

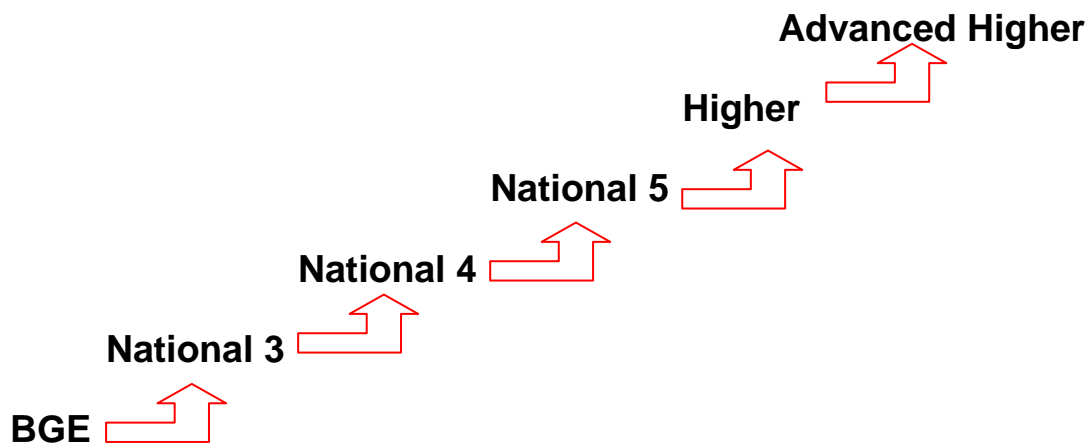
Learning in Creative Arts

Through the expressive arts, pupils can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. The arts have a growing significance in the life and prosperity of Scotland. Through their experience of the expressive arts, pupils can appreciate the contributions of the arts in the lives of individuals and communities.

Learning through the expressive arts will enable pupils to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values, identities and ideas
- and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

As pupils progress through their Broad General Education and into the Senior Phase, they will follow curricular pathways to meet their needs and aspirations which will recognise and accredit their attainment and achievements.



There will be a continued emphasis on participation in well-planned experiences in all 4 contexts of learning – within the Curriculum areas; Interdisciplinary learning; Ethos and life of the school; opportunities for personal achievement.

The main lines of development for all courses within Expressive Arts will be:

- creating
- presenting
- evaluating

Art and Design

Courses will provide a broad practical experience of art and design and related critical activity. They will also provide opportunities for pupils to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

Pupils will investigate the factors influencing artists and designers work and practice and will use this understanding when developing and producing their own creative expressive art and design work.

The skills that pupils gain by successfully completing Art & design courses will be valuable for learning, life and work. Pupils will:

- investigate and analyse how artists and designers have used materials, techniques and/or technology in their work
- experiment with and use these when developing their ideas
- develop creativity and problem solving skills when experimenting with and using materials, techniques and/or technology in creative ways
- plan, produce and present creative art and design work
- develop critical thinking and reflective skills as they review and refine their work

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge and understanding of art and design practice. The structure of courses, built on hierarchical mandatory units – expressive activity; design activity, will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Art and Design

The course consists of 3 mandatory Units, including the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Art and Design: **Expressive Activity**

Art and Design: **Design Activity**

Art and Design: **Practical Activity (Added Value Unit)**

National 5 Art and Design

The course consists of 2 mandatory Units and the Course Assessment. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Higher.

Art and Design: **Expressive Activity**

Art and Design: **Design Activity**

Art and Design: **Course Assessment**

Component 1 – portfolio

Component 2 – question paper

Home learning in Art and Design

All pupils will be required to continue their learning at home. Practical work for both the Expressive Activity and Design Activity units will require additional input at home in order to develop skills in handling media and for pupils to experiment with their ideas. Tasks may include:

- completing drawings
- creating 3D models
- experimenting with 3D formats
- collecting research
- essay writing
- revision using GLOW or the school website
- Art and Design studies tasks

Parents/ carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading essays. Other ways in which parents/ carers can support pupils include:

- gallery / museum visits
- discussing design - architectural / fashion / interior / packaging / furniture
- photographing objects / days out / buildings

Supporting Pupils in Art and Design

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school and at weekends
- visits to galleries and other places of interest

Drama

Courses will provide a broad practical experience of Drama and related knowledge and understanding of Drama. They will also provide opportunities for learners to develop skills in creating and presenting drama through acting and technical skills. This Course is practical and experiential and provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities

The skills that pupils gain by successfully completing Drama courses will be valuable for learning, life and work. Pupils will:

- develop creating skills, explore form, structure, genre and style, and learn how to use a range of drama skills
- experiment with and develop a range of skills in presenting drama
- develop evaluation skills by evaluate their own skills and progress, and that of other pupils.
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop knowledge and understanding through portrayal of character and by using a range of production skills.

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge and understanding of drama and production skills. The structure of courses, built on hierarchical mandatory units – drama skills; drama production skills, will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Drama

The course consists of 3 mandatory Units, including the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Drama: **Drama Skills**

Drama: **Production Skills**

Drama: **Performance (Added Value Unit)**

National 5 Drama

The course consists of 2 mandatory Units and the Course Assessment. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Higher.

Drama: **Drama Skills**

Drama: **Production Skills**

Drama: **Course Assessment**

Component 1 – performance

Component 2 – question paper

Home learning in Drama

All pupils will be required to continue their learning at home. Practical work for both the Drama Skills and Production Skills units will require additional input at home in order for targets to be met and to develop skills. Tasks may include;

- independent research
- folios
- rehearsal logs
- learning lines
- completing theatre arts designs
- practising technical tasks
- learning drama concepts.

Parents/ carers can be supportive by discussing their work with them or aiding them with research, learning lines or proof reading folios. Other ways in which parents/ carers can support pupils include:

- theatre / musical visits
- discussing theatre arts – lighting / sound / costume / make-up / props / set design
- reading scripts and discussing themes and issues

Supporting Pupils in Drama

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school and at weekends
- visits to theatres and appropriate workshops

Music

Courses will provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. They will also allow pupils to work independently or in collaboration with others and help them to plan, organise, make decisions and to take responsibility for own learning. Pupils will develop and extend their interest in music, develop composing skills and broaden their understanding of music concepts and styles.

The skills that pupils gain by successfully completing Music courses will be valuable for learning, life and work. Pupils will:

- develop performing skills in solo and/or group settings on their two selected instruments, or on one instrument and voice and perform challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- develop knowledge of the influence of social and cultural factors on music
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts
- reflect on their own work and that of others

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge and understanding of music. The structure of courses, built on hierarchical mandatory units – performing skills; composing skills and Understanding music will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Music

The course consists of 3 mandatory Units, and the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Music: **Performing Skills**

Music: **Composing Skills**

Understanding Music

Music: **Music Performance (Added Value Unit)**

National 5 Music

The course consists of 3 mandatory Units and the Course Assessment. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Higher.

Music: **Performing Skills**

Music: **Composing Skills**

Understanding Music

Music: **Course Assessment**

Component 1 — performance

Component 2 — question paper

Home learning in Music

All pupils will be required to continue their learning at home. Practical work for the Performing Skills unit will require additional input at home in order for deadlines to be met and to develop skills. Revision tasks for the Understanding Music unit will also be required. Tasks may include:

- on-going practise of Performing Skills
- research
- learning musical concepts
- listening to music
- completing reflective logs.

Parents/ carers can be supportive by discussing their work with them or aiding them with research, learning musical concepts or listening to them practise. Other ways in which parents/ carers can support pupils include:

- concert / recital visits
- discussing musical styles
- performing for friends and family

Supporting Pupils in Music

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school and at weekends
- visits to concerts and musical workshops

Careers in Creative Arts

All Creative Arts subjects develop skills which are required in many careers, not just specific to the arts. These skills can be applied to a multitude of careers and in many cases higher education courses encourage pupils to have a qualification in a creative subject. It is also a leisure activity which can be enjoyed at any age and is welcomed by further educational establishments and employers in this form.

Below are some specific careers related to Creative Arts.

Art and Design	Drama	Music
Fine Artist	Actor / Actress	Musician – Classical
Animator	Stage Manager	Musician – Contemporary
Community Arts Worker	Arts Administrator / Manager	Musician – Traditional
Exhibition Designer	Lighting Engineer	Promotions Manager
Fashion Designer	Drama Therapist	Music Therapist
Graphic Designer	Make-up Artist	Musical Instrument Technologist
Illustrator	Presenter	Session Musician
Product Designer	Playwright / Screenwriter	A & R Co-ordinator
Jewellery Designer	Director	Songwriter
Photographer	Costume Designer	Producer
Medical Illustrator	Personnel Manager	Composer
Museum / Gallery Conservator	Social Worker	Recording Engineer
Furniture Conservator/ Restorer	Journalist	DJ
Interior Designer	Marketing Manager	Promoter
Ceramicist	Sound Engineer	Ethnomusicologist
Botanical Artist	Producer	Peripatetic Teacher
Taxidermist	Set Designer	Music Historian
Art and Design Teacher	Drama Teacher	Music Teacher