

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

6.7 - Discovery Curriculum – Expressive Arts/1 Lessons weekly

Year	2026 – 2027 Autumn 1 Art	2026 – 2027 Autumn 2 Drama	2026 – 2027 Spring 1 Music	2026 – 2027 Spring 2 Art	2026 – 2027 Summer 1 Drama	2026 – 2027 Summer 2 Music
2026-2027	Topic Title: All About Me – Identity Through Art Suggested Key Questions: What makes me unique? How can artists express identity and personality? How can colours, patterns and symbols tell a story about me? Key Skills and Knowledge Skills: Drawing from observation. Exploring colour mixing and colour choices. Using collage techniques. Selecting materials for a purpose. Talking about and evaluating artwork. Knowledge: Artists use colour, shape and symbols to communicate ideas.	Topic Title: Stories Come Alive Suggested Key Questions: How do actors bring characters to life? How can voice and movement show emotions? What makes a performance interesting to watch? Key Skills and Knowledge Skills: Role play and character development. Using facial expressions and body language. Speaking clearly and confidently. Working cooperatively in groups. Performing short scenes Knowledge: Characters have thoughts, feelings and motivations.	Topic Title: Rhythm Around Us Suggested Key Questions: What is rhythm? How can sounds be organised into patterns? How do musicians keep a steady beat? Key Skills and Knowledge Skills: Keeping a steady pulse. Copying and creating rhythmic patterns. Playing tuned and untuned percussion. Listening and responding to music. Performing with others. Knowledge: Music contains pulse, rhythm and tempo. Instruments create different sounds. Rhythms can be represented using symbols and actions.	Topic Title: Nature and the Environment Suggested Key Questions: How does nature inspire artists? What patterns can we find in the natural world? How can we represent the environment through art? Key Skills and Knowledge Skills: Observational drawing. Printmaking and pattern work. Painting techniques. Exploring texture through mixed media. Evaluating creative work. Knowledge: Artists often use nature as inspiration. Natural forms contain patterns, shapes and textures.	Topic Title: Heroes, Adventures and Journeys Suggested Key Questions: What makes a hero? How can drama create exciting adventures? How do actors help audiences understand a story? Key Skills and Knowledge Skills: Improvisation. Characterisation. Creating narratives through drama. Using voice projection. Working collaboratively to develop performances. Knowledge: Stories have beginnings, middles and endings. Drama techniques help communicate ideas.	Topic Title: Music from Around the World Suggested Key Questions: How does music differ across cultures? What instruments are used around the world? How can music bring people together? Key Skills and Knowledge Skills: Active listening. Singing confidently. Exploring world instruments and sounds. Creating simple musical compositions. Performing to an audience. Knowledge: Different cultures have unique musical traditions. Music reflects communities, celebrations and stories.

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	Self-portraits can show personality and interests. Different materials create different artistic effects. Art can be used to share personal stories. Outcomes: Self-portrait artwork. Personal identity collage. Class gallery display.	Voice, movement and gesture communicate meaning. Drama helps tell stories and explore emotions. Audiences respond to clear communication. Outcomes Small group performances. Story retelling through drama. End-of-term showcase.	Ensemble performances require teamwork. Outcomes: Group percussion performance. Class rhythm compositions. Recording and evaluation of performances.	Different techniques can represent natural features. Art can promote appreciation and care for the environment. Outcomes Nature sketchbooks. Landscape paintings. Collaborative environmental mural.	Audiences understand stories through character actions. Teamwork improves performances. Outcomes Adventure-themed performances. Group-created stories. Class production or assembly item.	Instruments produce sounds in different ways. Music can communicate feelings and ideas without words. Outcomes Multicultural music project. Group composition inspired by world music. End-of-year performance celebration.
Links to Gatsby Benchmarks:	Benchmark 4 - Learners explore sensory materials and sounds, developing early awareness of creative experiences in everyday life.	Benchmark 4 - Learners begin to make sounds and actions through exploration, reflecting how people can create effects using simple tools and movements.	Benchmark 4 - Learners join in with shared music, movement, and role play, building awareness of how people express themselves through performance.	Benchmark 4 - Learners begin to create using a range of materials, introducing the idea that people can make and build as part of creative experiences.	Benchmark 4 - Learners take part in group music and movement activities, developing early teamwork and communication skills seen in real-life settings.	Benchmark 4 - Learners explore different ways to express themselves, supporting early development of communication and self-expression skills.