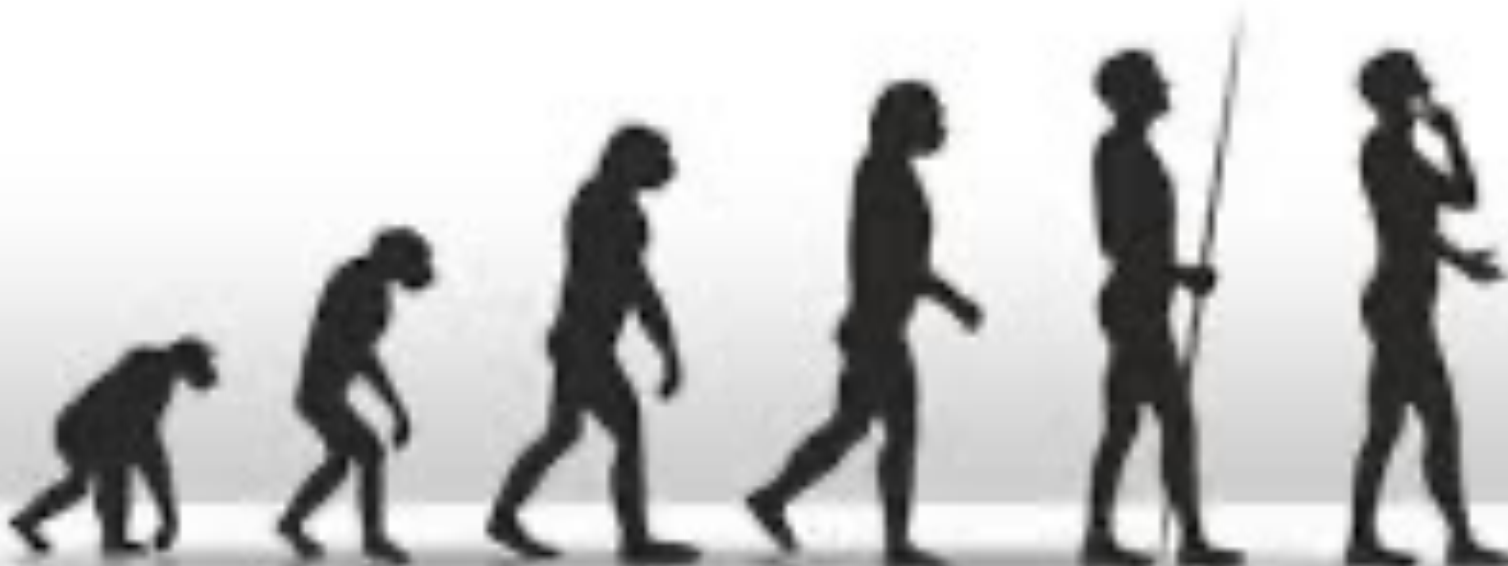


**CC is a Creative Curriculum to help you become emotionally intelligent: towards yourself, others and your world...**



**CC = Culture & Creativity**

**CC = Communication & Connection**



# What is CC?

- CC is our school's Creative Curriculum. The best way to understand it is to imagine that **CC is a house with three rooms**. Each room has a specific focus:
- Downstairs: **Developing the Self & Creativity.**
- Upstairs: **Our World.**
- Over the year, we will go in and out of each room exploring ourselves and the world that we live in. We want you to try and develop a **critical and creative mindset** in line with our school values of **curiosity, conscientiousness, resilience and respect.**

CC

Our  
World

CREATIVITY  
CC  
CURRICULUM

CREATIVITY  
CC  
CURRICULUM

Developing  
the Self

A journey  
of self  
discovery

Creativity

# A. Developing the Self

- **Self development is at the heart of our values that promote the idea that we should strive to be 'conscientious' & 'resilient'...**
- **In CC, we reflect upon our strengths & weaknesses, our achievements & hurdles.**
- **We make plans for the future & set targets to improve as we move through school towards the future.**
- **The key principle is that we strive to be the best version of ourselves that we can be...**

WE ARE  
**CONSCIENTIOUS**

**conscientious**  
[ kon-shee-en-shuhs ]  
adjective

1. governed by conscience; controlled by or done according to one's inner sense of what is right; principled;
2. careful and painstaking; particular; meticulous;

WE ARE  
**RESILIENT**

**resilient**  
[ ri-zil-yuhnt, -zil-ee-uhnt ]  
adjective

1. springing back; rebounding
2. recovering readily from illness, depression, adversity, or the like; buoyant.



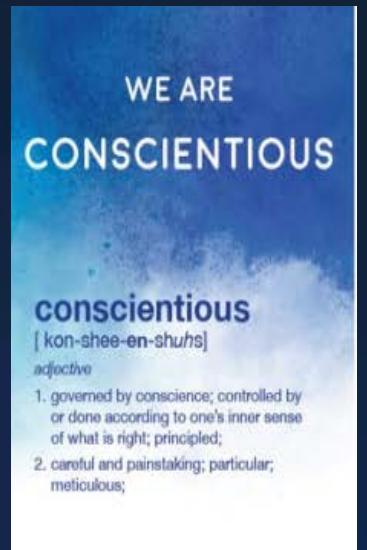


## B. Creativity

- **Creativity has emerged as a key skill in recent years: as important as literacy and numeracy.**
- **In CC, we believe that it is essential that you continue to develop the creative part of the brain as well as the logical part.**
- **We have a platform for you to respond to your learning in creative and collaborative ways.**
- **In line with the core principles of Artsmark, we want you to experience authentic and engaging learning experiences and for you to develop your cultural literacy.**



Artsmark  
Platinum Award  
Awarded by Arts  
Council England



## C. Our World

- In CC, we believe that developing curiosity - being curious - is an essential quality that you need to foster as you journey through school and your life.
- In this room, alongside an enquiry of our technological history, you will develop an understanding of your own and other cultures.
- We explore events and ideas to develop cultural awareness, empathy and respect for others..
- ... to better understand the world we live in today.

WE ARE  
**CURIOUS**

**curious** [kyoor-ee-uhs]  
adjective

1. eager to learn or know; inquisitive

WE ARE  
**RESPECTFUL**

**respectful**  
[ri-spekt-fuhl]

adjective

1. full of, characterised by, or showing politeness or deference



<b>Term 1a</b>	<b>Year 7</b>	<b>Room</b>	<b>Skills</b>
<b>Week 1</b>	Who am I?	<b>A</b>	8,11
<b>Week 2</b>	Packtypes	A	1,3
<b>Week 1</b>	Youbox	A	8,9,11
<b>Week 2</b>	What's Your Class?	B	4,6
<b>Week 1</b>	What's my Experience?/TikTok Team Dance	B	3,4
<b>Week 2</b>	Real Life Superhero (I am Malala)	C	3,10,11
<b>Week 1</b>	CC Speak Out	A	2,3,8

- **In this room you will have the opportunity to explore your core skills and develop a profile of your achievements.**
- **Across the year you will spend time reflecting on your development both in and outside of school; to create an all round record of you and your skill set.**
- **Recording reflections in your presentation books and the profile you develop on the UNIFROG platform will help you to find your core skills for life, education and your journey towards adulthood.**

## **A. Developing the Self**





- In this room you will have opportunities to learn new creative skills and show case your work throughout the year.
- By engaging creatively, you will develop skills that are essential in a rapidly developing technological culture.
- Creative lessons and your journey through the Arts Award Bronze Qualification (equivalent to a foundation GCSE), will help you to develop your CC Skills; emotional intelligence; expression and imagination.



## B. Creativity





- **CC is a contemporary subject, so we explore the contemporary world.**
- **You will create a foundation, to help you evaluate your belief systems and prejudices.**
- **These explorations will help you to develop a critical lens to see our world through contemporary glasses.**
- **We hope that by developing a critical mindset about our world, our own and future generations will have the tenacity to change it...**

## **C. Our World**



# CC SKILLS



1. Aiming High -  
Planning

2. Resilience &  
Staying Positive

3. Independence

4. Creativity &  
Innovation

5. Problem  
Solving

6. Teamwork

7. Leadership

8. Speaking

9. Listening

10. Reading

11. Writing

12. Numeracy

## Developing Skills

To record your progress in CC (and across your school life) we aim to develop in the 12 areas which are seen as the key skills for employment and to be ready for further education.

Competency	Description [ages 11-14]	I have a draft written example	Example added on UNIFROG	Improved entry on UNIFROG
<b>Aiming high – planning</b>	I can set an achievable goal			
	I can break a goal down into several stages			
	I can create a plan to achieve a goal			
	I can create plans that involve other people			
<b>Resilience – staying positive</b>	I keep trying when something goes wrong			
	If I need to, I can make myself do something I don't want to			
	I can get through something I find hard by thinking of ways to make it more enjoyable			
	I can get through something I find hard by thinking about what I am trying to achieve			
<b>Independence</b>	I can complete homework on my own			
	I don't ask for help unless I really need it			
	I can motivate myself to take a project further than what I've been told to do			
	I can come up with an idea for a project I want to do			
<b>Speaking</b>	I can think about my tone when I am speaking			
	I can use facts and examples when I am speaking			
	I can use visual aids to support my points			
	I can engage someone when I am talking to them			
<b>Listening</b>	I can concentrate on what someone is saying, when they are speaking for a while			
	I can behave in a way that shows I'm listening to a speaker			
	I can summarise and rephrase something that someone has told me			
	I can appreciate what someone is really feeling, beyond what they are actually saying			
<b>Teamwork</b>	I can contribute to group decision making			
	In a group, I can recognise the value of other people's ideas			
	In a group, I can encourage other people to contribute and speak up			
	In a group, I can communicate positively with people to avoid conflict			
<b>Leadership</b>	I can communicate a goal to other people			
	I can make people want to achieve a goal with me			
	I can resolve disagreements in a team so that we will still keep working together			
	I can motivate people to keep working when things get hard			
<b>Creativity – innovation</b>	I can develop ideas by using techniques (like mind mapping or using a prompt question)			
	I'm quick to come up with ideas			
	I can come up with ideas by looking at what other people have done			
	When faced with a problem I can come up with ideas			
<b>Problem solving</b>	I can describe and explain a problem I need to solve			
	I can tell when a problem is similar to one I've solved previously			
	I can keep calm when potential solutions to a problem don't work			
	I can use what I learned from solving a previous problem to solve a new one			
<b>Reading</b>	I can read texts that use unusual words, and look words up when necessary			
	I can identify the techniques used by a writer			
	I can concentrate while reading a long piece of complicated text			
	I can find information I need in a long text			
<b>Writing</b>	I can check my writing for spelling, punctuation and grammar			
	I can use a logical structure to make my meaning clear			
	I can write a professional text (e.g. an email to an employer)			
	I have a wide vocabulary and know how to choose the right word			
<b>Numeracy</b>	When I pay for something in a shop, I can work out the change I will get back			
	In a shop I can quickly estimate if I have enough money to buy several things			
	I can use fractions and percentages to calculate tips and discounts			
	I can see if an answer I've got for a number problem is likely to be right or wrong			



# Achieving a Bronze Arts Award

## Qualification requirements

Learners can work at their own pace for this qualification and they record their progress in an arts log or portfolio. This provides the evidence for the adviser to assess and for the moderator to validate. Arts logs and portfolios can be created in any format. Learners can use written, visual and digital methods to record work for their evidence.

To pass Bronze Arts Award, learners are required to create an individual arts log or portfolio that demonstrates how they meet the following requirements:

- ▶ Development of interests, knowledge and skills through active participation in any art form (part A)
- ▶ Experience of at least one arts event/experience as an audience member (part B)
- ▶ Research into the work of an artist/craftsperson that inspires them (part C)
- ▶ Experience of passing on an arts skill (part D)

Further information is contained in the Arts Award Bronze & Silver Adviser Toolkit, provided when attending Arts Award adviser training. Visit [artsaward.org.uk/training](https://artsaward.org.uk/training)

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their portfolios
Part A: Explore the arts as a participant	<ul style="list-style-type: none"> <li>▶ Participation in any art form</li> <li>▶ Improvement in personal arts practice</li> </ul>	<ul style="list-style-type: none"> <li>▶ A description of their arts activity</li> <li>▶ Evidence of participating in their arts activity, for example, through written/recorded diary logs, annotated photographs, notes, comments or feedback</li> <li>▶ A summary of what they have learnt and how their interests, knowledge and skills have developed</li> </ul>
Part B: Explore the arts as an audience member	<ul style="list-style-type: none"> <li>▶ Experience of one or more arts events/experiences</li> <li>▶ Reflection on the quality of the arts event(s)/experience(s)</li> <li>▶ Their opinion about the arts event(s)/experience(s)</li> <li>▶ Communication of their reflection/views about the arts event(s)/experience(s)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Evidence of attending at least one arts event or experience, for example, programme, URL, postcards, photographs, CDs or DVDs</li> <li>▶ Evidence of personal reflection on the event(s)/experience(s) and their creative impact</li> <li>▶ Evidence of communicating/sharing personal reflection with at least one other person</li> </ul>
Part C: Arts inspiration	<ul style="list-style-type: none"> <li>▶ Simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner</li> <li>▶ What they have learnt from the research into the person's arts practice, career, life and work</li> </ul>	<ul style="list-style-type: none"> <li>▶ Evidence of their research, for example, notes, photographs or recordings</li> <li>▶ A summary, in any format that others can understand, of why the person was chosen and what they learnt about that person's arts practice, career, life and work</li> </ul>
Part D: Arts skills share – passing on arts skills to others	<ul style="list-style-type: none"> <li>▶ Discussion with their adviser or another arts professional about the plans for their arts skills share</li> <li>▶ Delivery of their arts skills share</li> <li>▶ How well they passed on their arts skills</li> </ul>	<ul style="list-style-type: none"> <li>▶ An explanation of their arts skills share activity, why they chose it, and the plans they've made</li> <li>▶ Evidence of the activity and how they passed on their arts skills to others</li> <li>▶ Reflection on how well they passed on their arts skills</li> </ul>



# Key Areas of Enquiry



## SUSTAINABLE DEVELOPMENT GOALS

1. Climate &  
Our Planet

2. Poverty &  
Inequality



3. Justice &  
Human Rights

4. Gender  
Equality

URGENT  
SOLUTIONS FOR  
URGENT  
TIMES

