

Curriculum Improvement Cycle

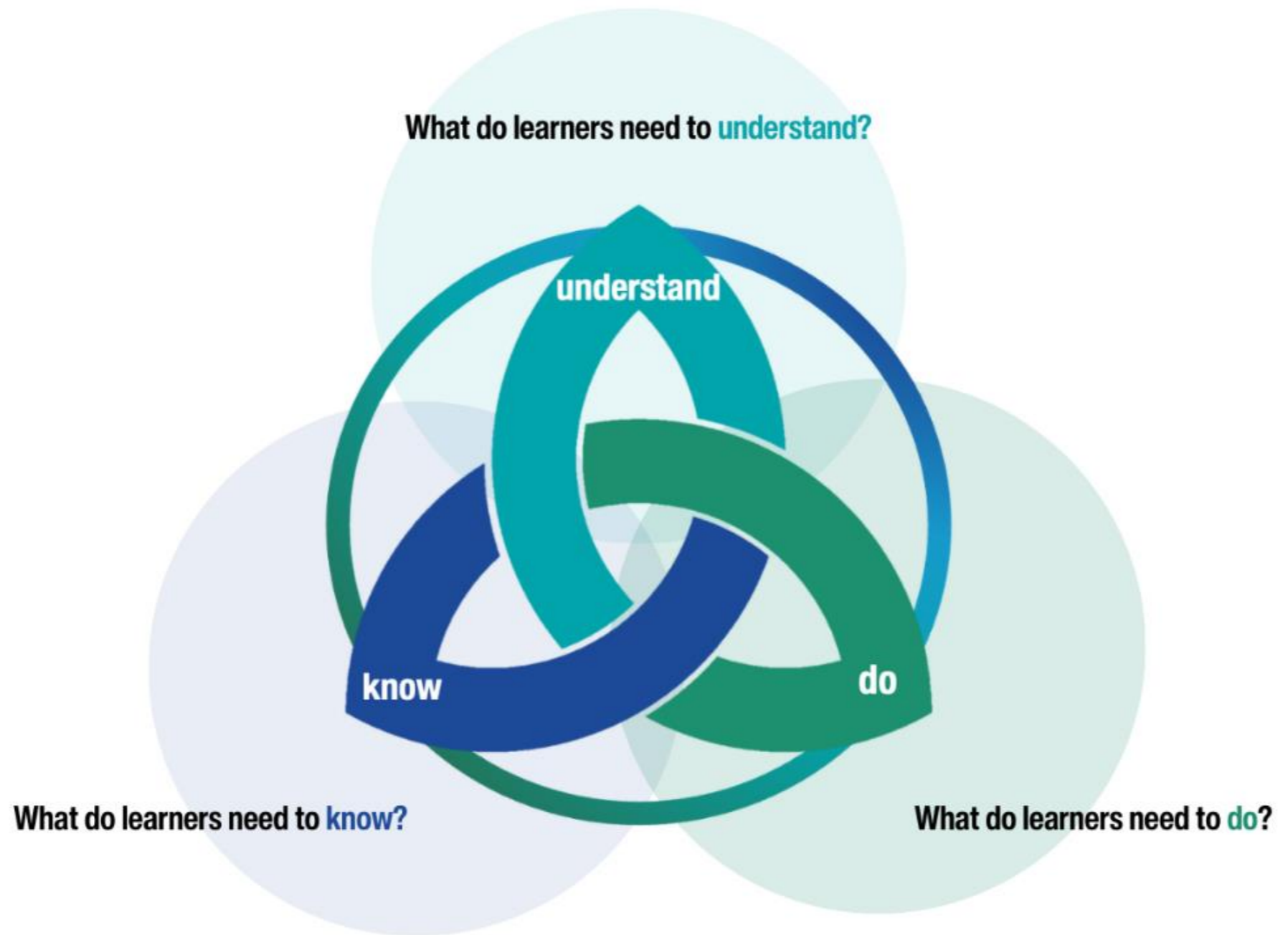
Draft Technical Framework

Expressive Arts Sample

June 2026

These are **draft materials**. The content, format and style are subject to change. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

There is **no expectation** on educators, schools or settings to do anything now with these samples. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session.



Expressive Arts			
Illustrative Big Idea	<p>Create and Innovate: The Creator's Toolkit</p> <p>Through curiosity and experimentation, we generate ideas and realise them using creative and technical skills.</p> <p>Creativity is a process which generates ideas that have value; we explore and experiment with ideas and processes through play, making meaningful connections.</p> <p>Through agency and collaboration, we draw inspiration from the world around us, generating new thinking and original ideas. Nurturing our creativity develops resilience and problem-solving allowing us to develop and refine both artistic and transferable skills.</p>		
	<p>Strand</p> <p>Creative Process</p> <p>The Creative Process, within the Expressive Arts, is the development of knowledge, understanding and skills across Art and Design, Dance, Drama, Film and Screen and Music. It involves exploring ideas, experimenting with materials and techniques and refining work through thoughtful adjustment. It focuses on the ways that creative ideas grow and develop before they are shared.</p>		
Sub-strand	Expressive Arts		
Early Level	<p>Understand: Creative ideas emerge when children freely explore possibilities through curiosity and play and use their discoveries to shape simple ideas.</p> <table border="1"> <tr> <td> <p>Know:</p> <p>Curiosity, play and exploration support creativity and the development of ideas.</p> <p>Sound, movement, materials and digital tools can be explored and used in different ways to create and express ideas.</p> </td> <td> <p>Do:</p> <p>Explore, experiment and create ideas through play.</p> <p>Experiment with materials, tools, sounds, movement, stories and digital devices by making marks, moving the body, using the voice and responding to sensory experiences.</p> <p>Use the body and imagination to explore ideas, engage in role play, communicate feelings and participate in creative processes independently and collaboratively.</p> </td> </tr> </table>	<p>Know:</p> <p>Curiosity, play and exploration support creativity and the development of ideas.</p> <p>Sound, movement, materials and digital tools can be explored and used in different ways to create and express ideas.</p>	<p>Do:</p> <p>Explore, experiment and create ideas through play.</p> <p>Experiment with materials, tools, sounds, movement, stories and digital devices by making marks, moving the body, using the voice and responding to sensory experiences.</p> <p>Use the body and imagination to explore ideas, engage in role play, communicate feelings and participate in creative processes independently and collaboratively.</p>
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<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Play and adult-initiated experiences.</p> <p>Rich spaces, experiences and time to explore.</p> <p>Development of confidence, agency and creativity to communicate ideas and feelings in multiple ways such as:</p> <ul style="list-style-type: none"> - Experiment with clay, playdough, junk modelling, blocks, chalk, paint, materials and crayons. - Explore movement, such as hopping, jumping, turning, balancing and travelling. - Explore real and imaginary characters and situations through stories and role play. - Respond to different stimuli such as stories, music, imagery and emotion. - Engage in role play using open-ended materials such as fabric to encourage creativity, symbolic representation and imagination. - Use appropriate digital tools to experiment with films, animations and online media. - Experiment with instruments, singing games and rhymes, body percussion, sounds, tempo (fast/slow) and dynamics (loud/soft). 			

Sub-strand	Expressive Arts	
First Level	Understand: Exploration and imagination shape ideas and choices in the development of creative work.	
	<p>Know:</p> <p>Creative ideas can be generated, developed and communicated through the Expressive Arts.</p> <p>Simple creative techniques, processes and approaches used across the Expressive Arts support the development of ideas.</p>	<p>Do:</p> <p>Explore, create and develop ideas through practical Expressive Arts experiences such as purposeful exploration of sounds, movement, materials, stories and digital tools.</p> <p>Create and share ideas, communicate feelings, take on roles, explore sounds and instruments and make simple creative choices independently and with others.</p> <p>Adapt work in response to feedback or reflections and begin to talk about creative decisions and describe how their work has developed.</p>
	<p>Notes:</p> <p>Includes, but not limited to:</p> <ul style="list-style-type: none"> - Experience and respond to different stimuli such as stories, movement, pictures, nature, emotions and cultural experiences. - Explore visual elements and materials through play and creative activities. - Explore and practise basic movements such as gesture, travel, turn, jump, balance, hop, kick using speed, level and direction to create simple sequences. - Explore simple characters through voice, movement and role play, using volume, pace, tone, props and sound. - Talk about and describe sounds, including those used in storytelling. - Explore and discover ways of making a range of sounds with different instruments. 	

Sub-strand	Art and Design	Dance	Drama		
Second Level	Understand: Taking creative risks and making informed choices influences the meaning and intention behind developing ideas.		Understand: Taking creative risks and making informed choices influences the meaning and intention behind developing ideas.		
	<p>Know:</p> <p>Visual & Design elements, materials and techniques can be selected, explored and combined to develop and refine ideas in response to a stimulus/brief.</p> <p>Creative ideas can be generated and developed from observation, imagination, experience and a range of stimuli including 2D and 3D.</p> <p>Experimenting with materials supports creative development.</p>	<p>Do:</p> <p>Explore and experiment with materials, techniques and visual elements, responding to a stimulus/brief.</p> <p>Generate and develop ideas by applying knowledge of visual elements, materials and techniques to create informed outcomes.</p> <p>Describe how creative choices influence the development of ideas, using relevant Art and Design vocabulary.</p>	<p>Know:</p> <p>Stimuli such as music, stories, issues or experiences can generate ideas and inspire movement.</p> <p>Experimenting with movement such as canon, mirroring and repetition supports the development and refinement of creative ideas.</p> <p>Movement, rhythm and choreographic devices can be selected, explored and combined to create and refine movement ideas.</p>	<p>Do:</p> <p>Explore and experiment with movement and rhythm to create and refine an idea.</p> <p>Create and perform movement sequences using different levels, directions and formations.</p> <p>Use a range of choreographic devices to develop ideas.</p>	<p>Know:</p> <p>Drama skills include developing and sustaining characters through appropriate voice, movement and rehearsal techniques.</p> <p>Dramas include a clear beginning, middle and end and are created through shared decision-making.</p> <p>Basic production skills can enhance dramas.</p>
	<p>Notes:</p> <p>Includes, but not limited to:</p> <p>The study of other artists' and designers' work. Observational drawings of an object or an image can be a starting point. Stimuli may include but are not limited to:</p> <ul style="list-style-type: none"> - a question - images (others' and own) - a text - objects - artefacts - a theme - music <p>A design brief is a problem to be solved - what you are designing, who you are designing for and any other relevant details.</p> <p>Design "outcome" may be fashion/ textiles, jewellery, architecture, graphics and/or product.</p> <p>The same stimuli can be used to develop a wide range of work involving different materials and techniques.</p>		<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Taught, adapted and/or learner-created sequences.</p> <p>Solo, partner or group work to experiment with movement ideas, including ways to travel, jump, turn, gesture, balance and hop.</p> <p>Levels including high, low; directions including forwards and backwards and formations including positions, shapes and patterns.</p> <ul style="list-style-type: none"> - Canon: When dancers perform the same movement one after another. - Mirroring: When two dancers copy each other's movements as if looking in a mirror. 		<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Use a range of stimuli as a starting point for a drama including themes and/or issues, poetry, media and/or topical issues. Voice: clarity, accent, pause. Movement: body language, posture, positioning. Rehearsal techniques: hot seating, writing in role, thought-tracking Production skills: costume, lighting, sound, props Form: mime, improvisation, scripted Conventions: narration, tableaux (still image). Mantle of the Expert can be used to support the development of character.</p>

Sub-strand	Film & Screen	Music	
Second Level	Understand: Taking creative risks and making informed choices influences the meaning and intention behind developing ideas.		
	<p>Know:</p> <p>Films and screen products tell stories using images, sound and movement and can come from real-life or imagined experiences.</p> <p>There are different types of products you can create such as animation and live-action film using different types of techniques.</p> <p>The filmmaking process involves experimenting, adapting, communicating and collaborating.</p> <p>Films have a beginning, middle and end.</p> <p>There are different roles involved in making films.</p>	<p>Do:</p> <p>Plan, create and present short film and screen products inspired by a brief that tell different types of stories.</p> <p>Experiment with filmmaking approaches to explore creative choices as part of the production process.</p> <p>Choose and use basic camera shots and add or select sound to match mood or action.</p> <p>Demonstrate understanding of communication, collaboration and set etiquette during the production process.</p> <p>Reflect on creative choices and suggest improvements.</p>	<p>Know:</p> <p>Voice, instruments and technology can be used to create and structure music.</p> <p>Experimenting with musical elements such as pitch, rhythm, tempo and dynamics is a key part of creating music.</p> <p>Diverse musical ideas can be developed and refined through listening, improvising and responding to stimuli.</p> <p>Different instruments and voices have unique sounds and characteristics.</p>
	<p>Notes:</p> <p>Includes but not limited to:</p> <p>Plan and create short films using a variety of techniques such as story mountain/storyboard, to explore factual and fictional stories told from different perspectives.</p> <p>Make basic creative choices, work safely as a team and reflect on work.</p> <p>Plan a short film with a beginning, middle and end.</p> <p>Before filming, make creative choices using storyboards to plan what the camera will show and what will be heard.</p> <p>Basic camera shots (close up; medium shot; wide shot), Lighting (light or dark), Camera movement (moving closer, panning) and Sound effects (music, background sounds).</p> <p>Roles in film include director, camera operator, editor.</p> <p>Set etiquette means safe, respectful practice during filmmaking.</p> <p>Live action means filming with real life actors and set.</p>		<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Sing, play tuned/untuned instruments, and/or use music apps to create short pieces.</p> <p>Explore different ways of creating sounds such as tapping, striking, rustling, shaking, plucking, using a range of natural, instrumental, vocal and digital resources.</p> <p>Create simple patterns using repetition.</p> <p>Musical elements such as pitch, rhythm, tempo and dynamics.</p> <p>Instruments: Strings, Brass, Woodwind, Percussion</p> <p>Voice types: Soprano, Alto, Tenor, Bass (SATB)</p> <p>Suggested sequence to support idea creation:</p> <ul style="list-style-type: none"> - Join in at the same time as others - Copy and repeat patterns (echo). - Create new answers to given patterns (call & response). - Create patterns using given parameters including step and leap, ascending and descending and repetition.

Sub-strand	Art and Design	Dance	Drama
Third Level	<p>Understand: Creative decision making becomes deliberate as ideas are considered, refined and organised to achieve an intended purpose.</p> <p>Know:</p> <p>The creative process for Art and Design is a cycle; - Stimulus/brief - Research - Develop - Outcome - Evaluate</p> <p>Creative ideas are developed through experimentation, adaptation and purposeful refinement.</p> <p>Visual elements, materials and techniques can be selected, manipulated and used with increasing consideration.</p> <p>A design brief outlines a problem to be solved. Research is used to inform and justify creative ideas and decisions.</p>	<p>Understand: Creative decision making becomes deliberate as ideas are considered, refined and organised to achieve an intended purpose.</p> <p>Know:</p> <p>Dance ideas are developed and refined through selecting, adapting and structuring movement.</p> <p>A motif is a repeated movement pattern that reflects the core theme of a stimulus.</p> <p>Choreographic devices support the development of ideas.</p> <p>Critical evaluation of movement informs improvement of dance practice.</p>	<p>Understand: Creative decision making becomes deliberate as ideas are considered, refined and organised to achieve an intended purpose.</p> <p>Know:</p> <p>Dramas are shaped through structure, style, design, conventions, genre and format.</p> <p>Drama and production skills can be used to control pace, build tension, develop character and relationships, and communicate meaning to an audience.</p> <p>Drama skills include developing, sustaining and refining characters through a variety of voice, movement and rehearsal techniques.</p>
	<p>Do:</p> <p>Explore and interpret the meaning of the stimulus/brief using visual elements and techniques.</p> <p>Investigate relevant visual elements, materials, techniques, other artists' and designers' work and sources such as natural or man-made elements.</p> <p>Use research to create, develop and refine ideas that respond to the stimulus/brief.</p> <p>Select and justify ideas to create a final outcome that fulfils the stimulus/brief and may include elements of originality.</p> <p>Evaluate and justify how creative choices develop and refine ideas, evaluating the success of the outcome.</p>	<p>Do:</p> <p>Create an original dance using selected movement elements, choreographic devices and music in response to a stimulus/theme.</p> <p>Develop an original motif in response to theme or stimulus.</p> <p>Refine movement through rehearsal, feedback and adjustment.</p>	<p>Do:</p> <p>Create performances by selecting production skills, conventions, themes and issues and genre to develop ideas, build tension, and communicate meaning to an audience.</p> <p>Apply and refine drama skills across a variety of roles.</p> <p>Adapt and refine work during rehearsal to strengthen choices in response to feedback and self-evaluation.</p> <p>Use space and areas of the stage effectively to enhance performance.</p>
	<p>Notes:</p> <p>Includes, but not limited to:</p> <p>The study of other artists' and designers' creative process.</p> <p>A stimulus may be a question, image (others' and own), text, performance (film/music etc), artefact, theme, own previous work.</p> <p>A design brief might detail the desired Art and Design field (such as fashion and textiles, jewellery, architecture, graphics, product), outcome, target market, requirements and restrictions.</p> <p>Becoming aware of roles, opportunities and careers in Art and Design.</p>	<p>Notes:</p> <p>Includes but not limited to:</p> <p>Dance elements: space, timing, dynamics, relationships.</p> <p>Refined dance skills and movement quality.</p> <p>Choreographic devices: canon, mirroring, repetition, retrograde, accumulation, theme and variation.</p> <p>Dance vocabulary includes: - Retrograde: When dancers perform movements in reverse order and direction. - Accumulation: When movements, phrases or dancers are added to a sequence over time, creating a cumulative effect. - Motif: a short pattern of movements, repeated throughout the piece. Examples include movements to represent an emotion, character or topic.</p>	<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Tension, purpose of character and of drama, status of character. Voice: tone, emphasis, articulation, intonation. Movement: use of direction, use of space, proxemics, use of levels, positioning, gesture, facial expression. Rehearsal techniques: voices in the head, character card, role play, thought tunnel. Form: Spontaneous and rehearsed improvisation, scripted drama, mime, pantomime. Conventions: flashback, flashforward, freeze frame, slow motion, voice over Structure: Linear and non-linear Style: Naturalistic, non-naturalistic Genre: tragedy, comedy, melodrama, tragicomedy, mystery.</p> <p>Production skills: costume, lighting, sound, props</p>

Sub-strand	Film & Screen	Music	
Third Level	<p>Understand: Creative decision making becomes deliberate as ideas are considered, refined and organised to achieve an intended purpose.</p>		
	<p>Know:</p> <p>The importance of a script in the filmmaking process.</p> <p>The filmmaking process involves pre-production, production and post-production.</p> <p>Intended purpose, including audience impact, is planned and realised in response to a filmmaking brief.</p> <p>Film and Screen products are developed, produced and edited in response to a filmmaking brief.</p> <p>Understanding of set etiquette and collaboration in the development of own and others' work.</p> <p>Film and Screen industries have a wide variety of crew roles.</p> <p>Camera, sound and editing decisions are selected and used purposefully to shape meaning and creative choices.</p> <p>Critical review of work supports ongoing improvement.</p>	<p>Do:</p> <p>Develop and structure scripts of more than one scene, for a variety of Film and Screen products.</p> <p>Plan, create and present Film and Screen products in response to briefs that are suitable for an identified audience.</p> <p>Edit Film and Screen products in response to briefs, that are suitable for an identified audience.</p> <p>Collaborate and show effective use of set etiquette in the making of own and others' Film and Screen products.</p> <p>Undertake and reflect on a variety of production roles.</p>	<p>Know:</p> <p>Music from a diverse range of styles, genres and contexts can inform and influence creative decisions and stylistic choices.</p> <p>Musical elements such as melody, harmony, rhythm, tempo and dynamics can be combined to create a musical composition.</p> <p>Musical ideas are developed and adapted through a creative process that includes exploring, generating and refining.</p> <p>Creating music can involve individual creativity, communication, collaboration and shared decision-making.</p>
	<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Plan, create and edit short films or screen products inspired by a brief, showing a clear beginning, middle and end.</p> <p>Use storyboards and planning tools to map out sequences, including shot lists, sound, and simple narrative structure.</p> <p>Experiment with different filmmaking approaches, including trying out alternative shots, sounds and ways of telling a story before selecting preferred ideas.</p> <p>Use a range of camera shots and angles, exploring how images, sound and movement work together to tell a story and create meaning.</p> <p>Select, record or add sound (such as dialogue, music, effects) to match mood, action or character.</p> <p>Work collaboratively in small teams, taking on different roles (such as director, camera operator, editor), and showing communication, cooperation and shared responsibility.</p> <p>Demonstrate safe and respectful working practices ('set etiquette') during filming, including listening, carrying out role responsibilities and supporting others.</p> <p>Adapt and improve work during the process, responding to challenges, new ideas or feedback.</p> <p>Share work and reflect on outcomes, discussing strengths, areas for improvement and how creative choices (image, sound, structure) influenced the final film.</p>		<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Reflect on musical features such as structure, instrumentation and techniques through listening to music from a range of styles, times and places.</p> <ul style="list-style-type: none"> - Orchestral Music - Musical Theatre - Popular <p>Create music using:</p> <ul style="list-style-type: none"> - a pentatonic scale - improvisation - melodic, rhythmic or chordal ideas - BBC Young Composers, - BBC Bitesize: writing your own music.

Sub-strand	Art and Design	Dance	Drama
Fourth Level	<p>Understand: Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.</p>	<p>Understand: Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.</p>	<p>Understand: Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.</p>
	<p>Know:</p> <p>Creative ideas are developed through an evolving process involving exploration, refinement, resolution and critical reflection.</p> <p>Artists and designers select, manipulate, refine and justify visual elements, materials, techniques and processes to communicate intention.</p> <p>Researching artists, designers, styles and contexts informs and supports justified creative decisions.</p> <p>Critical evaluation of work and feedback supports informed improvement and clarity of outcome.</p> <p>Do:</p> <p>Analyse and interpret the meaning of the stimulus/brief.</p> <p>Use research and investigation of visual elements/materials/techniques/other visual sources (such as natural/man-made elements) to inform, justify and refine creative choices that respond to the stimulus/brief.</p> <p>Make informed connections between artists' and designers' work, cultural contexts and own practice.</p> <p>Develop and refine expressive or design work that communicates a clear and sustained intention or viewpoint.</p> <p>Select and justify visual elements, materials and techniques in relation to purpose and audience.</p> <p>Select an idea to create a final piece that fulfils the stimulus/brief and can demonstrate originality.</p> <p>Critically analyse and evaluate how creative decisions shape the final outcome, using relevant Art and Design vocabulary.</p> <p>Adapt and improve through ongoing reflection, feedback and iterative refinement.</p>	<p>Know:</p> <p>Dance ideas are conceptualised, structured and refined through a choreographic process of refining, rehearsing and building elements to create a final performance.</p> <p>Dance uses movement, motif development, structure, dynamics, space and choreographic devices to shape and communicate meaning, theme and intention.</p> <p>Creative decisions are informed and justified by purpose, audience and performance context.</p> <p>Critical reflection and evaluation strengthen technical and expressive quality.</p> <p>Do:</p> <p>Select, apply and refine appropriate elements and movements in keeping with the dance tone and theme.</p> <p>Select and justify music and media in relation to timing, mood and intended impact.</p> <p>Create and develop a motif that is performed repeatedly with variation, control, clarity and intention.</p> <p>Select and justify movement, structure and choreographic choices.</p> <p>Critically analyse how choreographic decisions shape meaning and audience response.</p> <p>Refine work through structured rehearsal, feedback and purposeful adaptation.</p>	<p>Know:</p> <p>Dramas are crafted through deliberate and informed choices in structure, design, conventions, genre, style and format.</p> <p>Drama and production skills can be skilfully combined and refined to control pace, build tension, shape character and relationships, and communicate meaning, mood and intention to an audience.</p> <p>Characters can be developed and sustained with depth and credibility through precise use of voice, movement and rehearsal techniques.</p> <p>Do:</p> <p>Create performances by selecting, combining and refining production skills, staging, conventions, genre, themes and issues, style and structure to develop ideas, build tension and communicate meaning and audience impact with clarity and control.</p> <p>Apply, sustain and refine drama skills across a range of contrasting roles.</p> <p>Adapt, refine and justify choices during rehearsal to strengthen character, relationships, atmosphere and impact.</p> <p>Critically reflect on and evaluate with increasing precision to improve drama and production skills.</p>
<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Look at more than one artist or designer's work/style/movement to make comparisons.</p> <p>Work through all stages of the creative process and design brief.</p> <p>A stimulus may be a question, image (others' and own), text, performance (film/music etc), artefact, theme, own previous work.</p> <p>Understanding of roles, opportunities and careers in Art and Design.</p>	<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Stimulus examples - auditory, visual, text.</p> <p>Select and refine movement, structure, dynamics and choreographic devices to communicate intention.</p> <p>Rehearsal processes that allow dancers to adapt, improve and refine choreography.</p> <p>Collaborative work where dancers negotiate ideas, roles and responsibilities.</p> <p>Reflect on and evaluate performances to identify strengths and areas for improvement.</p>	<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Mood and atmosphere, time period, audience response</p> <p>Voice: accent and dialect, projection, register</p> <p>Movement: use of direction and space, proxemics, mannerisms, contrast, timing</p> <p>Rehearsal techniques: improvisation, role reversal.</p> <p>Form: forum theatre, monologue.</p> <p>Conventions: aside, movement, split stage, soliloquy, monologue.</p> <p>Style: Naturalistic, non-naturalistic</p> <p>Genre: Commedia dell'Arte, farce, satire, docudrama.</p> <p>Production skills: costume, lighting, sound, props, hair and makeup, set design</p>	

Sub-strand	Film & Screen	Music
	<p>Understand: Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.</p> <p>Know:</p> <p>Scripts are central to structuring narrative and guiding production decisions.</p> <p>The filmmaking process involves pre-production, production and post-production.</p> <p>How the plot, theme and structure of Film and Screen products inform and influence audience response.</p> <p>Planning is influenced and shaped by constraints of budget, compliance and risk assessment.</p> <p>Engagement in set etiquette is essential for effective collaboration and professional practice.</p> <p>Specific purpose of Film and Screen departments, roles and responsibilities.</p> <p>Do:</p> <p>Develop, structure and refine scripts of more than one scene, for a variety of Film and Screen products.</p> <p>Plan, create and present Film and Screen products in response to briefs that are suitable for an identified audience.</p> <p>Edit and refine Film and Screen products in response to briefs, that are suitable for an identified audience.</p> <p>Collaborate effectively and demonstrate professional set etiquette in the making of own and others' Film and Screen products.</p> <p>Undertake and reflect on a range of production roles.</p>	<p>Understand: Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.</p> <p>Know:</p> <p>Musical styles, genres, composers and contexts can influence creative and performance decisions.</p> <p>Musical concepts and vocabulary can be used to describe, explain and justify creative choices.</p> <p>Musical ideas can be developed, refined and evaluated through a creative process informed by exploration and experimentation and adapted in response to feedback.</p> <p>Creative context and purpose influence how music is created, developed and presented.</p> <p>Do:</p> <p>Analyse and interpret the work of others to develop and refine creative choices.</p> <p>Investigate and interpret musical influences to inform creative and performance decisions.</p> <p>Create, develop and refine musical ideas using instruments, voices and/or technology, applying musical elements such as melody, harmony, rhythm, timbre, style, texture, tempo, dynamics and structure.</p> <p>Evaluate and justify creative choices and processes using appropriate musical vocabulary.</p> <p>Refine creative musical work in response to reflection, rehearsal and feedback, considering purpose and context.</p>
<p>Fourth Level</p>	<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Plan, script, create and edit short films or screen products inspired by a brief, showing a clear beginning, middle and end.</p> <p>Use storyboards and planning tools to map out sequences, including shot lists, sound, and simple narrative structure.</p> <p>Experiment with different filmmaking approaches, including trying out alternative shots, sounds and ways of telling a story before selecting preferred ideas.</p> <p>Use a range of camera shots and angles, exploring how images, sound and movement work together to tell a story and create meaning.</p> <p>Select, record or add sound (e.g. dialogue, music, effects) to match mood, action or character.</p> <p>Work collaboratively in small teams, taking on different roles (e.g. director, camera operator, editor), and showing communication, cooperation and shared responsibility.</p> <p>Demonstrate safe and respectful working practices ('set etiquette') during filming, including listening, carrying out role responsibilities and supporting others.</p> <p>Adapt and improve work during the process, responding to challenges, new ideas or feedback.</p> <p>Share work and reflect on outcomes, discussing strengths, areas for improvement and how creative choices (image, sound, structure) influenced the final film.</p>	<p>Notes:</p> <p>Includes, but not limited to:</p> <p>Explore and reflect on musical features, structure and concepts to inform composition and improvisation.</p> <p>Research may include listening to, analysing and comparing music from a diverse range of genres, cultures, historical periods and contemporary contexts.</p> <ul style="list-style-type: none"> - Rock music: structural features may include verse and chorus, bridge, middle 8. - Scottish music - identifying A and B parts of a tune, or how a set of tunes has been constructed. - Jazz music - how harmonic chord progressions can support improvisation and creative development. <p>Creative context and purpose:</p> <ul style="list-style-type: none"> - creating music for live performance, recording or digital media - selecting appropriate styles, structures and instrumentation - adapting musical ideas to suit context <p>Use appropriate music vocabulary when discussing and evaluating music such as melody, harmony, rhythm, timbre, style, texture, tempo, dynamics, structure and genre.</p> <p>Creative work may be developed individually or collaboratively through discussion, feedback, rehearsal and shared decision making.</p> <p>Learners may be supported in creating music through a range of online resources, such as those designed for building chord progressions and exploring improvisation.</p> <p>Support may also include but is not limited to the use of digital tools and platforms, such as Chrome Music Lab, GarageBand, or Noteflight.</p>

Version History

Version	Date	Detail
Version 1	23 June 2026	First released

Early Draft Sample