
St. Ninian's High School



**Register of Creative Opportunity
Across the Curriculum**

CREATIVITY ACROSS THE CURRICULUM

What is Creativity?

“Creativity is a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities”

Education Scotland 2010

What is Creativity?

“Creativity is being creative, artistic and using your imagination for lots of different things and ideas. It is also coming up with new possibilities.”

“Creativity is imagination. Everybody's is different! Creativity can be expressed in different ways. It isn't always visible to people but it is still creativity.”

“I think creativity is someone expressing something unique and powerful. Everybody has different talents and creativity is used in every subject e.g., writing a poem or a story in English or making food in Home Economics. Creativity is everything around us. What we think, what we make, everything lies under creativity.”

“Creativity is your own talents, what you can do and what you believe you can do. There is no limit, just your own.”

“It is something bigger than life, creating is what keeps us evolving and what makes us human and what keeps us going forward.”

“Creativity is where you are open minded to new ideas and thoughts, so it is to look at new things in a different view.”

“Creativity is when you express your imagination.”

“Creativity is when you express yourself, try new things and make use of your talents.”

“I think creativity is using your imagination to the most to create whatever you want to create because the sky is your limit.”

“Creativity is expressing your thoughts and feeling in any way that you wish.”

“Creativity is having an idea which is unique. Expressing freely in a smart way.”

“Creativity is when one lets their imagination run free and for them to express this through various methods.”

“Creativity is something that has to do with your imagination. It shows how big your imagination is and it is how you think of ideas differently from other people.”

“I think creativity is the ability to think ‘outside the box’ and explore new things, come up with ideas, etc. “

“Creativity is having your own interpretation of the world and things around you, and being able to express your interpretation in a way that is entirely you. It is thinking things through and coming up with your own ideas and ways of tackling things.”

“Creativity is the ability to use your imagination to invent something new which uses past experience”

Religious and Moral Education

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Religious and Moral Education	Religious Education	S1	<p>Production of Information Sheet or Poster on Characteristics of a Catholic School.</p> <p>Report writing on life of 'living saints'.</p> <p>A4 Poster on a Sacrament.</p> <p>Representation of Gifts of the Holy Spirit.</p> <p>Description of practical use of Gifts of Holy Spirit in life.</p> <p>Research and presentation in chosen form on St Stephen.</p> <p>Decision making on moral and social issues.</p> <p>Report writing on events such as retreats and visit to Carfin.</p> <p>Leadership and participation in group/paired activities – discussion on topic, presentation and role in activity.</p> <p>Participation in SCIAF Game and written task on its outcome.</p> <p>Problem solving solutions for problems of Developing World.</p> <p>Participation in Liturgical Services and prayer intentions.</p> <p>Composition of prayers on a number of themes.</p>
		S2	<p>Research and presentation in chosen form on Nature God.</p> <p>Creative/imaginative solution to Murder Mystery.</p> <p>Report writing on events such as retreats and visit to Whithorn.</p> <p>Leadership and participation in group/paired activities – discussion on topic, presentation and role in activity.</p> <p>Decision making on moral and social issues throughout programme.</p> <p>Class discussions.</p> <p>Composition of prayers on a number of themes.</p> <p>Role play on Call of Abraham.</p> <p>Illustrative Poster on stages of Divine Revelation.</p> <p>Mock newspaper report and presentation of discovery of Dead Sea Scrolls.</p> <p>Creation of 'Psalm in Praise of God'.</p> <p>Summarising selected Bible Stories in different formats.</p> <p>Modern but faithful interpretation of Ten Commandments.</p> <p>Composition of prayers on a number of themes eg for forgiveness.</p> <p>Participation in Liturgical Services and prayer intentions.</p>

Religious and Moral Education

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Religious and Moral Education	Religious Education	S3	<p>Explore the concept of the Kingdom of God. Design and creation of Coat of Arms for Kingdom of God. Understand how Jesus used parables to explain this concept Consider obstacles that may make becoming a citizen of this Kingdom more difficult Consider resources which help us to become a citizen of the Kingdom of God. Group work leading to poster on Gifts of the Holy Spirit. Reflect upon the sacrament of Confirmation. Explore the Christian call to forgiveness and reconciliation. Consider the need for reconciliation in situations in society. Reflect on how the sacrament of reconciliation can restore relationships with God and others. Information Sheet on Reconciliation. Composition of prayers on a number of themes.</p> <p>Participation in Liturgical Services and prayer intentions.</p> <p>Reflect upon the centrality and significance of the passion, death and resurrection of Jesus Examine the scriptural evidence for the resurrection of Jesus Describe how this evidence affects my own and others' uU and describe the signs, symbols and uniqueness of the Easter vigil Reflect upon the significance of the new life of Easter for Christians. Sequencing of events of Holy Week and identifying how these are reflected in Holy Week Liturgy. Creation and presentation of poem on Holy Week – use for Prayer Sheets. Easter Poster making use of appropriate symbols. Participation in Liturgical Services and prayer intentions.</p>
		S4	<p>Description of personal beliefs and how they are lived out. Ultimate Questions about life and its meaning. Evaluation of literature passage describing God. Illustrative work on 'Drawing God' using words and images. Personal Reflection Task – Thinking About God.</p> <p>Participation in Liturgical Services and prayer intentions.</p> <p>Report writing on events such as retreats and visit to visit of Shrine of Margaret Sinclair.</p> <p>Information table on stages of development of life in the womb. Identifying and discussion of situation when pregnancy could be seen as a problem - Identifying solutions. Discursive essay on issue of abortion.</p>

Religious and Moral Education

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
<p style="text-align: center;">Religious and Moral Education</p>	<p style="text-align: center;">Religious Education</p>	<p style="text-align: center;">S5</p>	<p>Discussion of and short report presented to class on 'news items'.</p> <p>Analysis of decision making skills and application of issues.</p> <p>Description of Case Study on Dorothy Stang.</p> <p>Description and group discussion on factors which influence who we are.</p> <p>Reflection on role of Sacrament of Reconciliation in personal life.</p> <p>Extraction of key points of passage on 'A Teaching Church' and organising summary.</p> <p>Participation in Liturgical Services and prayer intentions.</p>
		<p style="text-align: center;">S6</p>	<p>Application of moral principles to issues of Christian Peace.</p> <p>Application of moral principles to issues relation to relationships.</p>

Mathematics

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Mathematics	Mathematics	S1	<p>Projects: - Better Buys (Percentages project + poster) - Famous Mathematicians (research, leaflet + presentation)</p> <p>Investigations: - Tiling and patterns - Rotational symmetry (circular patterns drawn and coloured) - Kite Maths (posters with kite properties/folded paper) - World Maths Day - Maths in the News (articles created in the form of a newspaper Report)</p> <p>Puzzles of the Month Maths Challenges (UKMT) Problem Solving - various approaches Calculated Colouring Games - various interactive board games Buzz (multiples), Round the World (Times Tables) Mental Maths Skills</p>
		S2	<p>Projects: - Kings Hotel Project (Wages and Salaries project + poster) - Golden Ratio (cross curricular project + poster) - Treasure Island - Floor plans (area and money)</p> <p>Investigations: - The Circle, calculating circumference and discovering Pi - Pythagoras theorem - Sin/cos/tan - Using clinometers for Trig</p> <p>Puzzles of the Month Maths Challenges (UKMT) Problem Solving - various approaches Calculated Colouring Games - various interactive board games Buzz (multiples), Round the World (Times Tables) Mental Maths Skills</p>
		S3	<p>Projects: - Luxor (project + poster) - Golden Ratio (MP4s)</p> <p>Investigations: - Trig Rule - Displaying Boxes (Simultaneous Equations)</p>
		S1-S6	<p>Tarzia Puzzles Problem Solving Relay Challenges</p>

Languages

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Languages	Modern Languages	S1-S6	<p>Constructively inquisitive, by:</p> <p>Being curious –finding out about Francophonie countries</p> <p>Registering patterns & anomalies –grammar, tenses, pronunciation</p> <p>Making use of previous knowledge –prior attainment</p> <p>Researching productively – IT projects at end of S1/S2 topics , Citizenship.</p> <p>Formulating good questions –done on a daily basis</p>
		S1-S6	<p>Open-minded, by:</p> <p>Using divergent thinking –in discussion skills</p> <p>Hypothesizing –conditional/imperfect tenses</p> <p>Exploring multiple viewpoints & being flexible, adapting and functioning well with uncertainty –particularly in upper school reading/listening texts but also with the surprise element in speaking across all year groups</p>
		S1-S6	<p>Able to identify and solve problems, by:</p> <p>Understanding and defining problems –grammar</p> <p>Crafting, delivering and presenting solutions –different resources</p>
		S1-S6	<p>Demonstrating initiative, discipline, persistence and resilience – across all skills and all year groups on a regular basis</p>
		S1-S6	<p>Evaluating impact and success of solutions and identifying & implementing next steps in refinement or development process –regular discussion/negotiating/feedback in all skills & across all year groups leading to target setting.</p>
		S1-S6	<p>Creative Thinking Skills particularly in vogue with Mandarin IDL projects –</p> <p>ART – making posters/Chinese Opera Mask making/Chinese wall-hangings.</p> <p>Home Economics – Qi Pao (Chinese traditional dress design)/ cushion making/ Chinese cookery lesson.</p>

Languages

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Languages	English	S1	Identifying imagery in poetry and making into a poster Making up board games Improvisation Work with Art Department (Calendar) Storyboarding
		S1-S3	Writing poetry Analysing poetry
		S3/4	Debating / Public Speaking club
		S5	Poetry competition Discursive writing Creative Writing
		S1-S6	Creative Writing Close Reading “ Washing Line” Discursive Writing Creating Tone Wall Displays Presentations to Class Imaginative Responses to literature. (Diaries ,letters, endings,

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S1	<p><u>CREATIVE LEARNING</u></p> <p><u>Clay Pot Design Unit</u></p> <p>Design Issues, Creating a design brief, Design investigation, Development of design motif , Design drawing, Design issues and concepts, Sensory learning, Analysing designers creative choices, Exploring 3D skills and techniques, Group work / learning from & with peers, Working from memory, Learning from artists & designers</p> <p><u>Dragons Den</u></p> <p>Creation of pitch to promote product</p> <p>Use of prior knowledge to analyse design issues</p> <p><u>Frame Design</u></p> <p>Manipulation materials to creative effect</p> <p>Working in the style of design movement</p> <p><u>Clay Minions 3D Design</u></p> <p>Animation research</p> <p>Explore 3D skills and techniques</p> <p><u>Portraiture Expressive Unit</u></p> <p>Learning from examples and demos, Independent research to aid learning</p> <p>Enquiry based learning – collaborative & active learning</p> <p>Building on prior knowledge covered in primary</p> <p>Timed tasks – quick paced, carousel activities</p> <p>Self awareness, self selection</p> <p>Exploration of range of materials through enquiry and experimentation</p> <p>Creative use of media in the style of chosen artists</p> <p>Use of the visual elements and other Art & Design terminology through group discussion, paired activities and peer critique</p> <p><u>Visit to Riverside Museum</u></p> <p>Social & cultural links</p> <p>Interdisciplinary learning – Art / History / Architecture</p>

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S1	<p><u>CREATIVE TEACHING</u></p> <ul style="list-style-type: none"> • Use of contemporary design / linking to pupils interests. • High quality exemplars • Visual demonstrations • Development of creativity through exploration • Gauging understanding and motivating pupils through questioning techniques • Recognition of pupils strengths / areas for development and adjusting teaching accordingly • Note taking and how to structure written responses • Positive praise through Pupil of the Month / Twitter • Video clips showing stop motion and computer animation. • Linking lessons to creative careers. • Primitive media used to create high end results • Art Movement presentation linking to historical timeline • Staff power points that require pupil response for completion • Questioning • Allowing pupils to make mistakes to facilitate learning and evaluation • Use of found materials to create expressive artwork • Use of websites and online quizzes to deliver colour theory • Interactive teaching – one to one discussions with pupils, tailoring advice and improvement to learners needs • Develop observational skills of historical items relating to Scotland

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S1	<p><u>CREATIVE SKILLS</u></p> <ul style="list-style-type: none"> • Transferable skills • Researching • Generating and refining ideas • Innovation • Problem solving • Evaluating impact and success of solutions • Identifying and implementing next steps in refinement or development process • Planning and preparation • Memory mapping • Development of personal opinion and justification • Development of transferable skills within context • Observational drawing skills • Motor skills • Media application and techniques • Research and analysis of artists and movements • Use and understanding of colour to creative emotive response • Responding to the work of artists & designers • Trail sheet – research & observation

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S1	<p><u>CREATIVE IMPROVEMENT</u></p> <ul style="list-style-type: none"> • Learning intentions • Success criteria • High order questions • No hands up • Exit passes • Bingo • Quizzes • Numbers • Carrousel • Peer questioning • How to formulate good questions • Peer assessment • Pupil of the month peer vote • Pupil of the month teacher vote • Improved knowledge of Creative Industries careers • Ability to recognise and work in the style of particular artists • Opportunity for personalisation & choice • Relating themes and concepts to a wider context

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S1 3D Design	<u>CREATIVE LEARNING</u> <u>Skills Workshops</u> Enquiry based learning exploring IT through Photoshop, TechSoft Exploration of 2D shape and pattern into 3D structure and form
		S1 3D Design	<u>CREATIVE TEACHING</u> Stimulating resources Related PowerPoint explaining step by step processes, allowing pupils to work at own pace Effective extension tasks for pupils already confident in using technology
		S1 3D Design	<u>CREATIVITY SKILLS</u> Exploration & research Understanding of UK artists / designers / architects Influence of local design company (Timorous Beasties) Photoshop Software
		S1 3D Design	<u>CREATIVE IMPROVEMENT</u> Personalisation and choice Transferable learning Ability to see first hand the opportunities when linking skills from two different departments to create successful outcome

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S2	<p><u>CREATIVE LEARNING</u></p> <p><u>Still life</u></p> <p>Drawing skills exploring media, visual elements, composition, artists and movements</p> <p>Exploration of theme related visuals</p> <p>Learning through practical exercises</p> <p>Exploration of composition</p> <p>Develop understanding of art movements</p> <p>Reflect on key artists and use influence to inspire own work</p> <p><u>Day of the Dead Unit – 3D</u></p> <p>Learning through making</p> <p>Learning through presentations of independent research</p> <p>Understanding of cultural celebrations</p> <p>Learning through exploration on linking to pattern</p> <p><u>Fashion / Textiles / Graphic Unit</u></p> <p>Teamwork</p> <p>Analyse logos / branding / business – links to creative industries</p> <p>Create a business</p> <p>Design fashion prints for traditional garments</p> <p>Explore print sampling</p> <p>Use Photoshop to create graphic and textile designs</p> <p>Pitch company and products to classmates</p> <p>Learn about and be inspired by related designers</p> <p>Developing 2D surface into 3D outcomes</p> <p><u>Headpieces – 3D</u></p> <p>Learning about contemporary designers and millinery</p> <p>Learning through workshops – technique skills development – links to progression to senior years</p> <p>Ergonomic understanding of the head</p>

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S2	<p><u>CREATIVE TEACHING</u></p> <ul style="list-style-type: none"> Practical activities Work stations Videos Use of photography to explore composition High quality exemplars and demonstrations Homework reinforces and underpins classwork to maximise learning Group work Presentations Discussions Online tutorials Exemplars – teacher and previous years
		S2	<p><u>CREATIVE IMPROVEMENT</u></p> <ul style="list-style-type: none"> Opportunity for personal choice Learning Intentions Success Criteria Teacher / Pupil verbal feedback Peer assessment Carrousel Entry / Exit pass Think / Pare /Share Questionnaires 2 stars and a wish Evaluations Number cards Target setting Level setting and bench marking

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S2	<p><u>CREATIVITY SKILLS</u></p> <ul style="list-style-type: none"> Observational drawing skills Creative composition – use of Photoshop to edit and rework images Understanding colour theory in practice Research and analysis of artists and movements Communication Evaluation Independent working and thinking 3D skills and techniques – paper Mache and mod rock Teamwork Presenting Critical thinking Problem solving Analysing Researching Design skills Printing Pattern making Technology – Photoshop Screen Printing Surface manipulation Use of digital media to create unique outcomes Surface manipulation Felt making Paper forming Processing Collating Innovation

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S3/4/5	<u>CREATIVE LEARNING</u> Paper engineering 3D modelling Design skills – processes and techniques Design drawing Observational drawing and media handling Researching artists and designers Understanding Art and Design Movements and how to apply styles and concepts to own work Critical studies – analysis and personal opinion when looking at work of artists and designers How to evaluate
		S3/4/5	<u>CREATIVE TEACHING</u> Analysis Presentations Videos Exemplars Demonstrations
		S3/4/5	<u>CREATIVE IMPROVEMENT</u> Target setting Peer assessment across columns – departmental exercise Carrousel Self-assessment Questioning Peer marking

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S3/4/5	<u>CREATIVITY SKILLS</u> Design development Researching Note taking Analysing design choices Essay writing Expressive drawing and painting techniques – media handling techniques build on prior knowledge Art and design movement researching, collation and presentation of findings Communication Confidence developed Analysing Working to deadlines IT skills Paper manipulation Various design skills development
		S6 Creative Industries	<u>CREATIVE LEARNING</u> Employability skills for work Understanding of Creative Industry sectors, job roles, responsibilities and qualifications Independent research, collation and presentation
		S6 Creative Industries	<u>CREATIVE TEACHING</u> Analysis Presentations Videos Exemplars Demonstrations Group work Trip opportunities Organisation of talks from those working in Creative sector Skills Workshops

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S6 Creative Industries	<u>CREATIVITY SKILLS</u> Communication Presentation Analysis Practical photography skills IT skills – photo shop, PowerPoint, word Processing information Finding, gathering, organising, presenting and evaluating information Time management skills and working to deadlines Contributing creatively to practical projects Flexible approach to problem solving Confidence to seek, give and receive feedback
		S6 Creative Industries	<u>CREATIVE IMPROVEMENT</u> Peer evaluation SQA documentation Questioning Formative and summative feedback from staff out with the department and others within
		S6 Photography	<u>CREATIVE LEARNING</u> Camera skills, understanding physics Understanding of photography genres and styles Independent research relating to teacher led and personal themes Exploration of environment through visits and working out with classroom Target setting Planned excursions Self-discipline

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	S6 Photography	<p><u>CREATIVE TEACHING</u></p> <p>Creative exemplars Stimulating practical tasks linking to iconic photographers Management of time Trip opportunities One on one feedback</p>
		S6 Photography	<p><u>CREATIVITY SKILLS</u></p> <p>Communication Presentation Analysis Practical photography skills IT skills – photo shop, PowerPoint, word Processing information Finding, gathering, organising, presenting and evaluating information Time management skills and working to deadlines Flexible approach to problem solving Confidence to seek, give and receive feedback</p>
		S6 Photography	<p><u>CREATIVE IMPROVEMENT</u></p> <p>Peer evaluation SQA documentation Questioning Formative and summative feedback from staff out with the department and others within</p>

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	NPA Photography	<u>CREATIVE LEARNING</u> Practical photography skills Independent research Through trips Target setting Planned excursions
		NPA Photography	<u>CREATIVE TEACHING</u> Management of time One on one feedback
		NPA Photography	<u>CREATIVITY SKILLS</u> Communication Presentation Practical photography skills IT skills – photo shop, PowerPoint, word Finding, gathering, organising, presenting and evaluating information Time management skills Flexible approach to problem solving
		NPA Photography	<u>CREATIVE IMPROVEMENT</u> Peer evaluation SQA documentation Questioning Formative and summative feedback from staff out with the department and others within

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	Advanced Higher	<p><u>CREATIVE LEARNING</u></p> <p><u>Design</u></p> <p>Creation of brief</p> <p>Creative design problem</p> <p>Personal research using photography and drawing</p> <p>Use of sketchbook to show thought process, links to artists / designers work, explore concepts</p> <p>Drawing techniques that explore ideas quickly and effectively</p> <p>Refined drawing for presentation</p> <p>Design skills</p> <p>3D modelling</p> <p>Use of IT to develop concepts, photograph and present work</p> <p>Personal researching of designers linking to personal enquiry</p> <p>Understanding Art and Design Movements and how to apply styles and concepts to own work</p> <p>Critical studies – analysis and personal opinion when looking at work of designers</p> <p>Evaluation</p> <p><u>Expressive</u></p> <p>Personal focus of enquiry</p> <p>Creative concepts</p> <p>Personal research using photography and drawing</p> <p>Use of sketchbook to show thought process, links to artists / designers work, explore concepts</p> <p>Expressive drawing techniques that explore ideas quickly</p> <p>Highly refined observational drawing</p> <p>Media handling and application</p> <p>Creative use of materials and media to prepare surfaces / use as mark making tools</p> <p>Personal researching of artists relating to personal enquiry</p> <p>Understanding Art and Design Movements and how to apply styles and concepts to own work</p> <p>Critical studies – analysis and personal opinion when looking at work of artists</p>

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Art & Design	Advanced Higher	<p><u>CREATIVE TEACHING</u></p> <p>Trips exploring the city environment Visit to Visual Art Studio – Portfolio Exhibition, viewed finished presentation pages and sketchbooks One to one photography walking tours Educational Workshop – Turner Prize Exhibition Librarian presentation – How to Research Art in context – offered opportunity to get involved in community project, mentoring, helping within department Use of websites such as Pinterest and Twitter to inspire and stay in touch with pupils should they have any questions when working at home Presentation & Peer Feedback</p>
		Advanced Higher	<p><u>CREATIVITY SKILLS</u></p> <p>Design development Research Note taking Analysing design choices Essay writing Expressive drawing and painting techniques – media handling Art and design movement researching, collation and presentation of findings Media & techniques – research and apply related processes to own enquiry Communication Confidence developed Analysing Working to deadlines IT skills Paper manipulation Various design skills development</p>
		Advanced Higher	<p><u>CREATIVE IMPROVEMENT</u></p> <p>Target setting Peer assessment Self-assessment Questioning Formative & summative feedback from class teacher and others within department</p>

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Drama	S1-S6	<p>CONSTRUCTIVELY INQUISITIVE</p> <p>Pupils at all levels will:</p> <p>Be curious by asking questions about and researching contexts for action e.g. literary and historical contexts</p> <p>Setting their own research questions by identifying what they are curious about</p> <p>Research contexts by accessing books and internet sources as well as asking questions of those who may be knowledgeable about the context e.g. teacher or family member</p> <p>Asking questions of their group that may help develop their dramatic idea further e.g. 'And then what should happen?'</p> <p>By using drama as a tool to explore different possibilities for their own dramatic storyline, it is up to pupils to explore directions that interest them</p>
		S1-S6	<p>OPEN MINDED</p> <p>Pupils at all levels will:</p> <p>Be encouraged to be open minded and avoid stereotype or cliché when exploring characters and storyline</p> <p>Be encouraged to use lateral thinking by thinking 'outside of the box' and imagining different perspectives and possible outcomes: they can then explore some possibilities through improvisation and then make informed choices based on their experiences</p> <p>Explore multiple viewpoints when planning and devising drama</p> <p>Learn to be flexible and adaptable when creating dramatic performances based on variable factors such as time, space, attendance and conflicting opinions</p> <p>Hypothesise by developing initial performance concepts that will then be tested by working through the rehearsal process to see if this can be realised (S4 – S6)</p>

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Drama	S1-S6	<p>ABLE TO HARNESS IMAGINATION Pupils at all levels will:</p> <p>Be led through the process of accessing and then using their imagination to develop characters and storyline</p> <p>Be encouraged to use their imagination to build upon given circumstances and then explore different perspectives and possible outcomes: they can then explore some possibilities through improvisation and then make informed choices based on their experiences</p> <p>Use their imagination to explore the viewpoints of multiple characters when planning and devising drama</p> <p>Use their imagination to consider and then explore different contexts such as such as fairy tales, historical, political, different theatrical contexts as well as different genres such as Comedy, Tragedy, Socio-drama, Docu-Drama and Melodrama</p> <p>Pupils will generate a range of ideas both as an individual and as a group and then refine these concepts through exploration and rehearsal</p> <p>Be encouraged and supported to invent different drama contexts, characters, storyline, dialogue and action</p> <p>Use their imagination to create initial design based performance concepts that will then be tested by working through the rehearsal process to see if this can be realised (S4 – S6)</p>
		S1-S6	<p>ABLE TO IDENTIFY AND SOLVE PROBLEMS Pupils at all levels will:</p> <p>Be led through the process of discussing, devising and refining pieces of drama including the identification and resolution of problems e.g. where to place and entrance or presenting two locations onstage at once</p> <p>Evaluating impact and success of solutions through peer and self-evaluation of the final dramatic/theatrical product both verbal and written</p> <p>Keep logbooks that chart and evaluate the drama process and their own progress through which they note problems and solutions as well as set their own targets based on their progress so far (S4 – S6)</p> <p>Demonstrate initiative, discipline, persistence, resilience by leading/ directing pupils in their own section or scene of the drama presentation (S3 – S6)</p> <p>Identify and implement next steps and refinement/development through the process of rehearsal, discussion and evaluation (S3 – S6)</p>

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Music	S1 Performing	During initial instrumental taster sessions pupils are encouraged to use creative thinking skills to make connections between the different instruments. Group performing allows pupils to lead and work well with others. It also helps to develop transferable skills such as listening skills and communication skills in a range of different settings.
		S1 Listening	Pupils are encouraged to listen to one another and give positive feedback, as well as discussing their own thoughts and feelings.
		S1 Composing	During our S1 “dance music” composition project, pupils engage in creative thinking processes as they invent their own patterns using previous knowledge of the keyboard. During our S1 Improvisation tasks pupils are encouraged to engage in inventing and improvising their own musical ideas based on a 12 bar blues pattern.
		S2 Performing	During group performing and individual skills preparation pupils are further developing their creative thinking skills as they require a large amount of discipline, persistence and resilience when learning a musical instrument.
		S2 Listening	During listening aspects of the music curriculum pupils will begin to analyse the impact of social and cultural influences on the development of musical styles. This will be achieved through the study of a set work
		S2 Composing	During listening aspects of the music curriculum pupils will begin to analyse the impact of social and cultural influences on the development of musical styles. This will be achieved through the study of a set work
		S3 Performing	As above - with more emphasis on personal discipline and persistence.
		S3 Listening	Pupils further develop their listening skills (transferable skills) and are required to identify features and concepts in music of different style.
		S3 Composing	S3 pupils will complete an ostinato based composition which encourages them to invent their own patterns and develop their own ideas into a structured composition.

Expressive Arts

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Expressive Arts	Music	National 4/5 Performing	As above - with more emphasis on personal discipline and persistence as pupils prepare their final programmes for SQA exams.
		National 4/5 Understanding Music	When listening to music pupils are required to discuss their thoughts and feelings and give constructive feedback.
		National 4/5 Composing	S4 pupils will revisit their ostinato composition allowing them to evaluate their previous composition and use their initiative to develop and improve their ideas.
		Higher / Adv Higher Performing	At this level pupils are required to give assured, expressive and imaginative performances – requiring creative thinking skills. Pupils are encouraged to take greater responsibility in shaping their own musical performances as they prepare their exam programmes.
		Higher / Adv Higher Understanding Music	Listening lectures encourage creative thinking and creative teaching. Develops skills which will be useful for later life (university lectures/seminars etc) encourages open minded-ness as we explore others viewpoints in class seminars. Performances given by emerging artists in listening lessons allows pupils to learn creatively through listening and Higher order thinking skills and formulating good questions in order to answer listening papers.
		Higher / Adv Higher Composing	In S5/6 pupils will develop creativity through two compositions. One is based on ostinato patterns and encourages creativity as pupils are experimenting with new chords and developing patterns. The second composition is a song which requires pupils to invent their own chord structure and melody line to accompany the words of the song.
		Extra Curricular	Pupils are involved in trips outside of school which allow them to experience and engage with professional musicians such as Nicola Benedetti who inspire creative performances from young people. Through listening to professional musicians and trips to the theatre pupils are using their previous knowledge of music to listen in unfamiliar contexts.

Social Studies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Social Studies	Geography	S1	Volcano storyboards Newspaper articles Building Volcanoes
		S2	Globalisation- Diary entry 'working in a sweatshop'
		S3/4	Designing Urban models (Lego)
		S1-S6	Wall displays Storyboards Posters Presentations Creative writing Mapping from memory tasks Kahoot- interactive game

Social Studies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Social Studies	History & Modern Studies	S1	<p><u>Creative writing</u></p> <p>Middle Passage Diary Letter about Life on plantation</p> <p><u>Interviews</u></p> <p>Someone from the 1960s Imaginary interview with Malala Yousafzai</p> <p><u>Comic Life</u></p> <p>Significant event of the 1960s</p> <p><u>Fakebook</u></p> <p>Abolitionists</p> <p><u>Mock Election</u></p> <p>Voting & representation</p> <p><u>Preparing & performing a Play</u></p> <p>Moon Landing 1969</p>
		S2	<p><u>Creative writing</u></p> <p>Letter Clydebank Blitz 9/11 diaries Rationing leaflet Newspaper articles</p> <p><u>Wall displays, PostersStoryboards</u></p> <p>Comparing life in Nazi Germany to life in Scotland</p> <p><u>Mock Election</u></p> <p>MEP campaign & election</p> <p><u>Reports</u></p> <p>JFK Terrorism</p> <p><u>Preparing & performing a Play</u></p> <p>Hyperinflation in Germany 1923</p>

Social Studies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Social Studies	History & Modern Studies	S3	<u>Creative writing</u> Knife Crime leaflet <u>Wall displays, Posters, Storyboards</u> Rosa Parks & the bus boycott <u>Fakebook</u> Leaders of the Civil rights movement
		S4	National 5 Modern Studies Assignment Report on Beveridge
		S5	Higher modern studies research
		S6	Adv Higher History & Modern Studies Dissertations - research

Sciences

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Sciences	Biology	S1	Posters Presentations Experiments Pupil led learning experiences Leaflets
		S2	Posters of ecosystems Group/individual presentations Outdoor learning investigating different methods to sample ecosystems Testing of "water samples" to investigate pollution Storyboards/comic strips Culzean castle trip
		S3	Timelapse photography showing cell division Presentations on different genetic medical conditions Designing of model cells Debates on controversial topics
		S4	Debates Experiments testing nervous system and investigating hormonal control Comic strips/story boards Science live! trip Heart/lung dissection
		S5	Various enzyme experiments Heart dissection Use of interactive activities on scholar Debates on stem cell/gene therapy etc
		S6	Advanced higher trip to Kindrogan for investigations Use of scholar
		S1-S6	Planning and designing of experiments Use of practical work to encourage critical thinking skills

Sciences

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Sciences	Chemistry	S1	Rapid response – design and build models to solve problems, looking at clean water and disease prevention A specific investigation within each unit of S1 science.
		S2	Elements investigation- Posters, Internet research Greenhouse effect/Global warning topic- Investigating literature, Internet, experimental research Acid Rain topic- Internet research, group presentations, newspaper articles
		S3	Completing National 4/5 Outcome 1 investigation – using knowledge from course to design a suitable experiment
		S4	Completing National 5 Assignment – considering the impact of chemistry on society or the environment and designing an experiment and research to back up findings. Working as a team to successfully complete practical work safely. Completing National 4 Added Value unit- considering the impact of chemistry on society or the environment and designing an experiment and research to back up findings. Working as a team to successfully complete practical work safely.
		S5/6	Completing Higher Outcome 1 investigation – using knowledge from course to design a suitable experiment Completing Higher Assignment – considering the chemistry in the Higher course and designing an experiment to research an area of specific interest and use research to back up findings. Working as a team to successfully complete practical work safely.
		S1-S6	Experiments Investigations (designing experiments, hypothesis, explaining observations)
		Science Club	Making models- DNA, Submarine, key rings, Cells, kaleidoscopes, Explaining new concepts out with the S1 course
		Chemistry Club	Vitamin C investigation and the effects on health Caffeine content in drinks and the effect on us Sugar content in foods and how to make healthy choices Examples of experiments completed to earn CREST Bronze/Silver awards

Sciences

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Sciences	Physics	S1	Rapid response – design and build models to solve problems, looking at clean water and disease prevention Investigation within each unit of S1 science developing skills. Skills booklets which promote investigation skills and hone problem solving abilities
		S2	Investigations/Experiments (Resistance, Projectiles, Friction, Electronic Systems etc) in each unit of S2 Physics course. Researching and presenting information; Medical Physics, Space, Topical Science, Presentation from Prof. Martin Hendry on E.T.Life
		S3/4/5	Completing National 4/5 Outcome 1 investigation – using knowledge from course to design and carry out experiments Presentation from Doctor Bryan MacKinnon on Nuclear Energy Completing National 5 Assignment – considering the impact of physics on society/the environment and carrying out research to back up findings Completing National 4 Added Value unit- considering the impact of physics on society/the environment and carrying out research to back up findings. Researching and presenting information; E-M Spectrum, Nuclear debate, Space Investigations/Experiments (Speed, Forces, Rollercoasters, Gas Laws etc) across units. Open ended and unseen problem solving questions.
		S5/6	Completing Higher Outcome 1 investigation – using knowledge from course to design and carry out experiments Completing Higher Assignment – considering the physics in the Higher course, designing an experiment to research an area of specific interest and use research to back up findings. Researching and presenting information Investigations/experiments. Open ended and unseen problem solving questions.

Sciences

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Sciences	Physics	S6	Completing Adv. Higher Investigation – considering the physics in the course, designing experiments, researching an area of specific interest and using findings to complete a report. Investigations/experiments. Open ended and unseen problem solving questions.
		S1-S6	Experiments Investigations (designing experiments, hypothesising, explaining observations, evaluating)
		Science Club	Making models- DNA, Submarine, key rings, Cells, kaleidoscopes, Explaining new concepts out with the S1 course
		Saltire Team	Design and build a working model of a hydrokinetic generator. Pupils need to work together and use the principles of electro-magnetism along with some creativity to achieve their goal.

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Design & Technology	p7	<p><u>CREATIVE LEARNING</u></p> <p>A D&T teacher visits each Primary 7 class prior to the Transition visits to introduce classes to the Pull Along Toy project and give pupils a range of creative tasks to carry out in preparation. Pupils are tasked with;</p> <p>Analysing the design brief</p> <p>Carrying out online research and creating a 'mood board'</p> <p>Using their research to write a Design Specification</p> <p>Using 2D sketching skills to come up with a range of diverse initial ideas which suit their chosen target market</p> <p>Evaluating their ideas against their Design Specification</p> <p>Developing an idea towards an imaginative proposal</p> <p>Creating a template for their pull along toy</p> <p>P7 classes then visit the D&T department on four occasions to manufacture their pull along toy. Pupils are tasked with;</p> <p>Using a range of tools to remove waste material, smooth edges and drill holes</p> <p>Using their problem solving skills creatively to come up with solutions when they encounter problems</p> <p>Using a range of paints / finishes to add detail to their toy</p> <p><u>CREATIVE TEACHING</u></p> <p>Use of Electronic Magazine as a teaching aid throughout the design process</p> <p>Visual Demonstrations</p> <p>Use of high quality exemplars and material created by former pupils</p> <p>Development of creativity through research and exploration</p> <p>Questioning techniques used to gauge knowledge and understanding and to engage pupils throughout each lesson</p> <p>Praise and encouragement to encourage creative design</p>

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Design & Technology	S1 Design & Technology	<p>CREATIVE LEARNING</p> <p>Sketching and pencil rendering</p> <p>Exploring 2D and 3D sketching techniques</p> <p>Using techniques effectively to sketch a range of objects</p> <p>Exploring shade and tone through coloured pencil rendering</p> <p>Using tonal scale techniques effectively to apply light and shadows to objects</p> <p>Developing an interest and confidence in using colour techniques to represent ideas</p> <p>3D CAD Modelling</p> <p>Using Autodesk inventor to create 3D CAD models of everyday objects</p> <p>Using problem solving skills to make decisions and overcome obstacles</p> <p>Enhancing learning by applying ICT skills in a different learning context</p> <p>Applying knowledge of maths and numeracy skills to engineer 3D objects</p> <p>Using 3D CAD models to create informative technical drawings</p> <p>Spatula Project</p> <p>Using various methods to research the definition of Design Factors</p> <p>Carrying out research at home using effective questionnaires</p> <p>Using research results to write a Design Specification</p> <p>Using 2D sketching skills to come up with a range of spatula ideas</p> <p>Use of webcams to photograph designs and record thought processes</p> <p>Evaluating ideas to highlight strengths and areas for improvement, leading to the development of an imaginative spatula design</p> <p>Creating a template</p> <p>Using a range of tools to remove waste material, smooth edges and drill holes</p> <p>Using problem solving skills creatively to come up with solutions when they encounter problems</p> <p>Applying 2D CAD skills to laser cut personalised design</p>

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Design & Technology	S1 Design & Technology	<p>Coat Hook & Back plate</p> <p>Using 2D sketching skills to come up with a range of ideas</p> <p>Creating a template</p> <p>Using a range of tools to remove waste material, smooth edges and drill holes in mahogany and aluminium bar</p> <p>Using problem solving skills creatively to come up with solutions when they encounter problems</p>
			<p>Technical Drawing</p> <p>Using a range of equipment to produce 2D technical drawings</p> <p>Using transferable numeracy skills to recreate drawings to the correct scale</p> <p>Using problem solving skills creatively to come up with solutions when they encounter problems</p>
			<p>Phone Holder Manufacture</p> <p>Using a range of tools to remove waste material, finish edges and shape plastic</p> <p>Showing an interest in plastics and their properties</p> <p>Cube Head</p> <p>Analysing a brief in detail</p> <p>Carrying out research online</p> <p>Using research results and knowledge of design factors to come up with a range of ideas</p> <p>Using evaluation skills to evaluate and develop ideas towards a proposal</p> <p>Using numeracy skills to stick to a budget when 'purchasing' items from the TechStore</p> <p>Using skills to creatively manufacture a working prototype</p>

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Design & Technology	S1 Design & Technology	<p><u>CREATIVE TEACHING</u></p> <p>Use of a wide range of electronics and paper based teaching aids throughout each task</p> <p>Visual Demonstrations</p> <p>Use of high quality exemplars and material created by former pupils</p> <p>Development of creativity through research and exploration</p> <p>Questioning techniques used to gauge knowledge and understanding and to engage pupils throughout each lesson</p>
		Graphic Communication	<p><u>CREATIVE LEARNING</u></p> <p>Using a variety of software to;</p> <ul style="list-style-type: none"> • develop and communicate ideas. • Develop problem solving skills • Spatial awareness • Higher order thinking skills • Experimenting with line, shape, colour and form • Present solutions and presentations <p>Collaborative learning in group work tasks</p> <p>Self and peer assessment.</p> <p>Pupil response to design tasks allow for differentiation and risk</p>

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Design & Technology	Graphic Communication	<p><u>CREATIVE TEACHING</u></p> <p>Use of visualisers to demonstrate graphic techniques</p> <p>Recording lessons for playback by pupils who are absent.</p> <p>Use of promethean board and interactive software</p> <p>Use of online video tutorials to develop skills and understanding of software</p> <p>Use of presentation software and animations</p> <p>Use of simulation software eg QuickCAM Pro to investigate real life applications</p> <p>Use of Youtube videos to demonstrate industrial processes</p> <p>Use of modelling software to introduce and reinforce concepts. Eg using sheet metal function in Inventor to demonstrate surface developments then allowing pupils to experiment with a variety of shapes and cuts.</p> <p>Use of a wide range of electronics and paper based teaching aids throughout each task</p> <p>Use of high quality exemplars and material created by former pupils</p> <p>Development of creativity through research and exploration</p> <p>Questioning techniques used to gauge knowledge and understanding and to engage pupils throughout each lesson</p> <p>Praise and encouragement to encourage creative design</p>
		Design & Manufacture	<p><u>CREATIVE LEARNING</u></p> <p>Design skills</p> <p>Idea Generation techniques</p> <p>2D and 3D sketching</p> <p>2D modelling in paper and card</p> <p>3D Computer modelling</p> <p>3D modelling in foam</p> <p>Presentation of final Design tasks using two media such as marker pens and pencils</p> <p>Knowledge of Design styles and movements to assist in the design and development of Design tasks.</p> <p>Analysing design briefs and designing and developing solutions</p>

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Design & Technology	Design & Manufacture	<p><u>CREATIVE TEACHING</u></p> <p>Use of a wide range of electronics and paper based teaching aids throughout each task.</p> <p>Use of high quality exemplars and material created by former pupils.</p> <p>Development of creativity through research and exploration.</p> <p>Questioning techniques used to gauge knowledge and understanding and to engage pupils throughout each lesson.</p> <p>Praise and encouragement to encourage creative design.</p> <p>Use of visualisers to demonstrate graphic techniques .</p> <p>Recording lessons for playback by pupils who are absent.</p> <p>Use of promethean board and interactive software.</p> <p>Use of online video tutorials to develop skills and understanding of software.</p> <p>Use of Youtube videos to demonstrate industrial processes.</p> <p>Use of modelling software to introduce and reinforce concepts.</p>
		Practical Craft Skills	<p><u>CREATIVE LEARNING</u></p> <p>Developing traditional practical skills through active learning.</p> <p>Pupils are required to analyse working drawings in order to plan, mark out and manufacture models within the agreed tolerances.</p> <p>Evaluation is important in order to allow pupils to critically analyse examine and make judgements on their own work and the work of their peers.</p> <p>Pupils must safely demonstrate their knowledge of Practical Craft Skills throughout each task. Lists, descriptions, definitions and plans are all used for evidence of knowledge.</p> <p><u>CREATIVE TEACHING</u></p> <p>Practical demonstrations and high quality exemplars created by teachers and former pupils.</p> <p>Questioning techniques used to gauge knowledge and understanding and to engage pupils throughout each lesson.</p> <p>Praise and encouragement to encourage creativity.</p>

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Design & Technology	P7-S6	<p><u>CREATIVITY SKILLS</u></p> <p>Carrying out effective research to stimulate ideas</p> <p>Generating and developing design ideas</p> <p>Evaluating effectively to inform decision making</p> <p>2D & 3D sketching</p> <p>Using graphic technologies—scanners, graphics tablets, vinyl cutter, laser cutter</p> <p>Model making</p> <p>Software skills</p> <p>Presentation techniques</p> <p>Problem solving</p> <p>Planning and preparing</p> <p>Learning from experience</p> <p>Transferring skills</p> <p>Harnessing imagination</p> <p>Being constructively inquisitive</p> <p>Building confidence in their own creativity</p> <p>Leadership skills</p> <p>Motivation and ambition</p> <p><u>CREATIVE IMPROVEMENT</u></p> <p>Timelines / Course Planners</p> <p>Use of spreadsheets to record assessments / achievements</p> <p>Displays of pupil work to celebrate success and exemplify the standard</p> <p>Learning Intentions</p> <p>Success Criteria</p> <p>Self-Evaluation</p> <p>AfL strategies—Peer feedback, folio exemplification marking</p> <p>Personalised Learning</p> <p>High order thinking skills</p> <p>High order questions</p>

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Business Studies	S1	<p>Chocolate challenge – product design, branding, advertising, ingredients, target market (creative learning),</p> <p>Context – pupils work for a marketing/advertising agency (creative teaching, creative improvement)</p> <p>Designing logos, branding, advertising materials to appeal to a particular target market (developing creativity skills)</p>
		S2	<p>Dragons Den project – pupils work in teams to develop a product and market it in an S2 wide competition. Involves product design, market research, branding, promotion, pricing strategies, budgeting, advertising (creative learning, creative teaching, developing creativity skills)</p> <p>Assessed by a panel comprised of ex-pupils and industry employees (creative improvement)</p>
		S2	<p>Managing the band project – using a range of ICT software packages to prepare and present business related information (creative learning, developing creativity skills, creative improvement)</p> <p>In Administration and IT – relevant and interesting contexts for gathering and presenting information (creative teaching)</p>
		S2	<p>Sherlock Holmes Database – using a database to solve crimes based on police reports/eye witness accounts (creative learning, creative teaching, developing creativity skills, creative improvement)</p>
		S2/3	<p>Practical event management tasks – working for an events management company to prepare for an event (creative learning, creative teaching, developing creativity skills)</p>
		S3	<p>Fair Trade Project – take a fair trade product and develop a marketing campaign around it (creative learning, creative teaching developing creativity skills, creative improvement)</p>
		S1-S6	<p>Using Microsoft PowerPoint to present information to the class – the entrepreneur, EU project, ownership, market research (creative learning, creative teaching, developing creativity skills)</p>

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Computing Science	S1	<p><u>Cyberbullying</u></p> <p>Pupils use Comic Life to create a comic about dealing with cyberbullying. Taking part in online simulation with virtual avatar</p> <p><u>Logo Design for Game Over Task</u></p> <p>As part of our CfE project pupils work in groups to come up with an idea for a logo for their video games company. They then use their practical skills to create the logo in a graphics package to later use within their website</p> <p><u>Programming Video game in Scratch</u></p> <p>Pupils continue the “Game Over” task and use the problem solving/programming skills to create a video game using Scratch. This is then tested and evaluated by their peers.</p> <p><u>Creation of Sprites/backgrounds for pupil game</u></p> <p>During the creation of the game pupils are encouraged to create all backgrounds, sounds and sprites for their chosen game.</p> <p><u>Website Design</u></p> <p>At the end of the S1 project pupils create a design (wireframe) of the website for their Video Games Company. They then create the finished website and incorporate their logo and information on environmental issues</p> <p><u>Creation of Game Wiki</u></p> <p>Pupils investigate the ingredients of a game within the game design course and then review a game and publish it to a wiki where their peers post comments</p>

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Computing Science	S2	<p><u>Animation</u></p> <p>Pupils are shown how to create both stopframe and keyframe animations in various packages. They then work in groups with cameras and or mobile phones to create a group animation that is presented to the class.</p> <p>Animations are created on cybersecurity for use in their website later in the course</p> <p><u>On Line Safety Website Design</u></p> <p>Again pupils develop their web authoring skills and create a website to include an animation that would be suitable to explain on line safety to primary 7 pupils.</p> <p><u>3D Game Design</u></p> <p>Using 3D games Design software pupils will create design document for a First Person 3D game. This is then created in Missionmaker where pupils can create their own video and sound assets to use within their game.</p> <p><u>Programming in HTML</u></p> <p>Creation of linked pages/websites by coding in HTML.</p> <p><u>Scotland's Got Talent – VB.NET</u></p> <p>Using their VB.NET programming skills pupils will create a voting</p>
		National 4/5	<p>Software Development and Design unit involves pupils designing, implementing and creating software solution in various languages (VB.NET, smallBASIC, Javascript and HTML)</p> <p>Information Systems Design and Development (National 5) task on creating a Kiosk information system for school clubs</p> <p>Information Systems Design and Development (National 4) task on creating a simple quiz on guessing the animal</p> <p>All units including the Coursework/Value added allows pupils to design and implement solutions using Information Systems (database and online) and programming languages.</p>

Technologies

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Technologies	Computing Science	S5/6	NPA Computer Games design unit includes: <ul style="list-style-type: none"> • Character Design • UI Design • Level Design
		S5/6	NPA Media Assets: <ul style="list-style-type: none"> • Create and edit graphics • Create and edit sound (effects and music) • Create and edit animation
		S5/6	NPA Computer Game Development: <ul style="list-style-type: none"> • Develop Computer Game using gamemaker package • Develop advertising campaign (website and poster)
		Higher Computing Science	Software Development and Design unit involves pupils designing, implementing and creating software solution in VB.NET Information Systems Design and Development allows pupils to design and create solutions using various packages (relational database, dynamic websites using SQL, PHP and javascript) All units including the Coursework/Value added allows pupils to design and implement solutions using Information Systems (database and online) and programming languages.
		Advanced Higher Computing Science	Software Development and Design unit involves pupils designing, implementing and creating software solution in VB.NET and Java Information Systems Design and Development allows pupils to design and create solutions using various packages (relational database, dynamic websites using SQL, PHP and javascript) The coursework allows pupils to design and create games/database driven websites.
		S1-S6	Pupil displays both in corridors and within classrooms Use of IT equipment and software (interactive whiteboards, interactive presentations with animations and quizzes, creation of online collaborative quizzes)

Health and Wellbeing

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Health and Wellbeing	Physical Education	S1-S6 Dance	Pupils are inspired by a range of stimuli, are encouraged to express their ideas, thoughts and feelings through creative work in dance. Pupils create and take part in dance from a range of styles and
		S1-S6 Team Games	Pupils create tactics/formations to which play to their team's strengths and expose opponent's weaknesses. Match analysis sheets are used to allow pupils to identify areas of performance that they need to develop. Based on these results, they create a training programme specific to their needs.
		S4 & S6 Leadership Course	Pupils create challenging and engaging lessons covering warm-ups, skill development practices and conditioned games which they deliver to their peers and Primary School pupils.
		S1-S6 Gymnastics	Pupils create and perform gymnastics sequences which include a range of simple and complex skills. The sequence is aesthetically pleasing and demonstrates flow, control and individuality.
		S1-S6 Badminton	Pupils analyse their performance using the school Tablets which allows them to identify which shots they need to improve in their game. Pupils create a progressive training programme specific to their needs which will improve their weaknesses. Pupils perform a variety of shots with flare, deception and disguise which exposes their opponent's weaknesses.
		S1-S6	CREATIVE TEACHING Meticulously planned lessons which challenge all pupils needs in the class. We have created excellent resources from S1-S6 to enhance the learning experience of all. The use of ICT where appropriate is used to motivate and engage learners. For example, interactive lessons using PowerPoint's and Tablets.
		Extra Curricular	We offer an outstanding range of extra-curricular clubs and Sports Camps which provide endless opportunities for pupils to develop their creativity skills. These include: S1-S6 Football teams, S1-S6 Netball teams, Hockey Club, Gymnastics Club, Volleyball Club, Dance Club, Badminton Club, Judo Club, Fitness classes, Friday Club, Use of the Fitness Suite at lunchtime and after school, Lunchtime Football, Rugby Club and Futsal Club.
		Trips	The broad range of trips we offer also provide opportunities to develop creativity skills. PE department trips include: S2 and S6 Ski Trip, S3 trip to Lockerbie Manor, Blackpool Trip, Ardeche and a variety of different trips that are linked with extra-curricular clubs.
		IDL Projects	We have created strong links with the Home Economics Department. A healthy lifestyles course has been created which highlights the impact sleep, hygiene, physical activity and a healthy diet has on your overall health and wellbeing. PE teachers have delivered these courses to S1 classes in Home Economics.

Health and Wellbeing

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
Health and Wellbeing	Home Economics	S1	<p><u>CREATIVE LEARNING</u></p> <p>Design briefs</p> <ul style="list-style-type: none"> Design and make a cushion for a HWB Craft Fayre Design and make a Healthy lunch for a vegetarian teenager - analyse the brief, research, plan, manufacture, evaluate S1 Baking Club
		S2	<p><u>CREATIVE LEARNING AND TEACHING</u></p> <p>Hospitality course</p> <ul style="list-style-type: none"> Group work on the Scottish dietary Targets Healthy eating tasks Planning and preparing for the Chinese Banquet Visiting cooking demonstrations Teacher demonstrations <p>Fashion and textiles</p> <ul style="list-style-type: none"> Upcycling an item – generating ideas Teacher demonstrations
		S3-S6	<p><u>CREATIVE LEARNING AND TEACHING</u></p> <p>Hospitality course</p> <ul style="list-style-type: none"> Teacher demonstrations Adapting recipes to meet the needs of individuals Preparing and using time plans Decoration and Garnishes
		S3/4	<p><u>CREATIVE LEARNING AND TEACHING</u></p> <p>Fashion and Textiles course</p> <ul style="list-style-type: none"> Teacher demonstrations Following design briefs Use of computerised sewing machine The use of colour, texture and decoration

PSHE

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
PSHE	PSHE	S1-S6	<p>PSHE is a forum in school to allow pupils to develop their creativity skills in some detail.</p> <p>Creativity involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.”</p> <p>In PSHE we encourage pupils to engage with a variety of topical issues relating to their health and wellbeing , social justice, interdependence, and resilience.</p> <p><u>Creative Learning</u> -Class discussion and debate is a regular feature of PSHE classes where pupils can explore issues pertinent to young peoples’ development. They learn to formulate opinions and decision making processes and will learn from mistakes and learn coping strategies to deal with adversity or difficult situations.</p> <p>Our approach in PSHE aims to equip young people with values, where they will be able as they develop and mature to make sound judgements.</p> <p><u>Creative Learning</u> - We impart to our pupils knowledge about relevant and important issues that young people may face with the intention that they will develop positive attitudes to their learning and understanding. We also hope to equip them with the skills to enable them to contribute effectively to the school community and the wider community as they move onto further study or the world of work.</p> <p><u>Creative Learning</u>- Pupils are encouraged to make posters/ leaflets/presentations to express their views in their jotter or for wall displays.</p> <p>E.g. Anti Bullying posters, Anti Bullying leaflets produced by pupils for parents/ pupils, Wider Achievement poster Assignment, Respect Me Competitions.</p> <p><u>Creative Learning- S1- S3</u> Pupils are issued with e- portfolio booklets to regularly record their wider achievements.</p> <p><u>Creative Learning- S1- S3</u> Pupils are issued with Health & Well Being Booklets to write about their H& WB experiences in school and are asked to complete a Well Being web covering the SHANARRI indicators.</p>

PSHE

Subject Area	Department	Year Group	Creativity aspect of the Topic / Learning
PSHE	PSHE	S1-S6	<p><u>Creative Learning</u></p> <p>S6 Service</p> <p>All S6 students are encouraged to give of their time in volunteering in school or in the wider school community.</p> <p>e.g.</p> <p>S6 Tutoring in curricular departments</p> <p>S6 Buddying for younger /vulnerable pupils</p> <p>S6 PSHE tutors</p> <p>S6 mentoring with individual pupils supporting them in a particular subject</p> <p>S6 Community Placements in local primary schools and care homes</p> <p><u>Creative Teaching</u> – We use varied teaching resources with power point/ flip chart lessons, Text Books, Click view, You Tube audio visual clips, and visiting speakers.</p> <p><u>Creative Thinking Skills</u> are embedded in PSHE and include the following;</p> <p>being curious;- e.g. Finding out about Substance Misuse/ Young Carers</p> <p>Making use of previous knowledge; -We revisit many themes depending on the age and stage of pupils.</p> <p>Formulating good questions. Pupils are actively encouraged to question and seek further information. E.g. Class Discussions</p> <p>being open-minded- multiple view points may be presented in the course of a lesson:</p> <p>Being flexible, adaptable and functioning well with uncertainty. – Coping skills and Resilience are promoted in PSHE</p> <p>generating and refining ideas;</p> <p>inventing – Pupils encouraged to come up with advice/ suggestions for positive behaviour in risky situations</p> <p>Pupils take ownership of the ideas presented in class</p> <p>Able to identify and solve problems, by exploring issues they may have to face in adolescence.</p>

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PSHE	PSHE	S1-S6	<p>Our intention in PSHE is that pupils are able to;</p> <p>understand and define problems;</p> <p>craft, deliver and present solutions;</p> <p>demonstrate initiative, discipline, persistence and resilience;</p> <p>evaluating impact and success of solutions</p> <p>Identify and implement next steps in refinement or development process.</p> <p><u>Creativity skills help children and young people not just to understand their world, but be sufficiently equipped to influence its shape and to exercise control over their interactions with it.</u></p> <p>In PSHE all pupils have the opportunity to:</p> <p>Express clearly and <u>confidently</u> personal feelings, views and opinions</p> <p>Analyze the <u>diversity in society</u> and show an understanding of its complexities.</p> <p>Understand the importance of <u>self-respect</u> and <u>respect for others.</u></p> <p>Confident to <u>contribute</u> to the whole school community.</p> <p>Understand the importance of <u>tolerance, respect, forgiveness</u> in relationships with others.</p> <p><u>Make Informed/positive decisions</u> to improve mental, emotional , social and physical wellbeing</p> <p>Apply mental, emotional , social and physical skills to pursue a <u>healthy lifestyle</u></p> <p>Build Resilience to <u>face up to and learn from setbacks</u></p> <p>Apply <u>appropriate strategies</u> to deal with the <u>difficulties / potentially dangerous situations</u> faced during adolescence.</p> <p>Develop a comprehensive knowledge of <u>who can help.</u></p>

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PSHE	PSHE	S1-S6	<p>Creativity is concerned with <u>developing a range of transferrable skills</u> in young people, preparing them for <u>learning, life and work</u>.</p> <p>Pupils are encouraged to consider their wider achievement within and outwith school as well as their academic progress.</p> <p>Target setting and self-evaluation exercises following Reports allow pupils to identify the higher order skills they have developed or need to focus on for success in their future studies or career path.</p> <p>S1- S3 pupils keep a record of all achievements in their e-portfolio.</p> <p>S1- S5 pupils complete a wider achievement exercise and S6 pupils receive a diploma at the end of their school career.</p> <p>PSHE supports the statement below by offering a varied and diverse programme of meaningful learning.</p> <p>As part of the suite of higher order skills, creativity can help learners not only survive, but to thrive in our fast changing world.</p> <p>The PSHE programme includes;</p> <p>Mental & Emotional Well Being</p> <ul style="list-style-type: none"> - mental well-being - Friendships/ Positive Relationships - Emotions/ Expressing feelings/ Emotional Literacy - Self Esteem - Stress, Anxiety - Self Harm - Coping Skills - Supporting Agencies within/outwith school - Thinking Adventures (S1/S2) <p>Social Wellbeing</p> <ul style="list-style-type: none"> - Rights & Responsibilities - Disability/ Equality - Young Carers - Government - Financial Awareness - Anti Social Behaviour/ Law/Crime - Pupil Council/ Pupil Voice - Peer Awards (S1/S2)

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PSHE	PSHE	S1-S6	<p>Physical Wellbeing</p> <ul style="list-style-type: none"> - Assess & Manage Risk/making informed choices - Protect Self & Others - Child Protection - Anti Bullying - Safety at Work - Road Safety - Internet Safety - Firework Safety - Safety in the community - Gang Violence - Domestic Abuse <p>Food & Health</p> <ul style="list-style-type: none"> - Nutrition - Healthy/unhealthy Eating - Body Image - Eating Disorders - Keeping Active <p>Substance Misuse</p> <ul style="list-style-type: none"> - Drugs - Substances & Effects - Alcohol - Binge Drinking - Smoking - Peer Pressure <p>Planning for Choices & Change</p> <ul style="list-style-type: none"> - UCAS - College/ Apprenticeship applications - Careers - Options Programme - Work Experience - Personal Statements - Interview Preparation - Preparing a CV

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PSHE	PSHE	S1-S6	<p>Study Skills</p> <ul style="list-style-type: none"> - Use of Planner - Target Setting - Time Management - Organisation - Study Techniques - Study Plan - Exam Preparation
		S1-S6	<p>Creativity should be a theme across all areas of the <u>curriculum</u> where there is a common approach <u>working in partnership with parents and the community</u> promoting essential skills for learning, life and work.</p> <p>In PSHE we work closely with partners from the local community and have an extensive range of visiting speakers.</p> <p>Visiting speakers give presentations to pupils in the classroom setting or in larger assemblies.</p> <p>E.g.</p> <p>Campus Cop, RAMH Stress Awareness, ERC Housing, ERC Domestic Abuse Team, ERC Young Carers, Stewart Ivory Financial Awareness, MASScot Sun Awareness, Medics Against Violence, Fire Officer (Home Safety, Firework Safety, Anti-Social Behaviour)</p> <p>Information is issued in PSHE regarding wider community opportunities.</p> <p>e.g. Career / apprenticeship opportunities</p> <p>Volunteering/ university / college open days/ space school/ school trips/Sutton trust/scholarships</p>
		S1-S6	<p><u>Creative Teaching</u></p> <p>Faith links and daily prayer are incorporated into the PSHE programme for every lesson and every class will have the opportunity</p>

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PSHE	PSHE	S1-S6	<u>Creative Teaching</u> Focus of the week from the Head Teacher's weekly bulletin is reinforced in every PSHE lesson which gives young people an area to consider/ reflect on. e.g. Good Manners/Courtesy/ Respect Personal Safety Code of Conduct Responsibility Health Awareness Get Exercising to be healthy/happy Attendance/ Timekeeping Dangers of Online Contact Eucharistic Adoration



Support for Learning

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Support for Learning	Support for Learning	Elaborated Curriculums – Swimming Group	Support for Learning staff, in partnership with Pastoral staff, select pupils who may benefit from time outwith the classroom environment to help develop aspects of physical health and wellbeing, mental and emotional health and wellbeing, and lifeskills. By providing pupils with opportunities to attend swimming (3 periods per week) pupils are provided with opportunities to strengthen their interpersonal skills, independent living skills e.g. changing, personal care, travel skills, money-handling, shopping – skills needed for life, and form important friendships/relationships outwith the classroom.
		Elaborated Curriculums – Liaison with	To creatively enrich the timetables of certain upper school pupils – S3 and beyond – SfL staff liaise with Isobel Mair’s Inclusive Support Service – identifying key pupils to attend the independent living skills offered at Corrie House and Isobel Mair.
		Travel Skills	In light of post-school transition (to college and beyond), SfL staff try to provide pupils with realistic and credible opportunities to develop independent travel skills. This happens informally and formally through college travel, travel to Isobel Mair and through individual tasks set for key pupils.
		Craft Enterprise Group	Through interdisciplinary learning, SfL staff liaise and plan with Design and Technology staff to enable pupils to become involved in enterprising activities. This elaborate element of their curricular experience enables them to strengthen key creative skills – e.g. making and doing within the Design and Technology department – while also strengthening lifeskills and business skills. Pupils are involved in the planning stage regarding viable business opportunities within the school and are involved throughout in the planning, marketing, production and selling stages. They are also involved in an evaluation process at the end of each project. This also provides pupils with opportunities to build relationships outwith the classroom, as well as contributing meaningfully to their community.
		Elaborated Curriculums – College Placements outwith E Ren Vocational	SfL staff liaise with college staff to give upper-school students opportunities to experience the college environment, preparing for post-school transition. This gives pupils an opportunity to develop independent travel skills and living skills, outwith the school environment, while becoming familiar with the college environment/structure (hence making the step to college a more natural one).
		IT Support	SfL aim to provide pupils with tailored support in terms of meeting their needs. In consultation with CALL Scotland, SfL is keen to look at different solutions to meeting pupils’ needs. Voice-recognition software, for example, is currently on trial to ensure pupils with physical barriers can maintain as much independence as possible when responding to written tasks.

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		Supporting pupils with reading, scribing and prompting	Utilising the skills of older pupils, key S6 pupils have been selected to support a pilot scheme of Peer Mentoring whereby pupils become readers, scribes and prompts. This is currently being rolled out in the lower school, S1 and S2.
		Supporting vulnerable pupils using S5 and S6 pupils.	Support for Learning staff liaise with pastoral staff regarding buddying scheme, highlighting key strengths, aptitudes, personality traits, interests of upper school pupils who may then be paired up with children in the lower school with similar interests/aptitudes.
		S1/S2 Spelling Programme and Package	To ensure all pupils, dyslexic pupils and non-dyslexic pupils, are given further opportunities to strengthen their literacy skills, particularly with a focus on spelling, all pupils are tested in S1 on key spelling rules. From these results, pupils are placed on either individual spelling programmes – weekly homework to give further opportunities to enhance spelling – or spelling packages – termly homework which gives pupils opportunities to relearn and refocus on key spelling skills/rules.
		Elaborated Curriculums	Currently, a highly experienced pupil support assistant delivers opportunities for pupils, mainly boys, to experience fishing within the school timetable. This provides opportunities for cross-year group friendships to be made, as well as working on physical skills regarding fine motor skills and co-ordination. These opportunities are provided, outwith the school day, in an extra-curricular club offered to all pupils.
		Community Placements	SfL PT has arranged long-term community placements for pupils with additional support needs in places such as Glenwood Nursery, Isobel Mair Nursery, Isobel Mair Primary and Eastwood Leisure Centre. These opportunities are tailored, as much as possible, to meet the pupils' needs and interests; through these pupils are given opportunities to become more confident individuals in a variety of ways: travelling "independently"; making and fostering new relationships; dealing with different adults; taking on roles of responsibility etc.
		Environmental Awareness, linked to SQA Qualifications and school's Eco-Club	Pupils with additional support needs have been involved in the Rag Bag Initiative – an environmentally sound recycling project focusing on textiles. This has given them opportunities within the school community to raise awareness of environmental issues, issues in the community, while also allowing them to gain part awards in the Personal Development units offered by the SQA.
		Use of ICT	In order to promote further independence in pupils with dyslexic, literacy and/or physical difficulties, alphasmarts are assigned to key pupils from S1 to enable them to work as independently in class, without the aid of a reader/scribe. Most recently, we have piloted the use of ivona mini-reader with a group of S4 pupils in terms of the National 4 and 5 Literacy Units.

Library

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LIBRARY	Library	S1	<p>Creative responses to fiction:</p> <p>Pupils read a variety of fiction and each time respond personally in a different way rather than using traditional book reviews – examples are:</p> <p>Character characterisation cards</p> <p>Animoto.com – mini movies and storyboarding</p> <p>Comic life- graphic novel creation</p> <p>30 second shout outs – involving later thinking</p> <p>Book cubes – pupils create 3D book reviews with a plot twist hidden in the centre!</p> <p>Also as part of general lessons – explore aspects of Info graphics and the potential of Piktochart.com</p>
		S2	<p>Everest project – pupils studying the core text of The Everest Files use a variety of creative tools to develop their final presentation and board game.</p> <p>In order to do this pupils will - study board games, use Thinglink.com to create an interactive poster with possible social media responses.</p> <p>As in S1 use Animoto and comic life and link final products to thinglink.</p> <p>Looking to include IDL with RE in creating prayer flags, looking to create a Tibetan meal with HE and Tibetan influenced clothing with Fashion and Textiles. Hoping to have an insert from PE on learning Kabaddi (a grown up version of tig played in that region) also plan to attend the 3D movie Everest and go bouldering with our mirror class at Woodfarm High.</p> <p>Culmination may be an evening event for pupils and parents will sample the food and play the board games.</p> <p>Creation of an Alpine Club where a sub-committee of pupils will get together to look at fund raising and promotional activities – virtual climb of Everest, book sale etc</p>
		S3-S6	<p>Talks to Art, Science and Creative Industries on creative responses to the new curriculum – using piktochart, wordle, tagxedo, thinglink, basher books etc To encourage staff and students to move away from more tradition formats and tailor responses more closely with the needs of the curriculum and the individual strengths of the pupil.</p>

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LIBRARY	Library	Teachers	Looking to provide CPD on creative responses for all staff.
		General	Variety of uses of social media to promote the library – school web site and twitter
		Displays	Pupil led displays where library assistants or classes are responsible for creating displays in the library and their departments.
		Carnegie	Inter school quiz for over 150 pupils from all 7 secondary's based on the Carnegie book awards
		Holocaust Memorial Day	A creative writing competition for pupils to empathise with the annual HMDT theme. Winners have met with holocaust and genocide survivors and attended the National ceremony. Done with the support of History and English depts.. Includes writing poems or plays or postcards – hoping to include a photographic element this year
		Photography	Work in collaboration with Photography and English to provide copyright free materials that match a theme being studied by the class – cli-fi, genre fiction etc Photographs can then be used by Senior pupils in their portfolio of work and by junior pupils in the final presentations.
		Library Assistants	Using Comic life pupils have created- How to guides for new pupils using the library – links to which have been added on the blog and promoted on twitter
		Library Lunches	Theme based lunchtime activities – last one based on ZOM – B – pupils given copies of the book, take part in games, watch author talk and are “infected” by reading. Fiction immersion.