

Welsh - Progression 3 Stage - Expressive Arts of a Curriculum For Sustainability Complementing the Welsh Framework



This outline, grounded in the Welsh curriculum, provides a foundation for planning teaching, learning, and experiences that promote sustainability. It is designed to be flexible, allowing teachers to adapt the learning to meet the needs of their specific cohort. Co-creating learning experiences is encouraged, fostering collaboration between educators and learners. This progression pathway aims to support teachers in their planning and implementation of sustainability-focused education.

Overarching Objectives for Progression Step 3:

- Promote the development of independent and collaborative learning.
- Encourage critical thinking and the ability to make connections between subjects.
- Develop a sense of responsibility for personal well-being and the environment.
- Continue fostering creativity, curiosity, and a lifelong love of learning.
- Equip learners with the skills to engage with real-world issues, including global challenges such as climate change and social justice.

The Curriculum of Wales

Expressive Arts	Health and Wellbeing	Humanities (including History, Geography, Religion, Values, and Ethics)	Languages, Literacy, and Communication (including Welsh and International Languages)	Mathematics and Numeracy	Science and Technology
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Expressive Arts Subject Areas: Music, Drama, Art, Dance, Film and Digital Media. Objectives: Develop skills in using a wider variety of materials, techniques, and technologies in creative work. Explore a deeper understanding of how emotions, ideas, and narratives can be expressed through art forms. Collaborate in group performances and artistic projects. Begin to reflect more critically on their own work and that of others.	Health and Well-being Subject Areas: Physical Health, Mental and Emotional Well-being, Relationships, Healthy Eating, Personal Safety, and Self-care. Objectives: Develop an understanding of physical, mental, and emotional well-being and how to maintain balance. Take increasing responsibility for making healthy lifestyle choices. Build self-confidence and resilience to	Humanities Subject Areas: History, Geography, Religious Education, Business Studies, Citizenship, and Social Studies. Objectives: Explore significant historical events, people, and places, locally, nationally, and globally. Understand geographical processes and their impact on people and the environment. Examine different belief systems, values, and cultural practices. Begin to develop an understanding of	Languages, Literacy and Communication Subject Areas: English, Welsh, Modern Foreign Languages, Literature, Oracy, and Digital Communication. Objectives: Refine skills in both Welsh and English, in speaking, listening, reading, and writing. Develop confidence in using language for a range of purposes, including debate, persuasion, and creative expression. Explore and analyse a wider variety of texts, both written and spoken, including contemporary and classical works. Begin to learn a	Mathematics and Numeracy Subject Areas: Number, Geometry, Algebra, Measurement, Data Handling, and Problem Solving. Objectives: Continue to develop fluency in number and calculation, including mental arithmetic. Understand more complex mathematical relationships, such as ratios, proportions, and percentages. Use geometry to explore properties of shapes, patterns, and space. Solve increasingly complex mathematical	Science and Technology Subject Areas: Biology, Chemistry, Physics, Computer Science, Design and Technology, Engineering. Objectives: Explore scientific phenomena and develop an understanding of the scientific method (observation, experimentation, analysis). Understand the role of science and technology in solving real-world problems, including sustainability and health.
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Make connections between their own experiences and those portrayed in different artistic forms.	cope with challenges and change. Learn how to manage relationships, both in person and online, with a focus on positive communication and respect. Understand the importance of personal safety, including digital well-being. Reflect on and respond to the emotions of themselves and others.	ethics, rights, and responsibilities in different societies. Understand economic activities and basic business concepts. Investigate the impact of human actions on the environment and learn about sustainability and global citizenship.	modern foreign language and understand its cultural context. Use digital platforms to communicate effectively and safely. Engage in critical discussions about the media and its influence.	problems in a variety of contexts. Begin to understand algebraic concepts and simple equations. Analyse data to draw conclusions and make predictions. Apply mathematical reasoning in real-world scenarios, such as financial literacy or environmental issues.	Develop computational thinking, coding, and digital literacy skills. Investigate the properties and uses of materials and energy. Design, create, and evaluate solutions to technical challenges, such as building structures or simple machines. Study living organisms, ecosystems, and the environment, and understand the importance of biodiversity. Begin to understand the role of engineering and technological innovation in society.
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The Sustainability Curriculum Headings

Understanding Sustainability (SUS1)	Environmental Awareness (SUS2)	Environmental Stewardship (SUS3)	Waste Management (SUS4)	Energy Conservation (SUS5)	Biodiversity and Ecosystems (SUS6)
Climate Change and Adaptation (SUS7)	Food and Agriculture (SUS8)	Water Conservation (SUS9)	Sustainable Transport and Urban Planning (SUS10)	Citizenship / Global Responsibility and Sustainable Development (SUS11)	Outdoor Learning and Connection to Nature (SUS12)

The Sustainability Curriculum Model linked to the Curriculum of Wales - For Expressive Arts

Progression Step 3

Understanding
Sustainability

(SUS1)

Expressive Arts

Develop Skills in Using a Wider Variety of Sustainable Materials, Techniques, and Technologies

- **Learning Objective:** Learners will explore and apply sustainable materials and techniques in their creative work, understanding the impact of material choices on the environment.
- **Practical Examples:**
 - **Art:** Use recycled paper, natural dyes, or biodegradable clay for creating sculptures or drawings. Learners could create "eco-art" pieces from upcycled or found materials, such as a collage made from magazine cutouts or a mosaic from broken glass or ceramics.
 - **Music:** Experiment with homemade instruments made from recycled materials, like a drum from a tin can or a maraca from dried seeds in a bottle. Learners could create soundscapes that reflect nature and environmental sounds.
 - **Digital Media:** Explore eco-friendly animation or video projects that raise awareness of environmental issues. They might create short films using mobile phones and edit using free, sustainable software or cloud-based

tools with lower energy consumption settings.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will use various art forms to express their emotions and ideas about sustainability and the environment, learning to communicate complex themes creatively.
- **Practical Examples:**
 - **Drama:** Create short plays or monologues where characters address topics like climate change, recycling, or pollution. Learners might perform a piece where each character represents a different natural element (water, earth, air) and expresses how they are impacted by human activity.
 - **Dance:** Choreograph a dance inspired by cycles in nature, such as the growth of a plant or the flow of water. Learners can explore movement styles that mimic animals or environmental forces like wind and rain to connect with natural elements.
 - **Music:** Compose a song or soundscape that evokes environmental themes, such as the calm of a forest or the urgency of climate action. Learners could experiment with different tempos and dynamics to represent varying emotions about sustainability.

Collaborate in Group Performances and Artistic Projects

- **Learning Objective:** Learners will work together in group projects focused on sustainability, learning collaboration skills and understanding the role of collective efforts in environmental action.
- **Practical Examples:**
 - **Group Art Project:** Create a collaborative mural or installation on a sustainability theme, such as ocean conservation or reforestation. Each learner could contribute a piece representing a plant or animal in a balanced ecosystem.
 - **Dance Ensemble:** Perform a group dance representing a natural process, like the water cycle or migration of animals. This could be a simple choreographed piece where each learner represents a different aspect, such as raindrops, rivers, or oceans.
 - **Music and Drama:** Write and perform a musical piece or short drama about a community's journey toward environmental awareness, emphasising the importance of teamwork. Each learner could contribute a "voice" of a community member with different perspectives on sustainability.

Begin to Reflect More Critically on Their Own Work and That of Others

- **Learning Objective:** Learners will practise critical reflection, considering how artistic choices convey sustainability messages and impact audiences.
- **Practical Examples:**
 - **Art Critique:** After creating art pieces using sustainable materials, learners can reflect on how their choice of materials influenced the final work. They might discuss whether the recycled materials added value or challenges and how they could use these choices to communicate environmental messages.
 - **Film or Digital Media Review:** Watch and discuss an eco-themed short film or animation. Learners can critique the narrative and visual elements used to communicate sustainability, analyzing what was effective or how it could be improved.
 - **Drama Self-Reflection:** After performing a play about environmental issues, learners can discuss their choices in character portrayal and how these added depth to the sustainability message. They might also reflect on how the performance affected their own views on the topic.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms

- **Learning Objective:** Learners will relate sustainability themes in art to their own lives, developing empathy and personal relevance.
- **Practical Examples:**
 - **Personal Art Project:** Learners could create a self-portrait or “eco-identity” art piece that includes symbols of nature or sustainability issues they care about. For example, they could paint themselves with elements like trees or water, symbolising personal connections to nature.
 - **Dance and Movement Reflection:** Learners can develop a solo or small group dance that reflects their personal feelings about a local environmental issue, such as littering or protecting green spaces. They might incorporate everyday gestures that convey their individual experiences or challenges.
 - **Music Composition:** Write lyrics or a rap about their personal encounters with environmental practices, such as reducing waste, saving water, or recycling at home. They could use this to discuss their thoughts on sustainable habits and inspire others to take action.

Environmental Awareness

(SUS2)

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will experiment with a diverse range of environmentally-friendly materials and techniques, gaining an understanding of the environmental impact of their choices.
- **Practical Examples:**
 - **Art:** Use natural and recycled materials, such as leaves, paper scraps, or fabric remnants, to create eco-friendly artwork. Learners could make “upcycled sculptures” that raise awareness about waste and pollution.
 - **Digital Media:** Create short videos or animations using digital collage techniques that layer imagery of nature with footage of local environmental issues, such as litter or deforestation, to highlight the contrast and encourage conservation.
 - **Music:** Construct simple percussion instruments from everyday items, such as plastic bottles or tin cans, to create a “recycled rhythm” performance. This can spark discussions about reducing waste and reusing materials.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will use various art forms to express emotions, ideas, and stories related to the environment and their role in protecting it.
- **Practical Examples:**
 - **Drama:** Write and perform short monologues or scenes where characters interact with elements of nature (e.g., rivers, animals) that are facing challenges due to human impact. This can deepen empathy and personal responsibility for the environment.
 - **Dance:** Choreograph a dance that represents environmental cycles or natural phenomena, such as the flow of water, the growth of a tree, or the movement of animals. Learners could explore movements that symbolise environmental changes or conservation efforts.
 - **Music:** Compose a song or instrumental piece inspired by a natural landscape or a local environmental concern.

Learners might incorporate sound effects that mimic natural elements, such as rustling leaves or flowing water, to create a sense of immersion.

Collaborate in Group Performances and Artistic Projects with Environmental Themes

- **Learning Objective:** Learners will participate in group projects focused on environmental themes, developing skills in collaboration and teamwork.
- **Practical Examples:**
 - **Group Art Project:** Create a large-scale mural or installation about biodiversity or local ecosystems. Each learner can contribute an artwork representing a different species, such as animals, plants, or insects, to emphasise the interconnectedness of nature.
 - **Dance Ensemble:** Work in groups to choreograph and perform a dance piece symbolising climate change or pollution, with different parts representing elements of nature being affected, like melting glaciers or drying rivers.
 - **Drama and Music Collaboration:** Develop a short play or musical performance that tells a story of a community working to protect a local habitat. Each learner can represent different community members, highlighting the power of collective action for environmental awareness.

Begin to Reflect More Critically on Their Own Work and That of Others

- **Learning Objective:** Learners will practise critical reflection, evaluating their own work and others' with a focus on how well environmental themes and messages are conveyed.
- **Practical Examples:**
 - **Art Critique:** After completing an artwork on an environmental theme, learners discuss the effectiveness of their materials and techniques in conveying their message. They might consider questions like, "How does using recycled materials impact the meaning of my artwork?"
 - **Film/Digital Media Review:** Watch an environmental short film or documentary, discussing how it communicates its message. Learners can evaluate what was impactful, what could be improved, and how the film inspired their own ideas about environmental issues.
 - **Drama Reflection:** After performing a play with an environmental theme, learners reflect on how their character choices helped communicate the environmental message. They might also consider how audience feedback helped them understand the impact of their performance.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms

- **Learning Objective:** Learners will relate environmental themes in art to their own lives, recognising how their individual actions can influence broader environmental issues.
- **Practical Examples:**
 - **Personal Art Project:** Learners create self-portraits or collages that include elements of nature they feel connected to, such as their favourite outdoor spot, a local river, or plants they see daily. This helps personalise their understanding of the environment.
 - **Dance Reflection:** Learners choreograph a short dance piece inspired by a local environmental issue they feel strongly about, such as reducing plastic waste or protecting nearby parks. This could include movements that represent actions they take in their daily lives to care for the environment.
 - **Music Composition:** Write lyrics or a rap about personal experiences with environmental challenges of sustainable practices, such as reducing plastic or saving water. This helps them see how small actions can have a positive impact and connect these experiences to broader issues.

Environmental Stewardship

(SUS3)

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will explore sustainable practices in their art-making, using eco-friendly materials and technologies to reduce environmental impact.
- **Practical Examples:**
 - **Art:** Use sustainable materials such as natural pigments, recycled paper, and eco-friendly paints to create artwork around the theme of "Protecting Our Planet." Learners could create posters that advocate for reducing waste or conserving water.
 - **Digital Media:** Experiment with digital platforms to design "virtual posters" on conservation themes, minimising

paper waste. Learners could use digital collage or photography to convey messages on environmental stewardship.

- **Music:** Create simple instruments from repurposed materials, like glass jars or cardboard tubes, to explore sounds while discussing the importance of reusing and repurposing materials as part of sustainable living.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will use art forms to convey feelings and stories that highlight the importance of caring for the environment and promoting sustainability.
- **Practical Examples:**
 - **Drama:** Develop short scenes or monologues where characters are affected by environmental issues, such as pollution or deforestation. Learners could explore the perspectives of animals or trees, fostering empathy for nature.
 - **Dance:** Choreograph a dance that represents cycles in nature, such as the growth and decay of a forest, or water flowing and drying. Movements can express the impact of human actions on natural systems.
 - **Music:** Write a song that captures emotions about environmental stewardship, using lyrics to express love for nature or concern for endangered habitats. Learners might include sounds that mimic nature, such as wind or rain, to add depth.

Collaborate in Group Performances and Artistic Projects Focused on Environmental Stewardship

- **Learning Objective:** Learners will work together to create artistic projects that celebrate the environment and encourage sustainable practices.
- **Practical Examples:**
 - **Group Art Project:** Design a mural or installation using only recyclable materials. Each learner contributes a piece to represent different aspects of nature, creating a collaborative piece on biodiversity or conservation.
 - **Drama & Music Collaboration:** Develop a short performance that tells a story of environmental stewardship, such as a community coming together to clean a local park. Learners could act as characters who contribute to the cause, supported by music or rhythmic sounds from reused materials.
 - **Dance Ensemble:** Work in groups to choreograph a piece symbolising environmental care, with each group

representing a different ecosystem (e.g., forest, ocean, meadow). This allows learners to consider how their movements can represent the importance of preserving these environments.

Begin to Reflect More Critically on Their Own Work and That of Others with a Focus on Environmental Messages

- **Learning Objective:** Learners will evaluate the effectiveness of their own work and others' in conveying environmental themes, discussing ways to improve clarity and impact.
- **Practical Examples:**
 - **Art Critique:** After creating a project on environmental themes, learners can discuss whether their use of eco-friendly materials enhanced the message of sustainability. They might consider, "How does using recycled materials impact the way viewers see my work?"
 - **Film/Digital Media Review:** Watch an environmental film or animation and discuss its impact. Learners can evaluate what aspects made the message effective and how similar techniques could be used in their own digital storytelling.
 - **Drama Reflection:** After performing a scene that portrays a sustainability issue, learners reflect on how their choices helped or hindered the clarity of the environmental message. They can discuss audience feedback and how to better communicate environmental stewardship.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms to Deepen Environmental Stewardship

- **Learning Objective:** Learners will connect environmental themes in creative work with their personal actions and responsibilities, developing a stronger sense of stewardship.
- **Practical Examples:**
 - **Art Project on Local Ecosystems:** Learners create a visual art piece that depicts a local ecosystem or species they feel connected to. This could involve drawing animals, plants, or landscapes they encounter regularly, linking personal experience to environmental awareness.
 - **Dance & Personal Reflection:** Choreograph a dance inspired by their own routines or actions to care for the environment, such as reducing waste or conserving energy. This personalised environmental stewardship, helping them reflect on how small actions can contribute to larger efforts.

- **Music Composition:** Write lyrics or a short rap about environmental stewardship in their everyday lives. For example, learners could highlight actions like recycling, using reusable water bottles, or conserving energy, turning these into personal pledges expressed through music.

Waste Management

(SUS4)

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will use creative techniques to repurpose waste materials, turning them into expressive artworks that highlight waste reduction.
- **Practical Examples:**
 - **Art:** Create sculptures or collages using recycled materials like cardboard, plastic bottles, and fabric scraps. These projects could focus on themes such as “Reducing Plastic Waste” or “Reusing Everyday Items.”
 - **Digital Media:** Design digital posters or infographics about waste management, highlighting tips on recycling and reducing waste. Learners can use online design tools to experiment with layout and design.
 - **Music:** Build simple percussion instruments from waste materials like cans, jars, and plastic containers, and compose rhythmic pieces that reflect the sounds of a “sustainable” world.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will use artistic expression to convey emotions and ideas around the impacts of waste and the importance of responsible waste management.
- **Practical Examples:**
 - **Drama:** Develop a short play where characters confront the consequences of poor waste management, such as littering or pollution. This could be a dialogue between “Waste Warriors” and “Litterbugs,” expressing emotions

- like frustration or hope.
- **Dance:** Choreograph a dance that symbolises the cycle of waste—from creation to disposal—and the journey towards recycling. Movements could illustrate the life cycle of an object, showing how it can be transformed rather than discarded.
- **Music:** Compose a song or jingle about recycling that captures the importance of reducing waste, using lyrics that convey a sense of urgency and responsibility towards the environment.

Collaborate in Group Performances and Artistic Projects Focused on Waste Management

- **Learning Objective:** Learners will work together to create expressive pieces that promote awareness of waste management and recycling.
- **Practical Examples:**
 - **Group Art Installation:** Create a mural or 3D installation from recyclable materials, like bottle caps or old newspapers. Each learner can add a piece to represent ways to manage waste, emphasising the collective impact of responsible waste practices.
 - **Drama & Music Ensemble:** Perform a musical skit about “A Day in the Life of Recyclables,” where learners act out the journey of waste materials being transformed through recycling. This could include humorous scenes that educate audiences on sorting and recycling.
 - **Dance Performance:** Choreograph a group dance that represents the flow of waste through different “stages” (e.g., landfill, recycling, reuse) to encourage reflection on each part of the process.

Begin to Reflect More Critically on Their Own Work and That of Others with a Focus on Waste Management Messages

- **Learning Objective:** Learners will evaluate their work and peers' work for effectiveness in communicating waste management themes, discussing improvements and potential for greater impact.
- **Practical Examples:**
 - **Art Critique:** After creating posters or sculptures about waste management, learners reflect on whether their work effectively conveys the importance of reducing waste. They could ask questions like, “Does my choice of materials strengthen my message?”
 - **Drama Reflection:** Following a performance on waste themes, learners can discuss which parts were most

- impactful in conveying their message and brainstorm ways to make it clearer or more engaging for audiences.
- **Film Review:** Watch a short documentary or animated video on waste management and discuss its approach to educating viewers. Learners can consider techniques like voiceover, visuals, and storytelling, evaluating what made the film persuasive or memorable.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms to Deepen Understanding of Waste Management

- **Learning Objective:** Learners will connect their personal experiences with waste and recycling to artistic representations, deepening their commitment to waste management.
- **Practical Examples:**
 - **Art Project on Local Waste Reduction:** Learners create artwork based on their own experiences with waste management, such as sorting recyclables or using reusable items at home. These can be personal reflections, visualising the impact of small actions on the environment.
 - **Dance & Personal Reflection:** Develop a dance that reflects daily routines aimed at reducing waste, such as packing a waste-free lunch or bringing reusable shopping bags. This personalises waste management, helping them realise their role in minimising waste.
 - **Music Composition:** Write lyrics or a short rap about reducing waste in their everyday lives, incorporating phrases or metaphors that connect their daily choices to larger environmental impacts.

Energy Conservation (SUS5)

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will experiment with different media and technologies to create art that highlights the importance of conserving energy.
- **Practical Examples:**

- **Art:** Create energy-themed posters using sustainable art supplies, such as recycled paper and non-toxic paint, to depict energy-saving tips like “Switch Off” or “Use Renewable Energy.”
- **Digital Media:** Design infographics or digital animations illustrating energy-saving habits, like turning off lights or using energy-efficient appliances. Learners can explore software or apps to enhance their designs.
- **Music:** Use everyday objects powered by body energy (like clapping hands or stomping feet) to compose a rhythmic piece. Learners can explore how sounds created with minimal or no electricity can be powerful and engaging.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will convey emotions and ideas about energy conservation through various expressive forms, deepening their understanding of the topic.
- **Practical Examples:**
 - **Drama:** Create a short skit featuring characters who experience a day without power, exploring emotions like frustration, discovery, and responsibility. This narrative can illustrate the dependence on energy and the value of conserving it.
 - **Dance:** Choreograph a dance that represents the contrast between excessive energy use and energy conservation, using different dynamics to symbolise energy waste versus sustainable practices.
 - **Music:** Compose a song about energy conservation, with verses describing “wasteful” versus “thoughtful” energy behaviours. Learners can experiment with using quieter sounds for conservation to illustrate the theme of careful usage.

Collaborate in Group Performances and Artistic Projects Focused on Energy Conservation

- **Learning Objective:** Learners will work collaboratively on expressive projects that communicate messages about conserving energy.
- **Practical Examples:**
 - **Group Art Installation:** As a group, design an installation using only natural or recycled materials. This could symbolise renewable energy sources or the life cycle of energy. Each learner could contribute an element that showcases how small actions add up.
 - **Drama & Music Performance:** Collaboratively create a musical performance that illustrates different forms of energy (e.g., solar, wind, and fossil fuels), with each section representing how these energies are harnessed and

conserved.

- **Film Project:** In small groups, produce a short film showing “A Day in the Life of an Energy Saver,” demonstrating everyday energy-saving actions like unplugging devices or using natural light. This film can highlight teamwork and the cumulative effect of small conservation habits.

Begin to Reflect More Critically on Their Own Work and That of Others with a Focus on Energy Conservation Messages

- **Learning Objective:** Learners will reflect on how effectively their work and that of others communicate ideas about conserving energy, identifying strengths and areas for improvement.
- **Practical Examples:**
 - **Art Critique:** After creating posters on energy conservation, learners reflect on their choices of images, colours, and messages. They could consider questions like, “Does this image make people want to save energy?” or “What could make my message stronger?”
 - **Drama Reflection:** Following a performance on energy conservation, learners discuss which parts of the play or skit were most impactful in delivering the message. They can reflect on their own portrayals and suggest ways to improve clarity of engagement.
 - **Film Review:** Watch an energy-related short film or documentary and discuss its effectiveness in promoting energy conservation. Learners can critique the use of visuals, narration, and pacing, noting which techniques were most persuasive.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms to Deepen Understanding of Energy Conservation

- **Learning Objective:** Learners will link personal experiences with energy conservation to artistic representations, enriching their understanding of how conservation impacts their lives.
- **Practical Examples:**
 - **Personal Art Project:** Learners create a piece of art that reflects their own energy-saving actions at home, like layering up instead of using heating. These could be individual reflections, turning everyday habits into meaningful visual expressions.
 - **Dance & Movement Reflection:** Develop a dance routine based on energy cycles in their daily routines (such as sunrise to sunset), illustrating how they interact with energy throughout the day and the choices they make to conserve it.
 - **Songwriting:** Learners write lyrics about “an energy-efficient day,” drawing on their personal actions, like using public transport or walking instead of driving. This encourages them to see conservation as part of their own

story.

Biodiversity and Ecosystems (SUS6)

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will experiment with diverse media and technologies to create art that highlights the importance of biodiversity and healthy ecosystems.
- **Practical Examples:**
 - **Art:** Create a mural or collage depicting local ecosystems, using materials from nature like leaves, sand, and seeds, alongside traditional paints and markers. This project can reflect the variety of species within specific ecosystems (e.g., forests, wetlands).
 - **Digital Media:** Design digital posters that encourage the protection of endangered species or natural habitats. Learners can use apps to incorporate photos and effects to highlight species diversity.
 - **Music:** Use natural elements as instruments (e.g., stones, branches, or water sounds) to compose a nature-inspired soundscape that reflects the harmony within an ecosystem, illustrating the interdependence of different species.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will use artistic forms to communicate the emotional and ecological importance of biodiversity and ecosystems, helping deepen their understanding.
- **Practical Examples:**
 - **Drama:** Develop a role-play where learners act as different animals within an ecosystem. They can explore themes of interdependence by showing how the loss of one species impacts others and how each role is essential for balance.

- **Dance:** Choreograph a dance piece that represents the lifecycle of an ecosystem (such as a coral reef or a forest), incorporating fluid, repetitive movements to symbolise regeneration and abrupt, staccato movements to symbolise disturbances.
- **Music:** Compose a song that tells the story of an ecosystem through the perspective of its inhabitants, such as the bees, birds, or trees. Learners can experiment with lyrics and rhythms to express the vibrancy of a biodiverse habitat.

3. Collaborate in Group Performances and Artistic Projects on Biodiversity and Ecosystems

- **Learning Objective:** Learners will work together on creative projects that communicate the importance of biodiversity and ecosystems.
- **Practical Examples:**
 - **Group Art Installation:** Create a group installation on the theme “Web of Life,” where each learner contributes a piece that represents a plant, animal, or element of an ecosystem. The final installation could show the interconnectedness of all parts.
 - **Drama Performance:** In groups, learners create a short play or skit called “The Lost Species” that shows the effects on the ecosystem when a species is lost or endangered. This allows learners to creatively express the need to protect biodiversity.
 - **Film Project:** Collaborate on a short film or animation about “A Day in the Life of an Ecosystem,” showing different species’ interactions, challenges, and the role humans play in either harming or protecting them.

Begin to Reflect More Critically on Their Own Work and That of Others with a Focus on Biodiversity and Ecosystems

- **Learning Objective:** Learners will reflect on how effectively their work and that of others communicates themes of biodiversity and ecosystem protection.
- **Practical Examples:**
 - **Art Critique:** After completing a project on local wildlife, learners discuss the effectiveness of their choice of colours, shapes, and styles in capturing the diversity of species and habitats. They can consider questions like, “Does this piece make people want to protect these species?”
 - **Drama Reflection:** Following a performance about ecosystem interdependence, learners reflect on how well the performance demonstrated ecological balance. They can discuss what felt powerful in the portrayal and what could have made the message even stronger.

- **Music and Dance Review:** Learners perform a nature-inspired composition or dance for their peers and discuss which parts best reflected the beauty and fragility of ecosystems, sharing feedback on enhancing the theme of harmony within diversity.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms to Deepen Understanding of Biodiversity and Ecosystems

- **Learning Objective:** Learners will connect personal experiences with the themes of biodiversity and ecosystems in their artistic work.
- **Practical Examples:**
 - **Personal Art Project:** Learners create a piece of art that represents an ecosystem they have visited, such as a forest or beach, incorporating personal experiences or feelings about the place. This could include found objects like shells or leaves as symbols of their connection.
 - **Dance and Movement Exploration:** Choreograph a dance inspired by the biodiversity in their own environment. For example, they could create movements representing local wildlife and how each part contributes to the ecosystem's flow.
 - **Songwriting:** Learners write lyrics about a specific animal or plant they connect with, perhaps one they have encountered in nature, to highlight its role in the ecosystem. This activity allows them to see conservation as a personal commitment.

Climate Change and Adaptation

(SUS7)

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will experiment with diverse materials and technologies to create artworks that convey the impacts of climate change and the need for adaptation.
- **Practical Examples:**
 - **Art:** Create a mixed-media collage showing "Before and After" scenes of a natural landscape affected by climate change, using materials like paper, paint, recycled items, and digital enhancements to illustrate the transformation and potential adaptations.
 - **Digital Media:** Use digital tools to create posters or social media graphics that raise awareness of climate adaptation strategies, such as renewable energy or sustainable agriculture, using vibrant colours and impactful slogans.
 - **Music:** Experiment with different instruments or digital sounds to compose a piece that reflects the effects of climate change, from peaceful nature sounds to disrupted, chaotic sounds symbolising extreme weather events.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will explore how to use art forms to express emotions, challenges, and resilience related to climate change.
- **Practical Examples:**
 - **Drama:** Create a short dramatic performance titled "Voices of Change," where learners act out the perspectives of various individuals affected by climate change (e.g., a farmer, a child, a conservationist), capturing the emotional challenges and hopes for adaptation.
 - **Dance:** Choreograph a dance that portrays the journey from environmental harmony to disruption caused by climate change, using different movement speeds and styles to convey the emotions involved in adapting to a new reality.
 - **Music:** Write and perform a song or rap that tells a story of adaptation in a changing world, incorporating lyrics that express determination and community resilience in the face of climate challenges.

Collaborate in Group Performances and Artistic Projects about Climate Change and Adaptations

- **Learning Objective:** Learners will work collaboratively to create artistic projects that explore themes of climate adaptation and community resilience.
- **Practical Examples:**
 - **Group Mural Project:** Collaboratively create a mural titled "Adapt to Thrive," depicting plants, animals, and humans adapting to new environmental conditions, such as planting resilient crops or using renewable energy sources, with each learner contributing their vision for sustainable solutions.
 - **Film Project:** Work in groups to produce a short documentary or animation that tells the story of a community adapting to climate change, using interviews, visuals, and voiceovers to highlight real-life examples of resilience and sustainable practices.
 - **Drama Performance:** Develop a group play that imagines life in the future where communities have adapted to climate change. Characters could reflect innovative roles like climate scientists, eco-builders, or conservationists, to show possible adaptations.

Begin to Reflect More Critically on Their Own Work and That of Others, Focusing on Climate Change and Adaptation Themes

- **Learning Objective:** Learners will critique their work and that of others, considering the effectiveness of their chosen media and messages on climate change and adaptation.
- **Practical Examples:**
 - **Art Reflection:** After creating art pieces on climate resilience, learners discuss how their choice of colours, materials, and styles captured the theme. They can ask, "Did this artwork effectively communicate the importance of adapting to climate change?"
 - **Drama Reflection:** Following a drama performance on climate adaptation, learners reflect on how well the storyline and characters conveyed the urgency and hope within the theme of resilience, suggesting ways to strengthen the portrayal.
 - **Music/Dance Review:** Learners perform and then discuss a climate-inspired composition or dance for peers, reflecting on which parts best conveyed the changes and responses to climate change, and offering constructive feedback to enhance the theme's impact.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms to Deepen Understanding of Climate Change and Adaptation

- **Learning Objective:** Learners will connect their own lives and communities to the broader issues of climate change and adaptation, using art to express personal and collective responsibilities.

- **Practical Examples:**
 - **Personal Art Project:** Learners create a drawing or painting of a local place (e.g., a park, river, or farm) and envision how it might change if adaptations are made to address climate impacts, highlighting their personal connection and sense of stewardship.
 - **Dance Movement Exploration:** Develop a dance inspired by their observations of seasonal changes or extreme weather events, using movement to convey the balance between natural rhythms and the impact of climate change on their own environment.
 - **Songwriting:** Write a song or spoken word piece from a local perspective, such as a song about how local farmers are adapting to new growing conditions or how city infrastructure might change. This helps learners connect global themes to their own communities.

Food and Agriculture

(SUS8)

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will experiment with different artistic techniques and materials to create works that reflect the themes of sustainable food production and agriculture.
- **Practical Examples:**
 - **Art:** Create sculptures using natural or recycled materials that represent local foods or crops, exploring textures and shapes associated with agriculture.
 - **Digital Media:** Use digital software to design posters that promote sustainable farming, using vibrant imagery to highlight concepts such as organic farming, crop rotation, and locally sourced foods.
 - **Music:** Use found objects from nature or recycled items as instruments to create rhythmic patterns that reflect the cycles of planting and harvesting, bringing a tangible connection to the agricultural process.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will use creative arts to express stories, emotions, and ideas about the role of agriculture in our lives, and the importance of sustainable food choices.
- **Practical Examples:**
 - **Drama:** Perform a short skit titled "Farm to Fork," where learners act out different roles in the food production process (e.g., farmer, distributor, chef, consumer), emphasising the journey of food and the challenges in ensuring sustainability.
 - **Dance:** Choreograph a dance sequence that symbolises the journey of seeds growing into crops, with movements inspired by growth, nurturing, and harvest. This can highlight the labour and care involved in agriculture.
 - **Music:** Compose a song about the different seasons of farming, using contrasting tempos and melodies to capture the varying demands and emotions of planting, growth, and harvest cycles.

Collaborate in Group Performances and Artistic Projects on Food and Agriculture

- **Learning Objective:** Learners will work in groups to create artistic projects that explore themes of sustainable food systems and community-based agriculture.
- **Practical Examples:**
 - **Group Mural Project:** Collaborate on a mural called "Growing Together" that illustrates a sustainable farm, with each learner contributing their own section depicting aspects like healthy soil, diverse crops, pollinators, and animals. This encourages teamwork and the celebration of agriculture's diversity.
 - **Film Project:** Create a short documentary interviewing local farmers, chefs, or food producers about their sustainable practices, incorporating visuals of farming techniques, local markets, or traditional recipes.
 - **Drama Performance:** Develop a play in which learners represent different elements of a farm ecosystem (such as soil, plants, water, animals), showing the interconnectedness of each component and the impact of sustainable or unsustainable practices on the food supply.
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Begin to Reflect More Critically on Their Own Work and That of Others, Focusing on Food and Agriculture Themes

- **Learning Objective:** Learners will critique their own projects and those of others to evaluate how effectively they communicated messages about sustainable food practices and agriculture.
- **Practical Examples:**
 - **Art Reflection:** After creating food or agriculture-themed artwork, learners discuss the impact of their choice of materials, colours, or designs in portraying the themes of growth, sustainability, and nourishment.
 - **Drama Reflection:** Following a performance on the importance of local farming, learners reflect on how well they conveyed the message of supporting local agriculture and suggest ways to enhance storytelling elements for a more powerful impact.
 - **Music/Dance Review:** Learners share their compositions or dances on the theme of food production cycles with peers, offering feedback on how effectively the piece reflects agricultural rhythms and how it could further communicate the importance of sustainable practices.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms to Deepen Understanding of Food and Agriculture

- **Learning Objective:** Learners will connect their personal experiences with food and farming to larger themes of sustainability, using creative expression to reflect on these connections.
- **Practical Examples:**
 - **Art:** Create drawings or paintings inspired by their own favourite foods or family meals, incorporating elements that show where these foods come from and the processes behind their production.
 - **Dance:** Develop a dance routine based on the lifecycle of a specific crop (e.g., wheat, corn), reflecting the journey from seed to plate. Learners can reflect on how this process influences their daily lives and the importance of sustainable growing practices.
 - **Film:** Create a short video journal documenting their own food choices over a week, incorporating reflections on where the food originated, its environmental impact, and any ways they could make more sustainable choices.

Water Conservation

(SUS9)

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will explore different materials and techniques to create artworks and performances that communicate the importance of conserving water.
- **Practical Examples:**
 - **Art:** Create mixed-media artworks using blue tones and textures from recycled materials to depict bodies of water, showing the contrast between clean and polluted water to highlight the importance of conservation.
 - **Digital Media:** Use digital drawing or design software to create infographics or posters that encourage water-saving practices at home or school.
 - **Music:** Explore the sounds of water by using percussion instruments, water-filled glasses, or digital tools to compose a piece inspired by the rhythm of water in nature, such as rainfall or ocean waves.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will use creative arts to express emotions and stories about water's role in life and the need for its preservation.
- **Practical Examples:**
 - **Drama:** Develop a short play in which learners take on roles representing different water sources (e.g., rivers, lakes, rain) that convey the emotions of scarcity and abundance, exploring the impacts of overuse and pollution.
 - **Dance:** Choreograph a dance that symbolises the journey of a water droplet from cloud to river to the ocean, emphasising how water flows and the importance of keeping it clean and available.
 - **Music:** Compose a piece that transitions from fast, flowing rhythms to slow, quiet notes to represent the scarcity of water in drought conditions, capturing the urgency of conserving it.

Collaborate in Group Performances and Artistic Projects on Water Conservation

- **Learning Objective:** Learners will work together to create and present artistic projects that communicate messages about protecting water resources.
- **Practical Examples:**

- **Drama Performance:** Develop a group performance titled "The Life of a Water Droplet," with each learner playing a role in the water cycle, showcasing how water is used, misused, and conserved along its journey.
- **Film Project:** Create a short documentary on local water bodies, including interviews with community members about water conservation practices. This could incorporate footage of rivers, lakes, or reservoirs, emphasising the importance of preserving these resources.
- **Group Art Project:** Paint a large mural on school grounds that represents local water sources, accompanied by messaging on simple steps for water conservation, such as turning off taps, reducing waste, and avoiding pollution.

Begin to Reflect More Critically on Their Own Work and That of Others, Focusing on Water Conservation Themes

- **Learning Objective:** Learners will evaluate their own creative projects and those of their peers to consider how effectively they communicate the significance of conserving water.
- **Practical Examples:**
 - **Art Reflection:** After completing a water-themed artwork, learners discuss how well their choice of colours, materials, or symbols conveyed the importance of clean water and reflect on improvements they could make.
 - **Drama Reflection:** Following a performance on water conservation, learners give and receive feedback on the clarity of the message and discuss ways to make it more impactful, such as through the use of stronger dialogue or body language.
 - **Film/Digital Media Review:** Learners share their water conservation digital posters or videos with peers and discuss which visuals and messages were most compelling, refining their work based on constructive feedback.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms to Deepen Understanding of Water Conservation

- **Learning Objective:** Learners will connect personal experiences with water use and conservation to broader artistic expressions, developing a meaningful understanding of water's role in their lives.
- **Practical Examples:**
 - **Art:** Draw or paint scenes from their own lives where water is essential (e.g., drinking water, gardening, cleaning) and combine these with images of ways to conserve it, creating a personal story of their relationship with water.
 - **Dance:** Choreograph a dance based on the concept of a limited resource, using slow, deliberate movements to convey the careful use of water and the beauty of its conservation, linking this idea to their own experiences of

water use.

- **Music/Spoken Word:** Write and perform a song or spoken word piece inspired by water's importance, describing personal routines or family practices that help conserve water and reflect on how these practices impact the environment.

Sustainable Transport and Urban Planning

(SUS10)

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will explore and experiment with a variety of materials, techniques, and technologies to create artistic representations of sustainable transport and urban planning.
- **Practical Examples:**
 - **Art:** Design and create a 3D model of a sustainable city, using recycled materials and digital tools to depict green spaces, bike lanes, and eco-friendly transport options like electric buses or cycling infrastructure.
 - **Music:** Use sound editing software or instruments to compose a piece of music that represents the flow of sustainable urban transport, such as the sound of electric cars or bicycles, blending these with natural urban sounds like birds or wind.
 - **Digital Media:** Create an animation or digital drawing that showcases an ideal, sustainable city with elements like pedestrian zones, public transport, and energy-efficient buildings, exploring technology alongside traditional art methods.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will explore how art forms can communicate the emotional and social impacts of

sustainable transport and urban planning.

- **Practical Examples:**

- **Drama:** Create and perform a short play about a character living in a congested city who experiences the benefits of new sustainable transport systems (e.g., electric buses or bike lanes), demonstrating how the changes impact their life and emotions.
- **Dance:** Choreograph a dance inspired by the theme of mobility, focusing on movements that represent the transition from a car-dominated city to one that prioritises walking, cycling, and public transport, using expressive body language to convey the emotional shift.
- **Film/Digital Media:** Develop a short film or video diary from the perspective of someone navigating a city before and after sustainable urban planning initiatives, such as the introduction of green spaces, efficient public transport, and car-free zones, highlighting the emotional impact on daily life.

Collaborate in Group Performances and Artistic Projects on Sustainable Transport and Urban Planning

- **Learning Objective:** Learners will collaborate in groups to create performances or artistic projects that explore sustainable urban planning and transportation.
- **Practical Examples:**
 - **Drama:** Work together to stage a performance that portrays the transformation of a city as it implements sustainable transport solutions. Each group member can represent different aspects, such as cyclists, pedestrians, public transport users, or environmental advocates.
 - **Art:** Organise a group art project where learners design a large mural or series of posters showing how urban areas can be improved through sustainable transport, incorporating green infrastructure and renewable energy sources.
 - **Film/Media:** Collaborate to produce a short documentary or video campaign highlighting local efforts in sustainable transport, such as the building of new cycle lanes or the introduction of car-sharing initiatives, showcasing both the community's effort and the benefits.

Begin to Reflect More Critically on Their Own Work and That of Others, Focusing on Sustainable Urban Planning and Transport

- **Learning Objective:** Learners will critically reflect on their own creative work and that of their peers, evaluating how

effectively the artwork communicates themes of sustainable transport and urban planning.

- **Practical Examples:**

- **Art Reflection:** After completing an artwork, such as a model of a sustainable city, learners will reflect on how well they integrated elements of sustainable transport (e.g., bike lanes, public transport, green spaces) and consider improvements based on feedback.
- **Drama Reflection:** Following a group performance on sustainable transport, learners will discuss the emotional responses of the audience and evaluate which aspects of the performance conveyed the message most effectively, identifying areas for improvement.
- **Film Reflection:** After sharing their video on urban sustainability, learners will discuss the strengths of the storytelling (e.g., did the video effectively highlight the benefits of sustainable transport?) and how they can make their message clearer or more engaging in future projects.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms to Deepen Understanding of Sustainable Transport and Urban Planning

- **Learning Objective:** Learners will connect their personal experiences of transportation and urban living to broader artistic representations of sustainability, reflecting on how these ideas manifest in their own lives and the world around them.
- **Practical Examples:**
 - **Art:** Create a visual diary or collage that reflects the learner's own experiences of transport in their community, juxtaposed with artistic representations of sustainable transport solutions, such as bicycle lanes, walking paths, and electric buses.
 - **Dance:** Perform a dance sequence that compares the stresses of using non-sustainable transport (e.g., traffic jams, pollution) with the relief and freedom of using sustainable transport options (e.g., walking, cycling), linking personal feelings to the movements.
 - **Music:** Write a song or create a soundscape that expresses the contrast between the noise and pollution of traditional transport and the peaceful, clean sounds of a city with sustainable transportation systems, drawing from personal experiences of travel.

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will develop their skills in using a wide variety of materials, techniques, and technologies to create art that reflects global citizenship and responsibility, with particular focus on the SDGs.
- **Practical Examples:**
 - **Art:** Create a mixed-media piece or mural representing different SDGs, such as affordable and clean energy, climate action, and life on land and below water. Use recycled materials, digital art tools, and other resources to illustrate the connections between the SDGs.
 - **Music:** Compose and perform a song that incorporates themes from the SDGs, using a combination of acoustic and digital instruments to blend different musical styles that represent global cultures working together for the common good.
 - **Film/Digital Media:** Use video-editing software to create a short film documenting how local actions (such as recycling, using renewable energy, or supporting fair trade) contribute to the achievement of global goals, incorporating interviews, graphics, and sound effects.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will explore and express the emotional and narrative depth of the SDGs, communicating global issues and their personal connections to them through different art forms.
- **Practical Examples:**
 - **Drama:** Perform a scene where characters from different parts of the world collaborate to address an SDG issue, such as poverty or climate change. The performance should explore the emotions behind these global challenges and the power of collective action.
 - **Dance:** Choreograph a dance that symbolises the global effort to address climate change, with movements that represent natural elements, global cooperation, and the need for urgent action. Each dance section could reflect a different SDG and its related theme.
 - **Music:** Write a song or create a musical composition that tells a story about a community coming together to address global poverty or inequality, using lyrics, rhythm, and instrumentation to express hope, struggle, and

resilience.

Collaborate in Group Performances and Artistic Projects on Citizenship and Global Responsibility

- **Learning Objective:** Learners will collaborate in groups to create and perform projects that focus on global citizenship, sustainability, and responsibility as outlined in the SDGs.
- **Practical Examples:**
 - **Drama:** Work in groups to create a short play about the interconnectedness of global issues, such as how poverty, climate change, and inequality are linked. Each group member could play a different character representing a part of the world affected by these issues.
 - **Art:** Collaborate on a community mural that represents the different SDGs. Each learner can design a section based on a specific goal, and the final piece will come together as a collective expression of global responsibility.
 - **Film/Digital Media:** In groups, create a documentary or a short video advocating for a specific SDG. Each member of the group could focus on a different aspect of the issue (e.g., education, clean water, gender equality) and how individuals and communities can take action.

Begin to Reflect More Critically on Their Own Work and That of Others

- **Learning Objective:** Learners will begin to reflect critically on their own creative work and the work of others, evaluating how effectively their art communicates the themes of global responsibility and the SDGs.
- **Practical Examples:**
 - **Art Reflection:** After creating an artwork representing a particular SDG (e.g., clean water or affordable housing), learners will reflect on how their choice of materials, symbols, and colours contributed to conveying the message of that goal, discussing the effectiveness of their work in communicating global issues.
 - **Drama Reflection:** After performing a scene on global responsibility, learners will reflect on the emotional and narrative impact of their performance. They can discuss which aspects of the performance were most impactful in raising awareness about the SDGs and identify areas for improvement.
 - **Film Reflection:** After watching a film made by peers on global issues, learners will engage in a group discussion to evaluate how well the filmmakers portrayed the issue, the strengths and weaknesses of the message, and what could be done to make it more compelling.

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms

- **Learning Objective:** Learners will make connections between their own lives and experiences and the global challenges

presented through various artistic forms, reflecting on how they can contribute to the SDGs.

- **Practical Examples:**

- **Art:** Create an artwork that represents a local issue they care about (e.g., waste reduction, community gardens, or food sustainability) and compare it with global challenges such as hunger or clean water. This connection can help students understand the broader impact of local actions.
- **Drama:** Reflect on how the themes of global responsibility and citizenship in a play or performance are relevant to their own community and how they might take action to address these issues in their daily lives.
- **Music:** Write a song or piece of music that highlights a local example of global citizenship, such as a community project focused on sustainable living. This song can be inspired by global movements like climate strikes or international campaigns for gender equality.

Outdoor Learning and Connection to Nature (SUS12)

Expressive Arts

Develop Skills in Using a Wider Variety of Materials, Techniques, and Technologies in Creative Work

- **Learning Objective:** Learners will expand their skills in using diverse materials, techniques, and technologies, focusing on natural and sustainable resources in their creative projects that reflect outdoor learning and environmental themes.
- **Practical Examples:**
 - **Art:** Use natural materials such as leaves, twigs, rocks, or clay to create sculptures or textured drawings that represent the local environment. Alternatively, learners could create artwork that illustrates the concept of biodiversity by incorporating natural items into their pieces.
 - **Music:** Create a soundscape inspired by outdoor environments, using instruments or natural objects (like wind chimes, stones, or wood) to replicate the sounds of nature. This could be recorded and enhanced using digital tools.
 - **Dance:** Choreograph a dance that uses movements mimicking natural elements (such as flowing water, tree branches in the wind, or animal movements), incorporating the use of outdoor spaces for rehearsals and performance.

Explore a Deeper Understanding of How Emotions, Ideas, and Narratives Can Be Expressed Through Art Forms

- **Learning Objective:** Learners will explore and express complex emotions and narratives through creative work that connects with nature, outdoor experiences, and environmental issues.
- **Practical Examples:**
 - **Drama:** Create and perform a short play or monologue based on the story of a natural disaster (e.g., flooding, deforestation) or a character's relationship with the natural world. Explore how characters feel about the environment and how these emotions can be portrayed through dialogue and physical expression.
 - **Art:** Create a piece of visual art that depicts the cycle of life in nature, such as the stages of plant growth or animal life cycles, using mixed media or outdoor materials to symbolise renewal and change.
 - **Music:** Write and perform a song that reflects the emotional impact of climate change on both nature and human life, expressing feelings of concern, hope, or resilience. The song could be performed outdoors to further connect with the theme.

Collaborate in Group Performances and Artistic Projects on Outdoor Learning and Nature Conservation

- **Learning Objective:** Learners will collaborate in group artistic projects, where the themes of nature conservation and outdoor learning are explored, promoting teamwork and collective creative expression.
- **Practical Examples:**
 - **Drama:** Work in groups to create a performance that tells the story of a community coming together to protect a local natural space, such as a forest, beach, or wildlife reserve. The play could explore the impacts of human actions and the role of community in environmental conservation.
 - **Film/Digital Media:** Create a short documentary or film project that highlights local environmental issues, such as habitat loss or water pollution, and the efforts of people or groups working to address these problems. Each group member could focus on a different aspect, such as interviews, filming nature, or editing.
 - **Dance:** In small groups, choreograph a dance that expresses the idea of nature's vulnerability and the need for its protection, using the natural environment as both the performance space and inspiration.

Begin to Reflect More Critically on Their Own Work and That of Others

- **Learning Objective:** Learners will reflect critically on their creative work and the work of others, evaluating how effectively they have captured themes of connectedness to nature and sustainability.

- **Practical Examples:**
 - **Art Reflection:** After creating artwork inspired by nature, learners will reflect on how they used natural materials and artistic techniques to convey messages about environmental protection. They will critique their own work, considering how the materials or methods could better communicate the relationship between humans and the environment.
 - **Drama Reflection:** After performing a play about environmental issues, learners will reflect on how effectively they portrayed the emotions of the characters connected to nature. They could discuss how the use of space, movement, and voice enhanced the environmental themes of the performance.
 - **Music Reflection:** After creating a musical composition inspired by outdoor environments, learners will evaluate how well their music reflects the moods or emotions

Make Connections Between Their Own Experiences and Those Portrayed in Different Artistic Forms

- **Learning Objective:** Learners will connect their own personal experiences with nature and environmental stewardship to the themes portrayed in different artistic forms, gaining a broader perspective of the world and their place in it.
- **Practical Examples:**
 - **Art:** Reflect on how their own experiences in nature, such as visiting a park or beach, have influenced the way they create art. Learners could write or discuss how their artwork reflects a sense of connection to nature and how they personally relate to the themes of conservation.
 - **Drama:** Draw connections between their own experiences of being in nature (e.g., hiking, observing wildlife) and the characters or narratives explored in their drama performances. They could discuss how real-life experiences have shaped their portrayal of nature in the play.
 - **Dance:** After choreographing a dance based on natural movements, learners can reflect on how their movements and gestures mirror their personal experiences of interacting with nature. This could be discussed in a group, comparing the different interpretations of nature through dance.