection Articulation Pitch Tone How vocal choices affect audience understanding. Improvisation conventions The principles of improvisation, including accepting and building on ideas ("Yes, and..."). The importance of collaboration in creating drama. Performance and devising	Students will explore two resist dying techniques. - Tie dye - Wax batik They will research Indonesian batik history.	- Know the main periods of Western music: Medieval, Renaissance, Baroque, Classical, Romantic and Contemporary. - Know that music changes due to culture, technology, society and available instruments. - Know the four orchestral families: strings, woodwind, brass and percussion. - Know the meaning of timbre, texture, dynamics, tempo, rhythm, melody and harmony. - Know the origins and key characteristics of Blues music including riffs, call and response and improvisation. - Know that Blues music influenced jazz, rock and modern popular music. - Know how recording technology, synthesisers and digital production have changed music-making. - Know the features of Classical, Blues, Rock and Pop styles. - Know how keyboards can imitate different instrument sounds. - Know the role of pulse, rhythm and ensemble performance in group music-making.	Students will learn: How to safely use a sewing machine. Applique techniques.	The range of emotions associated with moving to a new school, including excitement, anxiety, confidence and uncertainty. Common challenges faced during transition, such as navigating a new environment, making friendships, managing workload and adapting to new expectations. Strategies that support successful transition, including seeking help, resilience, problem-solving and effective communication. The importance of positive relationships, belonging and peer support in promoting wellbeing. The purpose and features of key drama conventions: Freeze frames Thought tracking Hot seating Role-on-the-wall Conscience alley Forum theatre Improvisation How drama can be used to explore real-life issues, emotions and experiences. The elements of an effective dramatic narrative: Character Setting Conflict/challenge Resolution Message/theme	Students will learn construction techniques to produce a drawstring bag. The fabric will be designed by the students – tie dye, batik and applique.

	How a short performance is created through rehearsal and refinement. The role of evaluation in improving dramatic work.				How voice, movement and facial expression communicate character and emotion. How dramatic tension is created and maintained. How audience interpretation can be influenced through performance choices. The process involved in devising, rehearsing and performing original drama.	
Disciplinary Knowledge (Key skills)						
Year 8	Create and perform tableaux Use stillness, levels, facial expressions and body position to communicate meaning. Develop character through physicality Alter movement, posture and gesture to portray different characters and status relationships. Apply vocal techniques Use projection, articulation, pitch and tone effectively in performance Improvise collaboratively Respond to others' ideas. Sustain improvised scenes. Work constructively within a group. Devise original drama Generate ideas, rehearse and combine dramatic techniques into a coherent performance. Evaluate performance Give and receive peer feedback. Reflect on strengths and areas for improvement in their own and others' work.	- How to band up fabric to achieve a variety of effects. - How to use fabric dyes safely. - How to safely create a wax batik fabric. - How to remove the wax safely.	- Listen critically and identify musical features within different styles and periods. - Use musical vocabulary accurately when describing and evaluating music. - Compare musical works and explain similarities and differences. - Perform simple melodies accurately on a keyboard using correct fingering and pulse. - Adapt performances to reflect different musical styles. - Create and develop short musical ideas using rhythm, melody and timbre. - Improvise using suitable notes over a Blues accompaniment. - Make justified decisions about instrument choice and sound effects. - Evaluate performances using evidence and musical terminology. - Work collaboratively within ensembles and respond to peer feedback.	- Safe use of a sewing machine. Passing a driving test - Applique using: Bondawe b Hand stitch Machine stitch	Generate ideas from a stimulus related to transition and change. Use drama conventions deliberately to explore themes and communicate meaning. Develop believable characters experiencing transition-related situations. Devise and structure a short performance with a clear narrative and audience purpose. Apply vocal skills including: Projection Tone Pace Clarity Apply physical skills including: Gesture Posture Facial expression Use of space Sustain a role within improvised and scripted scenarios. Adapt performance choices in response to rehearsal and feedback.	Construction techniques: - Pattern. - Recognition of right and wrong side. - Seam allowance. - Machine skills. - Making a casing. - Threading.

					Analyse characters' thoughts, feelings and motivations. Reflect on the effectiveness of drama techniques used in performance. Give constructive peer feedback using appropriate drama vocabulary. Evaluate how successfully a performance communicates ideas about transition. Collaborate effectively within a group to create performance material. Rehearse, refine and improve performance work. Take creative risks and respond positively to challenges. Use reflection to develop both performance skills and personal confidence.	
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National Curriculum links to topic

National Curriculum links to topic Aims: Key stage 2 Pupils should be taught: Key stage 3 Pupils should be taught: Key stage 4 Pupils should be taught:	This Year 8 unit directly builds on Year 7 Drama experiences, including: - Responding creatively to a stimulus. - Developing character through role-on-the-wall and hot seating. - Using drama conventions to explore ideas. - Devising original performances. - Developing physical and vocal performance skills. - Working collaboratively to rehearse and refine performance work. Students should already be able to: - Create simple characters.	Key stage 3 Pupils should be taught: To develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media. To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual	Explain how music has evolved from Medieval times to the present day, identify the characteristics of contrasting musical styles, perform confidently on keyboards and specialist instruments, compose simple musical ideas, and evaluate music using appropriate musical vocabulary.	Key stage 3 Pupils should be taught: To develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media. To increase their proficiency in the handling of different materials. To analyse and evaluate their own	This Year 8 unit directly builds on Year 7 Drama experiences, including: - Responding creatively to a stimulus. - Developing character through role-on-the-wall and hot seating. - Using drama conventions to explore ideas. - Devising original performances. - Developing physical and vocal performance skills. - Working collaboratively to rehearse and refine performance work. Students should already be able to:	Key stage 3 Pupils should be taught: To develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media. To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or
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