

Welsh - Progression 2 Step

of a Curriculum For Circular Economy Curriculum Complementing the Welsh Framework



This outline, grounded in the Welsh curriculum, provides a foundation for planning teaching, learning, and experiences that promote Circular Economy . 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 students. This progression pathway aims to support teachers in their planning and implementation of Circular Economy -focused education.

Overarching Objectives for Progression Step 2:

- Encourage curiosity and engagement with the world.
- Develop critical thinking and problem-solving skills.
- Promote personal, social, and cultural development.
- Foster a sense of responsibility for personal health, well-being, and the environment

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
Expressive Arts Subject Areas: Music, Drama, Art, Dance, Film and Digital Media. Objectives: Develop creativity and imagination. Explore a range of media, techniques, and materials. Express ideas and feelings through	Health and Well-being Subject Areas: Physical Health, Mental and Emotional Well-being, Relationships, Healthy Eating, Personal Safety. Objectives: Understand physical health and	Humanities Subject Areas: History, Geography, Religious Education, Business Studies, and Social Studies. Objectives: Understand past and present human experiences,	Languages, Literacy and Communication Subject Areas: English, Welsh, Modern Foreign Languages, Literature, Oracy. Objectives: Develop competence in both Welsh and English. Explore the use of language for different	Mathematics and Numeracy Subject Areas: Number, Geometry, Algebra, Measurement, Data Handling. Objectives: Develop understanding of numbers, patterns, and shapes.	Science and Technology Subject Areas: Biology, Chemistry, Physics, Computer Science, Design and Technology. Objectives: Begin to explore the natural world and understand simple scientific concepts.

different artistic forms. Begin to reflect on their own work and that of others.	its connection to well-being. Develop emotional literacy and manage feelings. Learn about making healthy choices (diet, exercise). Build interpersonal skills to foster positive relationships.	locally and globally. Develop a sense of belonging and identity. Learn about sustainability and the impact of human actions on the planet. Begin to explore ethical questions and different belief systems.	purposes (e.g., storytelling, explaining, persuading). Learn to communicate effectively through speech and writing. Engage with a range of literary texts, including Welsh literature.	Solve practical problems using basic mathematical techniques. Begin to understand and apply mathematical reasoning. Learn to use data to interpret the world around them.	Engage with technology and develop basic computational thinking. Design, make, and evaluate simple products and systems. Explore sustainability through understanding energy and material use.
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The Sustainability Curriculum Headings

Understanding the Circular Economy (CIRC1)	Waste Reduction and Recycling (CIRC 2)	Sustainable Consumption (CIRC 3)	Product Lifecycle and Design. (CIRC4)	Repair and Upcycling (CIRC5)	Circular Business Practices and innovation (CIRC6)
Local Economies and Community Engagement (CIRC 7)	Environmental Impact and Resource Conservation (CIRC8)	Citizenship and Global Responsibility (CIRC 9)	Food Systems (Circ 10)	Circular Technologies and Innovation (CIRC11)	Outdoor Learning (CIRC12)

The Sustainability Curriculum Model linked to the Curriculum of Wales -
Progression Step 2

Understanding
Circular Economy

(SUS1)

Expressive Arts

Objective:

Learners will explore and creatively express their understanding of the circular economy—the idea that materials and products can be reused, repaired, shared, and repurposed rather than discarded. They will develop their imagination by rethinking the lifecycle of everyday items, explore artistic processes using recycled and natural materials, and communicate their ideas about sustainability, care for resources, and responsible consumption through artistic forms. Learners will also reflect on how their own work and that of others can support environmental action and inspire change.

Curriculum for Wales – Expressive Arts Objectives:

- Develop creativity and imagination – by imagining circular journeys for products and designing new uses for materials.
- Explore a range of media, techniques, and materials – including reused, repurposed, and digital media linked to sustainability.
- Express ideas and feelings through different artistic forms – to show how people can live more sustainably and reduce waste.
- Begin to reflect on their own work and that of others – by exploring how artistic expression can promote

circular economy thinking.

Global Framework Links:

SDGs:

- SDG 12: Responsible Consumption and Production – exploring how circular systems reduce waste and protect resources.
- SDG 13: Climate Action – supporting actions that reduce carbon emissions and landfill through reuse.
- SDG 9: Industry, Innovation and Infrastructure – promoting creative innovation for sustainability.

UNCRC Rights:

- Article 24 – Right to a healthy environment and education on sustainable living.
- Article 29 – Education should develop children's talents and understanding of sustainability.
- Article 31 – Right to participate in cultural and artistic life.

UNRMS Principles:

- Promote early understanding of resource circulation and waste prevention through creative expression.
 - Support regenerative systems thinking and innovative design within cultural practices.
 - Encourage learners to become active participants in reshaping the world through storytelling, art, and performance.
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Examples by Expressive Arts Area:

- Music:
Compose a piece that follows the circular journey of a material (such as glass or plastic) being reused, repaired, or recycled. Use body percussion or instruments made from reused items to reinforce the theme.

- **Drama:**
Create a short play or role-play about a broken object being brought back to life in a repair café or community workshop. Characters might include the object itself, the fixer, and someone learning about the circular economy.
- **Art:**
Design visual artworks using only repurposed or recycled materials. Learners could create storyboards or concept art for a product designed to never become waste.
- **Dance:**
Develop a dance that represents the continuous cycle of resource use, showing flow, transformation, and renewal. Emphasise repetition and circular movements to symbolise closed-loop systems.
- **Film and Digital Media:**
Produce a short documentary, animation, or digital poster that explains the circular economy through storytelling, character journeys, or community-based solutions. Learners could interview local repairers, artists, or sustainability experts.

Waste Reduction and Recycling

(CIRC 2)

Expressive Arts

Objective:

Learners will explore how waste reduction and recycling can support sustainability in Wales and globally, and express these ideas through creative work. They will use a wide range of materials—particularly reused, repurposed, or natural resources—to reflect on the impact of waste and the value of recycling. Learners will develop imagination and artistic confidence while expressing feelings, ideas, and solutions through music, movement, performance, and visual storytelling. They will also begin to reflect on how their work communicates

a message and supports positive change.

Curriculum for Wales – Expressive Arts Objectives:

- Develop creativity and imagination – by transforming discarded or everyday items into artistic works.
 - Explore a range of media, techniques, and materials – with a focus on reused, recyclable, or biodegradable resources.
 - Express ideas and feelings through different artistic forms – about the causes and solutions to waste, and the importance of recycling.
 - Begin to reflect on their own work and that of others – by considering how art can encourage environmental action and responsibility.
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Global Framework Links:

SDGs:

- SDG 12: Responsible Consumption and Production – promoting the reduction of waste and the reuse of materials.
- SDG 13: Climate Action – recognising that recycling and waste reduction reduce emissions and pollution.
- SDG 11: Sustainable Cities and Communities – encouraging learners to be active citizens in reducing urban waste.

UNCRC Rights:

- Article 24 – Children have the right to a healthy environment and to learn how to protect it.
- Article 29 – Education should help children understand their role in protecting the environment.
- Article 31 – Children have the right to express themselves through artistic and cultural experiences.

UNRMS Principles:

- Promote awareness of resource recovery and circular thinking through creative projects.
 - Encourage stewardship of material resources by valuing repair, reuse, and recycling in the arts.
 - Support community-centred learning where learners participate in shaping sustainable futures through cultural expression.
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Examples by Expressive Arts Area:

- Music:
Create instruments from waste materials (e.g. bottle-cap shakers, cardboard drums) and compose a rhythm or song about the journey of recycled objects or the impact of littering.
- Drama:
Devise a short performance about a community learning to manage its waste better, featuring characters such as a recycling bin, a landfill site, or a wise animal who teaches about nature and waste.
- Art:
Make a sculpture, mural, or collage using entirely recycled or found materials. Learners could create awareness posters or 3D displays showing the transformation of waste into something valuable.
- Dance:
Choreograph a piece showing the life cycle of a product—from use to disposal to renewal. Use movement to represent collection, sorting, recycling, and reinvention.
- Film and Digital Media:
Produce a short animation or film showing what happens when waste is recycled versus when it is not. Learners could also create digital infographics or awareness campaigns encouraging recycling in their school or community.

(CIRC 3)

Expressive Arts

Objective:

Learners will explore the concept of sustainable consumption by creatively expressing how our everyday choices affect people, communities, and the environment in Wales and beyond. They will use imaginative and artistic processes to reflect on how we can use fewer resources, reduce waste, and choose more sustainable products and services. Learners will experiment with a variety of media and techniques, including recycled or digital materials, and begin to consider the message and meaning in their own work and that of others.

Curriculum for Wales – Expressive Arts Objectives:

- Develop creativity and imagination – by rethinking everyday behaviours and imagining alternatives through the arts.
 - Explore a range of media, techniques, and materials – by using reused, natural, and digital materials to create sustainable artworks.
 - Express ideas and feelings through different artistic forms – by communicating the impact of overconsumption and promoting mindful choices.
 - Begin to reflect on their own work and that of others – by exploring how creative expression can influence positive environmental behaviour.
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Global Framework Links:

SDGs:

- SDG 12: Responsible Consumption and Production – supporting learning about using resources wisely and reducing waste.

- SDG 13: Climate Action – linking sustainable habits to reduced environmental impact.
- SDG 3: Good Health and Well-being – considering how sustainable lifestyles also support human health.

UNCRC Rights:

- Article 24 – Right to health and to learn how to care for the environment.
- Article 29 – Education must develop children’s respect for the natural world and promote responsible living.
- Article 31 – Right to participate in cultural and artistic life.

UNRMS Principles:

- Encourage learners to understand and engage with resource efficiency and equity through creative expression.
 - Promote systems thinking and reflection on material use and waste through storytelling, performance, and design.
 - Support local and global responsibility by enabling children to create messages that connect individual actions with wider impacts.
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Examples by Expressive Arts Area:

- Music:
Compose a song or rhythm piece about making wise choices—such as buying less, reusing more, or choosing local products. Use instruments made from reused or natural materials.
- Drama:
Create and perform a short play about a family learning to reduce their environmental footprint. Include characters such as a local farmer, a shopkeeper, or a talking object (e.g. a plastic bottle or apple) to represent different viewpoints.
- Art:
Design an expressive piece using materials that would otherwise be discarded (e.g. packaging, textiles, plastics). Create visual messages about sustainable consumption, such as posters or eco-labels.
- Dance:

Develop a movement piece that shows the flow of consumption and its consequences—contrasting fast, repetitive movements with slow, deliberate ones to show mindful choices.

- **Film and Digital Media:**

Create a short public awareness video or animation that shows the difference between unsustainable and sustainable shopping or eating habits. Use narration and visual storytelling to inspire action.

Product Lifecycle and Design.

(CIRC4)

Expressive Arts

Objective:

Learners will explore the lifecycle of products and how design can support sustainability by reducing waste and extending the usefulness of resources. Through imaginative and creative work, learners will express ideas about how everyday objects are made, used, and disposed of, and how we can make better design choices to protect the environment. They will experiment with different materials and media, and reflect on how their creative responses can influence sustainable thinking.

Curriculum for Wales – Expressive Arts Objectives:

- Develop creativity and imagination – by imagining the journey of a product and how it could be redesigned for a more sustainable future.
- Explore a range of media, techniques, and materials – including reused and digital media to represent

product cycles and transformations.

- Express ideas and feelings through different artistic forms – by telling stories of change, use, value, and waste in the life of a product.
 - Begin to reflect on their own work and that of others – by considering how artistic expression can encourage more responsible design and consumption.
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Global Framework Links:

SDGs:

- SDG 12: Responsible Consumption and Production – promoting understanding of how product design affects sustainability.
- SDG 9: Industry, Innovation and Infrastructure – encouraging innovation in creative, circular design.
- SDG 13: Climate Action – linking product choices to climate impacts through artistic storytelling.

UNCRC Rights:

- Article 29 – Education must support learners to understand and respect the environment and prepare for responsible living.
- Article 13 – Right to express ideas creatively through various forms.
- Article 31 – Right to participate in artistic and cultural life.

UNRMS Principles:

- Encourage learners to explore the life cycles of materials and products through creative processes.
 - Promote artistic understanding of resource regeneration, design for reuse, and circular thinking.
 - Support the development of systems thinking by creatively visualising and reflecting on human-made systems.
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Examples by Expressive Arts Area:

- **Music:**
Create a sound journey of a product's life—from its creation using natural resources to its eventual reuse, recycling, or disposal. Use materials such as packaging and discarded objects to produce rhythm or sound textures.
- **Drama:**
Develop a short play or performance that tells the story of a product (for example, a shoe, toy, or bottle) as it moves through its lifecycle. Characters could include the maker, the user, the recycler, and the environment.
- **Art:**
Design a visual timeline or layered collage showing the different stages of a product's life. Use found or discarded materials to build textures and explore alternative futures for the product.
- **Dance:**
Choreograph a sequence that expresses the transformation of materials over time—beginning, usage, breakdown, and renewal. Use repeated and evolving movements to symbolise change and design impact.
- **Film and Digital Media:**
Create a short film or stop-motion animation that illustrates how a product is made, used, and either wasted or reused. Include an alternative ending that shows a more sustainable redesign.

Repair and Upcycling

(CIRC5)

Expressive Arts

Objective:

Learners will explore the themes of repair and upcycling in Wales through creative expression. They will develop an understanding of how people can care for the environment and reduce waste by reusing, repurposing, and creatively extending the life of objects. Learners will use a range of artistic techniques and recycled materials to express their ideas, explore community values, and reflect on how their creative work supports environmental responsibility and social contribution.

Curriculum for Wales – Expressive Arts Objectives:

- Develop creativity and imagination – by reimagining used or broken items in new and expressive ways.
 - Explore a range of media, techniques, and materials – including reclaimed, found, digital, and natural materials.
 - Express ideas and feelings through different artistic forms – by representing the values of repair, transformation, and renewal.
 - Begin to reflect on their own work and that of others – by discussing the environmental and creative value of upcycled works.
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Global Framework Links:

SDGs:

- SDG 12: Responsible Consumption and Production – promoting reduced waste through repair and reuse.
- SDG 13: Climate Action – supporting actions that reduce landfill and carbon emissions through creative reuse.
- SDG 11: Sustainable Cities and Communities – highlighting the cultural and environmental benefits of local upcycling initiatives.

UNCRC Rights:

- Article 24 – Right to a healthy environment and to learn how to protect it.
- Article 29 – Education should help children develop respect for the natural world and their role in society.
- Article 31 – Right to participate in artistic and cultural life.

UNRMS Principles:

- Promote understanding of material lifecycles and how creative repair can support circular systems.
 - Encourage resource regeneration and stewardship through artistic practice.
 - Support community-led sustainability by celebrating upcycling as a cultural and environmental value.
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Examples by Expressive Arts Area:

- Music:
Create instruments using discarded or broken materials (e.g. bottle-cap shakers, tin drums) and compose a rhythm that tells a story of renewal and transformation.
- Drama:
Devise a play or role-play based on a character who repairs and reuses old items to help their community. Explore the emotional and social value of giving things a second life.
- Art:
Design and build an upcycled sculpture, collage, or wearable artwork using found materials. Explore the beauty and purpose in things that might otherwise be thrown away.
- Dance:
Choreograph a piece that represents the process of repair or transformation—from brokenness to renewal. Use movement to reflect care, attention, and rebirth.
- Film and Digital Media:
Create a short documentary, digital poster, or stop-motion animation about an upcycling project in school or the community. Tell the story of an item being rescued, redesigned, and reused.

Expressive Arts

Objective:

Learners will explore the idea of circular business practices in Wales and express how people and businesses can design, produce, and share in ways that reduce waste and protect natural resources. Through creative projects, learners will use their imagination to represent real and imagined solutions, explore materials and techniques linked to sustainability, and reflect on how the arts can inspire positive economic and environmental change in their communities.

Curriculum for Wales – Expressive Arts Objectives:

- Develop creativity and imagination – by exploring how businesses can solve problems creatively and sustainably.
- Explore a range of media, techniques, and materials – including using recycled, digital, and local materials linked to business processes.
- Express ideas and feelings through different artistic forms – by creating representations of sustainable trade, design, reuse, and innovation.
- Begin to reflect on their own work and that of others – by considering how artistic choices convey ideas about fairness, innovation, and care for resources.

Global Framework Links:

SDGs:

- SDG 9: Industry, Innovation and Infrastructure – understanding how design and technology can support sustainable business.
- SDG 12: Responsible Consumption and Production – encouraging learners to think critically about production and waste.
- SDG 8: Decent Work and Economic Growth – promoting creativity in work that is fair, regenerative, and ethical.

UNCRC Rights:

- Article 29 – Education should help children develop respect for the environment and society.
- Article 13 – Right to express ideas and information through any media.
- Article 31 – Right to participate in cultural and artistic life and express their views creatively.

UNRMS Principles:

- Support early understanding of resource-efficient, circular systems in business.
 - Promote participatory learning about innovation and shared responsibility.
 - Encourage artistic exploration of how human systems can align with regenerative natural processes.
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Examples by Expressive Arts Area:

- Music:
Compose a piece inspired by the lifecycle of a product—from creation to reuse—using instruments made from repurposed materials. Include sounds representing circular business steps such as collection, repair, or redistribution.
- Drama:
Create a short play or role-play about a fictional business in Wales that transforms waste into a valuable resource (e.g. turning old clothes into bags, or food scraps into compost). Use storytelling to highlight community impact.
- Art:
Design product packaging, logos, or shopfronts for a circular business. Use natural or reclaimed materials to create 3D models or collage artworks that promote sustainability and innovation.

- Dance:
Choreograph a sequence that represents the cycle of making, using, reusing, and recreating. Use repetition and transformation in movement to reflect business systems that avoid waste.
- Film and Digital Media:
Produce a short advertisement, animation, or digital campaign to promote a circular business idea. Document local examples of circular practices or create a fictional future Welsh business that solves a sustainability challenge.

Local Economies and Community Engagement

(CIRC 7)

Expressive Arts

Objective:

Learners will use creative expression to explore and celebrate the role of local economies and community engagement in Wales. They will investigate how local people, businesses, and traditions contribute to sustainable living and well-being. Learners will use a range of artistic techniques to express ideas about working together, valuing local resources, and supporting community identity, while beginning to reflect on how their work can connect people and inspire action.

Curriculum for Wales – Expressive Arts Objectives:

- Develop creativity and imagination – by imagining and representing how communities thrive and support each other.
 - Explore a range of media, techniques, and materials – by working with locally sourced, natural, reused, or digital materials.
 - Express ideas and feelings through different artistic forms – by responding to the values of community, place, cooperation, and belonging.
 - Begin to reflect on their own work and that of others – by discussing how creative projects can support and showcase community voices and local resilience.
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Global Framework Links:

SDGs:

- SDG 11: Sustainable Cities and Communities – highlighting the role of local involvement and creativity in building resilient communities.
- SDG 8: Decent Work and Economic Growth – encouraging awareness of how local jobs, skills, and businesses support sustainability.
- SDG 12: Responsible Consumption and Production – promoting reuse, local production, and ethical trade.

UNCRC Rights:

- Article 12 – Right to have a say and be listened to in matters affecting their lives and communities.
- Article 29 – Education should support respect for the learner's own community, environment, and contribution to society.
- Article 31 – Right to participate in cultural life and creative expression.

UNRMS Principles:

- Promote awareness of local resource systems and how they connect to sustainability.
- Encourage learners to engage in community-based creativity to support sustainable development.

- Foster understanding of how local identity and cultural heritage play a role in regenerative, place-based economies.
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Examples by Expressive Arts Area:

- Music:
Compose a song or soundscape celebrating a local business, tradition, or natural resource. Use rhythms or instruments inspired by Welsh landscapes or industries (e.g. farming, fishing, craftmaking).
- Drama:
Create and perform a short play or role-play based on a local market, community event, or the journey of a local product (such as milk, mussels, or handmade goods). Include themes of cooperation, sustainability, and fairness.
- Art:
Design a community mural, collage, or digital poster that represents the learners' local area and the people who live and work there. Use reclaimed materials where possible and include local languages and symbols.
- Dance:
Choreograph a performance based on the rhythm of daily life in a Welsh village or town. Incorporate gestures and movements that reflect community tasks, gathering, and shared celebration.
- Film and Digital Media:
Create a short film, interview series, or photo story about a local business, producer, or community project. Document sustainable practices or tell the story of how the community supports one another.

)Environmental Impact and Resource Conservation

(CIRC8)

Expressive Arts

Objective:

Learners will use the expressive arts to explore the importance of protecting the environment and conserving natural resources in Wales. Through imaginative and creative work, they will express how people and nature are connected, the consequences of waste, and how we can act as Earth stewards. They will experiment with a range of materials and techniques, reflect on their own artistic process, and communicate ideas that promote sustainability and care for the planet.

Curriculum for Wales – Expressive Arts Objectives:

- Develop creativity and imagination – by exploring local landscapes, habitats, and environmental issues through the arts.
 - Explore a range of media, techniques, and materials – including the use of recycled, natural, or digital materials.
 - Express ideas and feelings through different artistic forms – by representing emotions, stories, and solutions linked to nature and resource use.
 - Begin to reflect on their own work and that of others – by evaluating how creative choices support environmental understanding and action.
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Global Framework Links:

SDGs:

- SDG 12: Responsible Consumption and Production – encouraging learners to explore low-waste and circular approaches through art.
- SDG 13: Climate Action – fostering awareness and action through expressive representation.

- SDG 15: Life on Land – promoting respect for Wales’s diverse habitats, woodlands, and wildlife.

UNCRC Rights:

- Article 24 – Right to a healthy environment and access to environmental education.
- Article 29 – Education must encourage respect for the natural world.
- Article 31 – Right to participate freely in cultural and artistic life.

UNRMS Principles:

- Support early understanding of sustainable use of natural resources through creative expression.
 - Encourage participatory environmental stewardship by involving learners in local conservation through the arts.
 - Promote reflection on nature-based solutions and the balance between resource use and regeneration.
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Examples by Expressive Arts Area:

- Music:
Compose a piece inspired by a local natural environment (e.g. rivers, forests, coastlines) using found or recycled materials as instruments. Create soundscapes that represent environmental change or renewal.
- Drama:
Devise a play about a community learning to conserve water, protect wildlife, or reduce waste. Include imaginative elements such as speaking animals, future Earth characters, or nature spirits to bring ecological messages to life.
- Art:
Create landscape art using biodegradable, natural, or upcycled materials. Produce posters, installations, or sculptures that highlight endangered Welsh habitats or the importance of saving resources.
- Dance:
Choreograph a sequence that expresses environmental cycles such as the seasons, or the journey of a natural resource from extraction to regeneration. Use movement to reflect balance, destruction, and renewal.
- Film and Digital Media:

Create a short digital story or stop-motion animation showing the journey of a recyclable material (e.g. a plastic bottle or food waste) and how it can be transformed. Make a mini-documentary about a local conservation effort or nature reserve.

Citizenship and Global Responsibility

(CIRC 9)

Expressive Arts

Objective:

Learners will explore ideas of citizenship and global responsibility by using expressive arts to reflect on fairness, sustainability, diversity, and care for people and the planet. Through creative expression, learners will develop empathy, imagine better futures, and communicate their role in making positive changes in their local and global communities. They will use a range of techniques and media to represent real-world issues and reflect on their impact.

Curriculum for Wales – Expressive Arts Objectives:

- Develop creativity and imagination – by exploring real-life challenges and imagining inclusive, sustainable futures.
- Explore a range of media, techniques, and materials – by using diverse resources to express identity, justice, and global solidarity.
- Express ideas and feelings through different artistic forms – by creating works that explore human rights, environmental justice, and kindness.
- Begin to reflect on their own work and that of others – by considering how creative work can raise

awareness or inspire action.

Global Framework Links:

SDGs:

- SDG 4.7 – Ensure all learners acquire knowledge and skills to promote sustainable development and global citizenship.
- SDG 10: Reduced Inequalities – encouraging learners to explore fairness and inclusion.
- SDG 13 and 16 – focusing on climate action and peace, justice, and strong institutions through creative communication.

UNCRC Rights:

- Article 12 – Right to express views and be heard in matters affecting their lives.
- Article 29 – Education must support children in respecting others, the environment, and human rights.
- Article 31 – Right to participate in cultural and artistic life.

UNRMS Principles:

- Promote awareness of how shared natural and human resources must be governed fairly.
 - Support creative learning as a tool for participatory decision-making and active citizenship.
 - Encourage children to use arts to reflect on interconnectedness and responsibility within communities and ecosystems.
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Examples by Expressive Arts Area:

- Music:
Compose a group song or soundscape focused on unity, the Earth, or global responsibility. Use recycled instruments to promote environmental responsibility through sound.

- Drama:
Devise a short performance exploring a real or imagined community where people work together to solve a global issue (e.g. clean water, food sharing, climate change). Include roles that show different perspectives and solutions.
- Art:
Create visual artwork using symbols of peace, nature, community, and justice. Use collage, mural-making, or recycled materials to communicate key messages about fairness and sustainability.
- Dance:
Choreograph a movement sequence that represents collaboration, inclusion, and shared responsibility. Use contrasting dynamics to explore challenge and hope.
- Film and Digital Media:
Produce a short animation or digital poster that raises awareness of a global or local issue (e.g. plastic pollution, equality, kindness). Include learner voice in narrating change and hope.

Food Systems (Circ 10)

Expressive Arts

.Objective:

Learners will explore and express their understanding of how food is grown, harvested, and shared from land and sea in Wales. Through creative and imaginative work, they will represent the people, places, and natural processes involved in food systems such as farming, aquaculture, fishing, and local markets. They will use a variety of artistic techniques to reflect on sustainability, cultural traditions, and the importance of caring for natural resources.

Curriculum for Wales – Expressive Arts Objectives:

- Develop creativity and imagination – by responding to food journeys and traditions through performance and visual arts.
 - Explore a range of media, techniques, and materials – by using natural, recycled, or food-based materials creatively.
 - Express ideas and feelings through different artistic forms – by sharing stories and reflections on food, land, and sea in their own communities.
 - Begin to reflect on their own work and that of others – by considering how food choices and systems affect people and the planet.
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Global Framework Links:

SDGs:

- SDG 2: Zero Hunger – understanding where food comes from and the importance of fair access to nutritious food.
- SDG 12: Responsible Consumption and Production – expressing ideas about food waste, seasonality, and sustainable sourcing.
- SDG 14 and 15: Life Below Water and Life on Land – highlighting the importance of protecting ecosystems that support food production.

UNCRC Rights:

- Article 24 – Right to good quality food and a clean environment.
- Article 29 – Education should develop respect for the environment, and children's ability to contribute meaningfully to society.
- Article 31 – Right to participate freely in cultural and artistic life.

UNRMS Principles:

- Encourage awareness of how natural resources (land and sea) are used in food production.

- Promote understanding of sustainable management and community involvement in food systems.
 - Support creative expression as a way to engage with resource stewardship and local food identities.
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Examples by Expressive Arts Area:

- Music:
Compose a piece using rhythms inspired by the sounds of food production – from the sea (waves, nets, boat engines) and land (tractor rhythms, animals, market sounds). Create songs or chants celebrating Welsh farming or seafood traditions.
- Drama:
Create a performance about the journey of a local food item (e.g. a mussel, an apple, a loaf of bread) from source to plate. Role-play community members involved in the food chain such as farmers, fishers, shopkeepers, or chefs.
- Art:
Use mixed media to create a visual story of food systems in Wales. Try nature prints from vegetables, collages of local food maps, or sculptures using reclaimed materials to represent farm or sea produce.
- Dance:
Choreograph a movement piece that tells the seasonal story of planting, harvesting, or fishing, using circular motions to reflect the cycles of food production and renewal.
- Film and Digital Media:
Create a short film, animation, or photo story about a local farm or harbour, highlighting the people who grow or catch food. Use time-lapse to show food journeys or create digital posters promoting sustainable food choices.

Circular Technologies and Innovation

(CIRC11)

Expressive Arts

Objective:

Learners will explore the concepts of circular technologies and innovation by using their creativity to express how we can reuse, repurpose, and redesign the world around us. Through a range of artistic media and outdoor or classroom-based activities, they will represent the journey of materials, explore how innovation helps reduce waste, and reflect on how technology can work in harmony with nature.

Curricular and Global Links

Curriculum for Wales – Expressive Arts:

- "Develop creativity and imagination" – by reimagining everyday objects and materials into artistic expression.
 - "Explore a range of media, techniques, and materials" – by experimenting with recycled, digital, or natural materials to create innovative artworks.
 - "Express ideas and feelings through different artistic forms" – by responding to environmental concerns and technological solutions through movement, sound, and visual expression.
 - "Begin to reflect on their own work and that of others" – by evaluating how their work promotes sustainable thinking and circular values.
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Global Framework Links

SDG Connections:

- SDG 9: Industry, Innovation and Infrastructure – encouraging sustainable, creative problem-solving.
- SDG 12: Responsible Consumption and Production – reflecting on how artistic processes can model reuse and low-waste design.

- SDG 13: Climate Action – raising awareness about the environmental benefits of circular innovation.

UNCRC Rights:

- Article 29 – Education should help children respect the environment and develop their talents.
- Article 13 – Children have the right to express ideas freely through art and media.
- Article 31 – Right to participate in cultural and artistic activities.

UNRMS Principles:

- Encourage cultural expressions that promote circularity, regeneration, and resource stewardship.
 - Foster creative systems-thinking to help learners engage with sustainable innovation.
 - Support participation in designing change through expressive arts and storytelling.
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Examples by Expressive Arts Area

- Music:
Create musical instruments from reused or recycled materials (e.g., tin-can drums, bottle-cap shakers).
Compose a short piece representing the journey of a reused material (e.g. plastic bottle to eco-brick).
- Drama:
Devise a performance about a “circular inventor” who saves materials from being wasted by redesigning them. Use simple props made from reused materials.
- Art:
Create visual artworks from e-waste (e.g., old wires, keyboards) or packaging waste to represent future sustainable technologies. Explore eco-printing or repurposed sculpture.
- Dance:
Choreograph a piece that explores transformation—showing how something old becomes new again, using flowing and mechanical movements to express innovation and regeneration.
- Film and Digital Media:
Film a short documentary or animation about how circular technology can reduce waste. Use stop-motion to show a product's transformation from discarded to redesigned.

Outdoor Learning and Circularity of Nature Circ 12)

Expressive Arts

Objective:

Learners will explore the circular economy of nature through outdoor learning and express their observations, feelings, and creative ideas using a variety of artistic forms. They will develop imagination and artistic confidence by creating and responding to the natural cycles they see in their local environment, such as growth, decay, renewal, and reuse in ecosystems.

Curricular and Global Links

Curriculum for Wales – Expressive Arts:

- "Develop creativity and imagination" – by responding to natural cycles and patterns in nature.
 - "Explore a range of media, techniques, and materials" – by using natural or recycled materials in creative work.
 - "Express ideas and feelings through different artistic forms" – by interpreting the circular processes of nature through movement, sound, visual art, or storytelling.
 - "Begin to reflect on their own work and that of others" – by discussing how their art reflects the concept of reuse, regeneration, or natural cycles.
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Global Framework Links

SDGs:

- SDG 12: Responsible Consumption and Production – expressing ideas about reuse and regeneration.
- SDG 13: Climate Action – reflecting on nature's role in climate balance.
- SDG 15: Life on Land – valuing biodiversity and the interdependence of living systems.

UNCRC Rights:

- Article 29 – Education must encourage respect for the natural environment.
- Article 31 – Right to rest and play, including participation in cultural and artistic life.
- Article 13 – Freedom of expression through creative forms.

UNRMS Principles:

- Encourage cultural expression that supports regenerative values and sustainable thinking.
 - Foster creative reflection on circularity as seen in ecosystems.
 - Support place-based, outdoor creativity as a form of community engagement with natural resources.
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Examples by Art Form

- Music: Compose nature-inspired rhythms using recycled or natural instruments (e.g. stones, wood, water). Create a soundscape to represent the journey of a leaf through the seasons.
- Drama: Create and perform a short outdoor play or mime about the life of a drop of water or the journey of a seed – exploring growth, decay, and reuse.
- Art: Use natural materials (leaves, bark, seeds) or recycled items to create mandalas, collage art, or sculptures that represent cycles and regeneration.
- Dance: Choreograph a group movement piece outside that shows the flow of energy in nature – from sun to plant, to animal, to soil.
- Film and Digital Media: Create a short outdoor documentary, stop-motion, or digital story that follows a natural object's lifecycle (e.g. an acorn growing into a tree).
