



Qualifications and
Curriculum Authority

References to creativity in the key stage 3 and key stage 4 programmes of study

Art and design

Art and design	References to creativity in the KS3 PoS
The importance of art and design	They work with traditional and new media developing confidence, competence, imagination and creativity. Pupils learn to think and act as artists, designers and craftspeople, working creatively and intelligently.
Key concepts	Creativity <ul style="list-style-type: none">• Producing imaginative images, artefacts and other outcomes that are both personal and of value.• Exploring and experimenting with ideas, materials, tools and techniques.
Key processes	Explore and create Pupils should be able to: <ul style="list-style-type: none">• work from first-hand observation, experience, inspiration, imagination and other sources• investigate how to express and realise ideas using formal elements and the qualities of a range of media• make purposeful images and artefacts, selecting from a range of materials, techniques and processes• draw creatively to support perception, communication and invention• develop ideas and intentions when creating images and artefacts• adapt and refine images and artefacts

Citizenship

Citizenship	References to creativity in the KS4 PoS
Curriculum opportunities	<p>The curriculum should provide opportunities for students to:</p> <ul style="list-style-type: none"> • participate in different forms of individual and collective action, including decision-making and campaigning • work with a range of community partners and organisations to address issues and problems in communities

Design and technology

Design and technology	References to creativity in the KS3 PoS
The importance of design and technology	<p>In design and technology pupils combine practical and technological skills with creative thinking to design and make products and systems to meet human needs.</p> <p>They respond with ideas, products and systems, challenging expectations where appropriate.</p> <p>They apply their creative thinking and learn to innovate, developing their self-esteem.</p>
Key concepts	<p>Designing and making</p> <ul style="list-style-type: none"> • Producing practical solutions that are relevant and connected to life in response to needs, wants and opportunities. <p>Creativity</p> <ul style="list-style-type: none"> • Making links between principles of good design, existing solutions and technological knowledge. • Recognising the significance of knowledge and previous experience, searching for trends and patterns in existing solutions, reinterpreting and applying learning in new design contexts and communicating ideas in new or unexpected ways.
Key processes	<p>Explore and create</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • generate, develop, communicate and model ideas in a range of ways, using appropriate strategies • respond creatively to briefs, developing their own proposals and producing specifications for products and associated services • apply their knowledge and understanding of a range of materials, ingredients and technologies to design and make their products

English

English	References to creativity in the KS3 PoS
The importance of English	Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.
Key concepts	<p>Creativity</p> <ul style="list-style-type: none"> • Drawing on a rich experience of language and literature to make fresh connections between ideas, experiences, texts and words. • Using inventive approaches to making meaning, taking risks, playing with language and using it to make new effects. • Using imagination to convey themes, ideas and arguments, and create settings, moods and characters.
Key processes	<p>Speaking and listening</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use a range of ways to structure and organise their speech to support their purposes and guide the listener • vary vocabulary, structures and grammar to convey meaning, including speaking standard English fluently • engage an audience, using a range of techniques to explore, enrich and explain their ideas • take different roles in the organisation, planning and sustaining of talk in groups • use dramatic approaches to explore ideas, texts and issues • use different dramatic techniques to convey action, character, atmosphere and tension <p>Reading</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • recognise and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence <p>Writing</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader • generate and harness new ideas and develop them in their writing • use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects

<p>Curriculum opportunities</p>	<p>Speaking and listening</p> <p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • experiment with a range of approaches, produce different outcomes and play with language • participate actively in drama workshops and discuss with actors, playwrights and directors the impact and meaning of different ways of performing and staging drama wherever possible <p>Writing</p> <p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • play with language and explore different ways of discovering and shaping their own meanings • move beyond their current situation and take on different roles and viewpoints • draw on their reading and knowledge of linguistic and literary forms when composing their writing • work in sustained and practical ways with writers where possible to learn about the art, craft and discipline of writing
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English	References to creativity in the KS4 PoS
The importance of English	Students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.
Key concepts	<p>Creativity</p> <ul style="list-style-type: none"> • Using imagination to experiment with language, take risks and create effects to surprise and engage the audience • Manipulating form, challenging conventions and reinterpreting ideas • Exploring linguistic effects and seeing associations between ideas and concepts that are not usually connected • Using creative approaches to answering questions, solving problems and developing ideas
Key processes	<p>Speaking and listening</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • speak fluently, adapting talk to a wide range of familiar and unfamiliar contexts and purposes, including those requiring confident use of standard English • select from strategies for adapting speaking and listening flexibly in different circumstances • take different roles in organising, planning and sustaining discussion in a range of formal and informal contexts • select different dramatic techniques and justify choices used to convey action, character, atmosphere and tension <p>Reading</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • develop and sustain independent interpretations of what they read, supporting them with detailed textual reference

Key processes (cont)	<p>Writing</p> <ul style="list-style-type: none"> • write imaginatively, creatively and thoughtfully, producing texts that interest, engage and challenge the reader • write fluently, adapting style and language to a wide range of forms, contexts and purposes • draw on their reading and knowledge of linguistic and literary forms when composing their writing
Curriculum opportunities	<p>Speaking and listening</p> <p>The curriculum should provide opportunities for students to:</p> <ul style="list-style-type: none"> • use their speaking and listening skills to solve problems creatively and cooperatively in groups <p>Reading</p> <p>The curriculum should provide opportunities for students to:</p> <ul style="list-style-type: none"> • engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate <p>Writing</p> <p>The curriculum should provide opportunities for students to:</p> <ul style="list-style-type: none"> • experiment with language and explore different ways of discovering and shaping their own meanings

Geography

Geography	References to creativity in the KS3 PoS
Key concepts	<p>Place</p> <ul style="list-style-type: none"> • Developing geographical imaginations of places.
Key processes	<p>Geographical enquiry</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • ask geographical questions, thinking critically, constructively and creatively • find new ways of using and applying geographical skills and understanding to create new interpretations of place and space • solve problems and make decisions to develop analytical skills and creative thinking about geographical issues

History

History	References to creativity in the KS3 PoS
The importance of history	It fires their curiosity and imagination, moving and inspiring them by the dilemmas, choices and beliefs of people in the past.

Information and communication technology

ICT	References to creativity in the KS3 PoS
The importance of ICT	The increasing use of technology in all aspects of society makes confident, creative and productive use of ICT an essential skill for life.
Key concepts	Modelling and exploring ideas <ul style="list-style-type: none">• Solving problems creatively by using ICT to explore ideas and try alternatives.
Key processes	Developing ideas <p>Pupils should be able to:</p> <ul style="list-style-type: none">• solve problems by developing, exploring and structuring information, and deriving new information for a particular purpose• test predictions and discover patterns and relationships by changing their rules and values, and by exploring, evaluating and developing models
Curriculum opportunities	The curriculum should provide opportunities for pupils to: <ul style="list-style-type: none">• make choices about when and where it is appropriate to exploit technology to support them in their everyday life to use ICT to manage, and be independent and discriminating when doing so work creatively and collaboratively

ICT	References to creativity in the KS4 PoS
The importance of ICT	The increasing use of technology in all aspects of society makes confident, creative and productive use of ICT an essential skill for life.
Key concepts	<p>Capability</p> <ul style="list-style-type: none"> Applying ICT across a range of contexts, in other areas of learning, work and life. <p>Modelling and exploring ideas</p> <ul style="list-style-type: none"> Using ICT to model different scenarios, allowing people to identify patterns and test hypotheses. Solving problems creatively by using ICT to explore ideas and try alternatives.
Key processes	<p>Developing ideas</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> develop quality ICT-based solutions to a range of problems for themselves and others that interface effectively with users independently explore, develop and interpret increasingly complex ICT-based information to solve problems <p>Communicating information</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> create solutions that show they have considered how the information should be interpreted and presented in forms that suit audience, purpose and content
Curriculum opportunities	<p>The curriculum should provide opportunities for students to:</p> <ul style="list-style-type: none"> work creatively and collaboratively, taking different roles in teams

Mathematics

Mathematics	References to creativity in the KS3 PoS
The importance of mathematics	Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder for all pupils when they solve a problem for the first time, discover a more elegant solution, or notice hidden connections.
Key concepts	<p>Creativity</p> <ul style="list-style-type: none"> • Making connections between different areas of mathematics and between mathematical techniques and problems or situations. • Using existing mathematical knowledge to create solutions to unfamiliar problems. • Posing questions and developing appropriate lines of enquiry.
Key processes	<p>Analysing – use mathematical reasoning</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • make connections within mathematics • use knowledge of related problems • appreciate that there are a number of different techniques that can be used to analyse a situation <p>Communicating and reflecting</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • consider the elegance and efficiency of alternative solutions • make connections between the current situation and outcomes, and ones they have met before

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Key concepts	<p>Creativity</p> <ul style="list-style-type: none"> • Making connections between different areas of mathematics and between mathematical techniques and problems or situations. • Using existing mathematical knowledge to create solutions to unfamiliar problems. • Posing questions and developing appropriate lines of enquiry.
Key processes	<p>Analysing – use mathematical reasoning</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • make connections within mathematics • use knowledge of related problems • identify a range of techniques that could be used to tackle a problem, appreciating that more than one approach may be necessary
Curriculum opportunities	<p>The curriculum should provide opportunities for students to:</p> <ul style="list-style-type: none"> • work on problems that arise in other subjects and in contexts beyond the school • work collaboratively as well as independently to solve mathematical problems in a range of contexts

Modern foreign languages

MFL	References to creativity in the KS3 PoS
The importance of modern foreign languages	Learning languages gives pupils opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity.
Key concepts	<p>Creativity</p> <ul style="list-style-type: none"> • Using familiar language for new purposes and in new contexts. • Using imagination to express thoughts, ideas, experiences and feelings.
Key processes	<p>Developing language-learning strategies</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use their knowledge of English or another language when learning the target language • use previous knowledge, context and other clues to work out the meaning of what they hear or read <p>Developing language skills</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • re-use language that they have heard or read in their own speaking and writing • adapt language they already know in new contexts for different purposes • deal with unfamiliar language, unexpected responses and unpredictable situations

Music

Music	References to creativity in the KS3 PoS
The importance of music	Music learning develops pupils' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.
Key concepts	<p>Integration of practice</p> <ul style="list-style-type: none"> • Developing knowledge, skills and understanding through the integration of performing, composing and listening. • Participating, collaborating and working with others as musicians, adapting to different musical roles and respecting the values and benefits others bring to musical learning. <p>Creativity</p> <ul style="list-style-type: none"> • Using existing musical knowledge, skills and understanding for new purposes and in new contexts. • Exploring ways music can be combined with other art forms and other subject disciplines.
Key processes	<p>Performing, composing and listening</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • create, develop and extend musical ideas by selecting and combining resources within musical structures, styles, genres and traditions • improvise, explore and develop musical ideas when performing
Curriculum opportunities	<p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • develop creative and compositional skills, including song writing, arranging and improvising. • work with a range of musicians and watch and listen to live musical performances where possible, to extend pupils' musical learning

Physical education

PE	References to creativity in the KS3 PoS
The importance of PE	They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully.
Key concepts	<p>Creativity</p> <ul style="list-style-type: none"> Using imaginative ways to solve problems and overcome challenges. Exploring and experimenting with techniques, tactics and compositional ideas.
Key processes	<p>Being creative and making decisions</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> select and use tactics, strategies and compositional ideas effectively develop their plan what they need to practise to be more effective in their performance refine and adapt their ideas and plans in response to changing circumstances

PE	References to creativity in the KS4 PoS
The importance of PE	They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully.
Key concepts	<p>Creativity</p> <ul style="list-style-type: none"> Using imaginative ways to solve problems and overcome challenges. Exploring and experimenting with techniques, tactics and compositional ideas.
Key processes	<p>Being creative and making decisions</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> select and use tactics, strategies and compositional ideas imaginatively in complex and demanding situations design original and effective plans that improve their own and others' performance design original and effective plans that improve the quality of their own and others' involvement in healthy, active lifestyles respond effectively and imaginatively to changing circumstances as they arise during a performance

Science

Science	References to creativity in the KS3 PoS
The importance of science	Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought, and to show how knowledge and understanding in science are rooted in evidence.
Key concepts	<p>Scientific thinking</p> <ul style="list-style-type: none"> • Using ideas and models to explain phenomena and developing them to generate and test theories.
Curriculum opportunities	<p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • research, experiment, discuss and develop arguments • pursue an independent enquiry into an aspect of science of personal interest • use creativity and innovation in science, and appreciate their importance in enterprise

Economic well-being

Economic well-being	References to creativity in the KS3 PoS
The importance of economic well-being	They develop the ability to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things.

Religious education

RE	References to creativity in the KS3 PoS
The importance of RE	RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
Key concepts	<p>Meaning, purpose and truth</p> <ul style="list-style-type: none"> • Exploring some of the ultimate questions that confront humanity, and responding to them.
Key processes	<p>Learning from religion</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • reflect on the relationship between beliefs, teachings, world issues and ultimate questions • express insights into the significance and value of religion and other world views on human relationships personally, locally and globally • express their own beliefs and ideas, using a variety of forms of expression, including reasoned arguments