



## Mental Health and Wellbeing



Students in Strand 6 are given options for Mental Health and Wellbeing sessions.

Topics are broad to allow for pupil empowerment encouraging them to take a leads role in the creative process.

Creativity					
Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art-Group collaboration - Exhibition	Winter enterprise -making items to sell as gifts.				

Expressive Arts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Digital Media:</b></p> <p><u>Stop Motion Animation</u></p> <p>Researching different types/ creators</p> <p>Planning for a specific audience/theme</p> <p>Process of creating</p>	<p><b>Drama</b></p> <p><u>Topic to be decided by students</u></p> <p>Comedy/</p> <p>Develop their capacity to enjoy drama and their knowledge and understanding</p>	<p><b>Art and design</b></p> <p><u>3D sculptures</u></p> <p>Using recycled items</p> <p>Malvern Spring Show Garden: sculptures and hangings</p> <p>Following a plan</p>	<p><b>Media</b></p> <p><u>Podcasting</u></p> <p>Create school podcasts on a range of topics</p> <p>Plan and edit</p>	<p><b>Drama</b></p> <p><u>Summer performance</u></p> <p>Mentor and support a group</p> <p>Design a short drama for another group</p>	<p><b>Art and Design</b></p> <p><u>Constructivism</u></p> <p><a href="#">Constructivism   Art UK#</a></p> <p>Research different artists.</p>



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<p>Following instructions Evaluating and adapting</p> <p>As a team to create your animation. You will need a director (to organise things and make sure everything goes to plan); an artist or model maker (to draw or create the character and props); someone to move the images and elements during filming; a camera operator to take photographs; and an editor to create the animation in the app once you have finished filming.</p>	<p>through evaluating technical aspects and scripts, and commenting on their work and the work of others.</p>				
<p><u>Assessment objectives:</u></p> <p><u>Media and Art and Design:</u></p>					



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Apply skills, processes and techniques, and shape and structure ideas, reviewing, modifying and refining their work as it progresses  
Analyse and evaluate the effectiveness of their work at all stages, in relation to the work of others, their intentions and the intended audience  
Communicate ideas through chosen artforms, applying knowledge and understanding of how artforms relate and interact with each other, using relevant skills, techniques and compositional elements.

### Drama:

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama

I enjoy creating, choosing and accepting roles, using movement, expression and voice.