



EXPRESSIVE ARTS POLICY & PROGRESSION PROGRAMME

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Expressive Arts Programme & Policy

In the Expressive Arts Principles and Practice paper, it is stated that:

“The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people’s enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- 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.

Building the Curriculum 1 [amended]

Aspects of learning in Expressive Arts

The three aspects of Expressive Arts which are covered in Drama, Dance, Art and Music are:

- Creating
- Presenting
- Evaluating and appreciating

The majority of activities in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are an integral part of the creative process and are linked to developing creative skills, knowledge and understanding and enhancing enjoyment.

The framework of experiences and outcomes supports staff in meeting the needs of children and young people through providing a wide range of carefully planned, well-paced learning experiences.

Within a rich, supportive environment teachers will draw upon a skilful mix of approaches to promote a climate of creativity and innovation, including:

- active involvement in creative activities and performances
- tasks or performance opportunities which require a creative response
- opportunities to perform or present to an audience
- partnerships with professional performers or artists and other creative adults
- raising awareness of contemporary culture and connecting with young people’s experiences
- appropriate, effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- establishing links within the expressive arts subjects and with the wider curriculum
- opportunities to analyse, explore and reflect.

Participation in performances and presentations

All aspects of learning in expressive arts include opportunities to present and perform, for example through preparation of artwork for display, presentation of a short improvised drama to members of the class or performance of dance or music to parents or in

the community. At third level, as a culmination of learning within their broad general education each young person should have the opportunity to contribute to a significant presentation (such as an exhibition) or performance in at least one area of the expressive arts.

Art and design

Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

Dance

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.

Drama

Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

Music

Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works.

By looking at the development of skills and the Experiences and Outcomes for Social Studies, a programme has been drawn up to ensure coverage of all areas across Early, First and Second Level. A list of suggested topics has also been given, which may be adapted to suit the needs and interests of a class. The suggested topics may be used as a guide to ensure that all Experiences and Outcomes are covered over the course of a level.

How to use this programme:

In order to ensure pupils achieve the Benchmarks in Expressive Arts, experiences and outcomes have been bundled together to ensure there is coverage across all areas and levels. All classes should ensure that they have covered bundles in all four areas of Expressive Arts in a year (at least one from each colour). This will ensure continuity and progression. Once a significant aspect and a bundle of outcomes has been chosen, teachers then choose a topic – either of their own choice or the suggested topics given in the programme, which may be adapted to suit the needs and interests of a class.

Aspects of Expressive Arts have been given the following colour coding:

- **Creating**
- **Presenting**
- **Evaluating and appreciating**

Monitoring, Tracking & Assessment:

Teachers from similar stages plan together and meet throughout the year to discuss learning and teaching strategies. There are transition processes in place between Nursery and P1, and also between stages. This includes a formal meeting between teachers and the completion of a hand-on sheet. This informs teachers of levels achieved, work covered and next steps. This information is used for the next stage in planning. Assessment is carried out through: teacher observations; self and peer assessments; end of topic assessments. Moderation occurs through specific moderation topics and ongoing moderation discussions where standards are shared and agreed.

Benchmarks for Expressive Arts:

Education Scotland have stated that: “The purpose of the Benchmarks is to set out very clear statements about what children and young people need to learn to achieve each level of the curriculum. Benchmarks streamline and embed a wide range of existing assessment guidance (significant aspects of learning, progression frameworks and annotated exemplification) into one key resource to support teachers’ professional judgement.

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Early Level Benchmarks to support practitioners' professional judgement
Art and Design	<p>I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a</p> <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a</p> <p>Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-07a</p>	<ul style="list-style-type: none"> Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the sea shore, the countryside, a forest. Solves simple design problems, working on their own and with others, using a degree of trial and error, for example, designs a simple container for an agreed purpose. Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture. Shares thoughts and feelings in response to the work of at least one artist and one designer, giving reasons for likes and dislikes. Shares views and listens appropriately to the views of others on their own or others' work. <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> uses a variety of available materials and technology; shows understanding that line can have different qualities, for example, thick, thin, broken, wavy.
Dance	<p>I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. EXA 0-08a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 0-09a</p> <p>I have opportunities to enjoy taking part in dance experiences. EXA 0-10a</p> <p>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-11a</p>	<ul style="list-style-type: none"> Performs a range of simple, repeated, intentional movements and gestures. Uses space and resources creatively. Chooses and explores ways of moving rhythmically, expressively and playfully. Participates in dance that is taught and/or creative movement invented by peers. Shows understanding that dance consists of combined movements and gestures, usually performed with music or a beat. Shares their responses to stimuli through movement with, for example, peers or practitioner. Shares thoughts and feelings in response to dance experiences, either as a performer or as part of an audience, giving reasons for likes and dislikes. Shares views and listens appropriately to the views of others on their own or others' work

<p>Drama</p>	<p>I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a</p> <p>I use drama to explore real and imaginary situations, helping me to understand my world. EXA 0-14a</p> <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-15a</p>	<ul style="list-style-type: none"> • Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re-enactment of a story or traditional tale. • Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity. • Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture. • Communicates ideas and feelings using facial expressions, for example, to show happy, sad, surprised, angry, scared. • Conveys through drama what characters in real or imaginary situations might say, do or feel, for example, being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel. • Communicates their ideas through improvised drama i.e. making it up as they go along. • Shares thoughts and feelings about drama experiences, for example, during a discussion about characters or events in a drama, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others on their own or others' work.
<p>Music</p>	<p>I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a</p> <p>I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a</p> <p>I can respond to music by describing my thoughts and feelings about my own and others' work. EXA 0-19a</p>	<ul style="list-style-type: none"> • Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions. • Uses instruments such as drum, claves, chime bar to play along to a range of music styles. • Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet. <p>When communicating ideas and feelings through creative music activities:</p> <ul style="list-style-type: none"> • uses voice to explore sound and rhythm, for example, hums, whispers, sings; • chooses different musical instruments to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, clapping, tapping; • uses technology to capture sound, for example, audio recorders, microphones, apps and other software.

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	<u>First Level Benchmarks to support practitioners' professional judgement</u>
Art and Design	<p>I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a</p> <p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a</p> <p>I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a</p>	<ul style="list-style-type: none"> • Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others. • Presents images and objects created, for example, positions a simple frame over a picture or arranges an object on a simple stand and observes from different angles. • Solves at least one design problem related to real-life, showing some evidence of planning, for example, designs a simple item to be worn on the head or body. • Recognises and names most of the visual elements: line, shape, form, colour, tone, pattern, texture. • Shares thoughts and feelings by expressing personal views in response to the work of at least one artist and one designer. • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary. <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> • chooses and uses technology and a range of media; • shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours; • shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush to make fine marks, uses chalks instead of pencil to fill larger spaces; • shows understanding of the concept of scale, for example, represents mountains as bigger than people.
Dance	<p>I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 1-09a</p> <p>I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. EXA 1-10a</p> <p>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-11a</p>	<ul style="list-style-type: none"> • Identifies and performs the body actions of turn, jump, gesture, pause and fall, with some degree of control. • Creates, rehearses and performs short dance sequences, working on their own and with others. • Creates new dance movements and sequences using their dance repertoire, incorporating different speeds and levels, characters and emotions to add interest and variety. • Explores rhythm, movement and space, and increases possibilities for expression through movement. • Understands some of the different forms of dance, for example, Scottish, Irish, Bollywood, tap, ballet, jazz, hip hop and ballroom. • Demonstrates understanding of simple formations, such as circles or squares, through taking in part in group dance. • Demonstrates safe practice in dance, for example, being aware of personal space, planned landings. • Shares thoughts and feelings by expressing personal views in response to experiencing live or recorded dance performance. • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some dance vocabulary.

<p>Drama</p>	<p>I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through drama. EXA 1-13a</p> <p>I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a</p> <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-15a</p>	<ul style="list-style-type: none"> • Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale. • Uses voice, considering use of volume, expression, clarity and pace to convey a character. • Uses movement in roles, conveying a character through gestures, actions and posture. • Uses expression in role, conveying a character through body language, for example, facial expression. • Creates a short drama using improvisation, from a given stimulus, and working collaboratively. • Shows understanding of how to work from a script by acting or speaking at the appropriate time, for example, in a nativity play, a sound story or a poem. • Contributes towards the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in a well-known story might say to another. • Shares views and listens appropriately to the views of others about what works well and what could be improved in their own and others' work, using some drama vocabulary.
<p>Music</p>	<p>I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. EXA 1-16a</p> <p>I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a</p> <p>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-19</p>	<ul style="list-style-type: none"> • Performs songs with enthusiasm, from a range of styles and cultures, demonstrating a variety of basic singing techniques such as accurate pitch, good diction and appropriate dynamics, for example, loud or quiet. • Performs a simple rhythm part on a range of instruments, for example, keeps the beat using body/untuned percussion. • Performs simple melodic parts, for example, on tuned percussion, tin whistle, recorder. • Follows performance directions, for example, follows the group leader. • Follows simple music notation, for example, in the form of pictures, graphics, treble clef. • Shares thoughts and feelings by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures. • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some music vocabulary. <p>When communicating ideas and feelings through creative musical activities, working on their own and/or with others:</p> <ul style="list-style-type: none"> • uses voice, instruments and technology to create musical ideas using sound, rhythm, pitch and dynamics, for example, by creating a soundscape or by adding tuned/untuned percussion to enhance a story or a song.

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	<u>Second Level Benchmarks to support practitioners' professional judgement</u>
Art and Design	<p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a</p> <p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p> <p>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a</p> <p>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-07a</p>	<ul style="list-style-type: none"> • Records from experiences across the curriculum, showing recognition of detail, for example, observes and captures the detail seen in a natural form, such as a feather or a plant or an interesting personal item, such as a bicycle. • Creates a simple plan that explains how they will investigate and develop ideas in response to a design brief. • Follows a step-by-step process to develop and communicate ideas in response to a design brief. • Recognises and describes the visual elements in their own and others' work. • Selects, presents and discusses relevant information, from a range of sources, about the work of chosen artists and designers, for example, in relation to how and why they have used colour or shape in their work. • Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate art and design vocabulary. <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> • uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen and ink to create bold line; • shows understanding of the properties of different types of paint such as watercolour, acrylic, poster paint; • shows understanding of the properties of a range of modelling media, through practical exploration; • applies a printmaking process, for example, makes prints from polystyrene; • shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture; • shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture.
Dance	<p>I can explore and choose movements to create and present dance, developing my skills and techniques. EXA 2-08a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 2-09a</p> <p>I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features. EXA 2-10a</p> <p>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-11a</p>	<ul style="list-style-type: none"> • Shows understanding of the key features of dance from a range of styles and cultures, through dance performance. • Demonstrates coordination and some control in a range of dance actions and sequences. • Creates, rehearses and performs a short original dance piece, comprising several sequences, to music or a rhythm. • Develops and refines own dance repertoire through continued exploration and practice. • Selects and applies dance skills to create dance that shows variation, for solo or group performance. • Justifies own creative choices using appropriate dance vocabulary, for example, explains explosive movement inspired by fireworks in terms of speed and levels. • Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate dance vocabulary.

<p>Drama</p>	<p>I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. EXA 2-12a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2-13a</p> <p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a</p> <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-15a</p>	<ul style="list-style-type: none"> • Conveys a character using characterisation techniques such as hot seating, role on the wall, thought tracking. • Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion. • Chooses appropriate movement for role, for example, to convey the character's setting, physical features, the character's feelings. • Chooses relevant expression in role, showing how the character might interact with others, for example, through body language. • Uses movement, expression and voice to create atmosphere, for example, a high pitched voice, wide eyes and crouched body to suggest a frightening situation. • Creates a short drama, as part of a group or individually, using improvisation or a published script. • Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts. • Presents a short drama, as part of a group, using improvisation or a script. • Uses theatre arts technology such as props, basic lighting and sound to enhance a performance effectively, for example, chooses appropriate music or makes sound effects to create atmosphere. • Gives a personal response to drama experiences, with appropriate justification. • Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate drama vocabulary.
<p>Music</p>	<p>I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. EXA 2-16a</p> <p>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 2-18a</p> <p>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-19a</p>	<ul style="list-style-type: none"> • Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation. • Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression. • Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language. • Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms. • Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts. • Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music. • Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.

Development of Skills – Learner Statements

	Early Level (Nursery-P1)	First Level (P2-P4)	Second Level (P5-P7)
Art	<p>Represent objects through using imagination and memory.</p> <p>Experiment freely with media, techniques</p> <p>Demonstrate visual awareness for example being able to distinguish differences in size and shape and technology to create images and objects that explore, for example, the use of line, shape and colour.</p> <p>Respond freely and imaginatively to a range of stimuli, including design and other visual problems.</p> <p>Talk about what they see and how they feel in response to the work of artists and designers.</p> <p>Talk about their own work, and the work of others</p>	<p>Represent objects with some reference to their characteristics, using imagination and observation</p> <p>Select from a range of media and show some understanding of their properties through the images and objects that are created and the techniques and technology used.</p> <p>Demonstrate understanding of most of the visual elements and more challenging concepts such as symmetry</p> <p>Follow a step by step process, including a response to stimuli, to develop and communicate imaginative ideas</p> <p>Select and present relevant research information from different sources.</p> <p>Describe and discuss the subject matter, media and techniques of artists and designers, recognising some similarities and differences in their work.</p> <p>Describe and reflect on the development of their own and others' work and identify strengths and areas for improvement.</p>	<p>Create images and objects that demonstrate some accuracy of representation from direct observation</p> <p>Select specific media and show increasing understanding of their properties through the images and objects that are created and the techniques and technology used</p> <p>Demonstrate understanding of all the visual elements and more challenging concepts such as proportion, scale and perspective.</p> <p>Follow a step by step process to develop and communicate imaginative ideas to a design and/or expressive solution</p> <p>Select, process and present relevant research information from a range of sources.</p> <p>Demonstrate knowledge of subject matter, media and techniques used by artists and designers and give personal opinions about their work and ideas.</p> <p>Describe and evaluate their own and others' work using agreed criteria.</p>
Music	<p>Perform music from different styles and cultures, including singing/playing along with others, demonstrating awareness of sound and rhythm.</p> <p>Respond to stories, nursery rhymes and poems showing evidence of exploring sounds and rhythms using a range of pitched and unpitched instruments and music technology.</p> <p>Talk about music they have listened to, including their own work, and the work of others.</p>	<p>Create musical ideas using sounds, rhythm, pitch, dynamics and music technology.</p> <p>Perform music from other styles and cultures demonstrating sound, rhythm, pitch and dynamics.</p> <p>Follow performance directions and/or musical notation.</p> <p>Show evidence of listening to music from other styles and cultures reflecting on features heard.</p> <p>Describe and reflect on the development of their own and others' work and identify strengths and areas for improvement.</p>	<p>Create musical ideas using sounds pitch, melody, rhythm, timbre dynamics and music technology.</p> <p>Perform music from a range of styles and cultures demonstrating accurate pitch, melody, rhythm, timbre and dynamics.</p> <p>Give and follow performance directions and use musical notation.</p> <p>Show evidence of understanding music from a range of different styles and cultures reflecting and identifying features heard.</p> <p>Describe and evaluate their own and others' work against given criteria.</p>
Drama	<p>Create and develop drama in a range of imagined and created situations. Exemplify the roles, the situations and the action of the drama through the use of the voice and the body</p> <p>Improvise drama work with a sense of structure and present it.</p> <p>Talk about their own work, and the work of others.</p>	<p>Create and develop drama in a range of real and imagined situations, using improvisation and scripts.</p> <p>Use voice, movement and expression to create characters.</p> <p>Present stories and ideas using more than one dramatic technique. This may include the use of voice, expression or movement.</p> <p>Present their drama confidently in pairs, small groups or as whole class dramas.</p> <p>Portray characters in the drama and incorporate props and costume to indicate location or time.</p> <p>Describe and reflect on the development of their own and others' drama work and identify strengths and areas for improvement.</p>	<p>Create and develop drama from a range of stimuli, including artefacts, scripts or themes and issues considering the use of available theatre arts and technology.</p> <p>Research, improvise, and sequence a drama.</p> <p>Portray and sustain a variety of characters using appropriate language and voice, gesture and movement and understand their impact on an audience.</p> <p>Exemplify the use of a range of drama techniques. This includes use of voice, expression and movement to indicate appropriate characters and contexts.</p> <p>Use appropriate props, images and a range of available theatre arts and technologies to represent meaning, showing an understanding of their effect on the atmosphere of the drama.</p> <p>Use a variety of media to evaluate their work and the work of others expressing opinions and demonstrating understanding of different drama techniques</p> <p>Describe and evaluate their own and others' work against given criteria.</p>
Dance	<p>Move in response to a variety of stimuli.</p> <p>Use their imagination to enhance their creative movement response.</p> <p>Share their creative movement with others.</p> <p>Talk about their own work, and the work of others.</p>	<p>Create and perform a range of dance actions.</p> <p>Combine actions safely to create and present a short dance sequence with a clear beginning, middle and end.</p> <p>Describe and reflect on the development of their own and others' dance work and identify strengths and areas for improvement.</p>	<p>Demonstrate control and fluency in a range of dance actions and sequences which can be repeated or changed, e.g. Motif.</p> <p>Create and perform a dance sequence in response to stimuli demonstrating a range of skills and techniques (e.g. rhythm and coordination).</p> <p>Create and perform a dance sequence in response to stimuli demonstrating a range of skills and techniques (e.g. rhythm and coordination).</p> <p>Participate in dance from a range of styles and cultures and demonstrate an awareness of key features.</p> <p>Describe and evaluate their own and others' work against given criteria</p>



Scoil nan Loch Programme for Expressive Arts – Curriculum for Excellence
Bundles and Success Criteria

	Early Level (Nursery-P1)	First Level (P2-P4)	Second Level (P5-P7)
Creating	<p><u>Bundle E1 (Art)</u> EXA 0-02a EXA 0-04a EXA 0-06a</p> <ul style="list-style-type: none"> I can make marks using different art materials. I can produce artwork that shows understanding in other curricular areas (e.g. Castle drawing with basic shapes). I can work on my own and with others to solve a design problem. I can use my imagination to create different styles of artwork. 	<p><u>Bundle F1 (Art)</u> EXA 1-02a EXA 1-04a EXA 1-06a EXA 1-03a</p> <ul style="list-style-type: none"> I can begin to use a range of art materials and explain my choices. I can produce evidence of a range of skills and techniques in my artwork. I can observe and record recognisable line and shape. I can use a range of appropriate colour and tone in my artwork. I can experiment with a range of patterns and textures. I can produce artwork that clearly demonstrates understanding in other curricular areas (e.g. Annotated drawing of Castle drawing with architectural features) I can transfer art and design skills when working in other areas of the curriculum. I can work on my own and with others to demonstrate imagination and exploration to solve a design problem linked to a real life situation. I can understand and follow a design brief. 	<p><u>Bundle S1 (Art)</u> EXA 2-02a EXA 2-04a EXA 2-06a EXA 2-03a</p> <ul style="list-style-type: none"> I can use a range of art materials and tools for a specific task and explain my choices. I can combine a range of skills and techniques in my artwork which are specific for a task. I can carefully observe and record detailed line and shape artwork. I can use colour and tone appropriately to show accurate definition and detail. I can discuss and incorporate pattern and texture within my artwork. I can produce artwork that clearly demonstrates understanding in other curricular areas (e.g. measure/scale/angles when drawing/making). I can transfer and apply art and design skills suitable for future planning and life. I can explain and use the different stages of the design process (Investigation, Development and Solution). I can explain costing, materials, suitability for purpose and time management in product pitch.
	<p><u>Bundle E2 (Dance)</u> EXA 0-08a</p> <ul style="list-style-type: none"> I can move in response to a variety of stimuli. I can use my imagination to create different movements. 	<p><u>Bundle F2 (Dance)</u> EXA 1-08a</p> <ul style="list-style-type: none"> I can create short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. 	<p><u>Bundle S2 (Dance)</u> EXA 2-08a</p> <ul style="list-style-type: none"> I can explore and choose movements to create and present dance, developing my skills and techniques.
	<p><u>Bundle E3 (Drama)</u> EXA 0-12a, EXA 0-14a</p> <ul style="list-style-type: none"> I can choose and explore how I can use my voice, movement and expression in role play and drama. I can use drama to explore real and imaginary situations, helping me to understand my world. 	<p><u>Bundle F3 (Drama)</u> EXA 1-12a, EXA 1-14a</p> <ul style="list-style-type: none"> I can create, choose and accept roles, using movement, expression and voice. I can confidently use skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. 	<p><u>Bundle S3 (Drama)</u> EXA 2-12a, EXA 2-14a</p> <ul style="list-style-type: none"> I can create, adapt and sustain different roles, experimenting with movement, expression and voice using theatre arts technology. I can create and present scripted or improvised drama, beginning to take account of audience and atmosphere.
	<p><u>Bundle E4 (Music)</u> EXA 0-17a</p> <ul style="list-style-type: none"> I can use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. 	<p><u>Bundle F4 (Music)</u> EXA 1-17a</p> <ul style="list-style-type: none"> I can show an understanding of contrasts (loud/quiet, fast/slow, high/low, long / short, sound/silence). I can use music technology to explore sounds and rhythms 	<p><u>Bundle S4 (Music)</u> EXA 2-17a</p> <ul style="list-style-type: none"> I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.

Presenting	<p>Bundle E5 (Art) EXA 0-05a, EXA 0-06a</p> <ul style="list-style-type: none"> I can make artwork that communicates ideas, thoughts and feelings (e.g. colour and mood) 	<p>Bundle F5 (Art) EXA 1-05a, EXA 1-06a</p> <ul style="list-style-type: none"> I can make artwork that demonstrates skills in communicating ideas in relation to real life situations (e.g. Colour and seasons, tone and expressions). 	<p>Bundle S5 (Art) EXA 2-05a, EXA 2-06a</p> <ul style="list-style-type: none"> I can independently demonstrate skill in using the visual elements to communicate ideas in response to a stimulus.
	<p>Bundle E6 (Dance) EXA 0-09a, EXA 0-10a</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. 	<p>Bundle F6 (Dance) EXA 1-09a, EXA 1-10a</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. I can use different features of dance to practise and perform steps, formations and short dance routines. 	<p>Bundle S6 (Dance) EXA 2-08a, EXA 2-09a, EXA 2-10a</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. I can take part in dance from a range of styles and cultures, demonstrating my awareness of the dance features.
	<p>Bundle E7 (Drama) EXA 0-13a, EXA 0-14a</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. I can use drama to explore real and imaginary situations, helping me to understand my world. 	<p>Bundle F7 (Drama) EXA 1-13a, EXA 1-14a</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. 	<p>Bundle S7 (Drama) EXA 2-13a, EXA 2-14a</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. I can create and present scripted or improvised drama, beginning to take account of audience and atmosphere.
	<p>Bundle E8 (Music) EXA 0-16a, EXA 0-18a</p> <ul style="list-style-type: none"> I can sing and use my voice in a variety of ways. I can handle and play a variety of untuned percussion instruments. I can express and communicate my ideas, thoughts and feelings through musical activities, working on my own and/or with others. 	<p>Bundle F8 (Music) EXA 1-16a, EXA 1-18a</p> <ul style="list-style-type: none"> I can copy a variety of simple rhythms and beats. I can express and communicate my ideas, thoughts and feelings through musical activities, working on my own and/or with others. 	<p>Bundle S8 (Music) EXA 2-16a, EXA 2-18a</p> <ul style="list-style-type: none"> I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. I can express and communicate my ideas, thoughts and feelings through musical activities, working on my own and/or with others.

Evaluating and appreciating

	<p>Bundle E9 (Art) EXA 0-07a</p> <ul style="list-style-type: none"> • I can talk about a piece of artwork. • I can discuss how a piece of artwork makes me feel. • I can share my likes and dislikes about my own and other's artwork. 	<p>Bundle F9 (Art) EXA 1-07a</p> <ul style="list-style-type: none"> • I can discuss the visual elements of an artist's work. • I can ask and answer simple questions to gain a deeper understanding of an artist's work (Higher Order Thinking Skills). • I can use feedback to make positive changes to artwork 	<p>Bundle S9 (Art) EXA 2-07a</p> <ul style="list-style-type: none"> • I can demonstrate in depth Higher Order Thinking Skills when responding to the work of artists or designers (e.g. discuss how artists have used the visual elements to create mood and atmosphere.) • I can use feedback and self-evaluation to enhance quality of art work in the future.
	<p>Bundle E10 (Dance) EXA 0-11a</p> <ul style="list-style-type: none"> • I can respond to the experience of dance by discussing my thoughts and feelings. • I can give and accept constructive comment on my own and others' work. 	<p>Bundle F10 (Dance) EXA 1-11a</p> <ul style="list-style-type: none"> • I can respond to the experience of dance by discussing my thoughts and feelings. • I can give and accept constructive comment on my own and others' work. 	<p>Bundle S10 (Dance) EXA 2-11a</p> <ul style="list-style-type: none"> • I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
	<p>Bundle E11 (Drama) EXA 0-15a</p> <ul style="list-style-type: none"> • I can respond to the experience of drama by discussing my thoughts and feelings • I can give and accept constructive comment on my own and others' work. 	<p>Bundle F11 (Drama) EXA 1-15a</p> <ul style="list-style-type: none"> • I can respond to the experience of drama by discussing my thoughts and feelings. • I can give and accept constructive comment on my own and others' work. 	<p>Bundle S11 (Drama) EXA 2-15a</p> <ul style="list-style-type: none"> • I can respond to the experience of drama by discussing my thoughts and feelings. • I can give and accepts constructive comment on my own and others' work.
	<p>Bundle E12 (Music) EXA 0-19a</p> <ul style="list-style-type: none"> • I can respond to music by describing my thoughts and feelings about my own and others' work. 	<p>Bundle F12 (Music) EXA 1-19a</p> <ul style="list-style-type: none"> • I have listened to a range of music and can respond by discussing my thoughts and feelings. • I can give and accept constructive comment on my own and others' work. 	<p>Bundle S12 (Music) EXA 2-19a</p> <ul style="list-style-type: none"> • I have listened to a range of music and can respond by discussing my thoughts and feelings. • I can give and accept constructive comment on my own and others' work.