Curriculum Improvement Cycle
Draft Technical Framework
Expressive Arts

November 2026

Version 1.0

These are draft materials. The content, format and style are subject to change. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session. There is no expectation on educators, schools or settings to do anything now with these drafts. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

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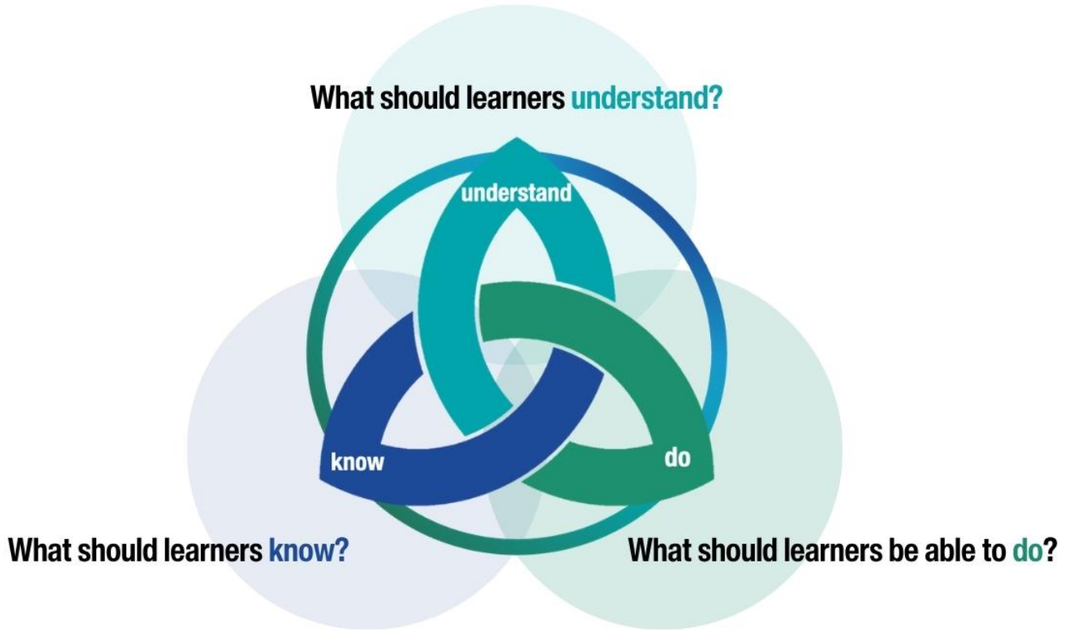
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The Know-Do-Understand (KDU) framework



How the KDU knots are written

Understand:
Statements that decribe the relationship between concepts.

Know:
Facts, definitions or **case studies** that learners need to know to develop the understanding above.

Do:
Skills, **processes** and **procedures** learners need to know to develop the understanding above.

Notes:
Information that helps practitioners in their planning for this KDU knot.

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Introduction to the Expressive Arts Know-Do-Understand Framework

The Expressive Arts Technical framework sets out the Know-Do-Understand (KDU) that learners develop from Early to Fourth Level. It provides a shared framework for progression across the Expressive Arts while allowing practitioners to make decisions about the contexts, content and learning experiences that are appropriate for their learners and the Expressive Art being explored. The framework is organised around four Big Ideas, which describe the main areas of learning across the Expressive Arts. Each Big Idea contains strands that show how learning develops across the levels. Within these strands, KDU knots bring together what learners need to know and do in order to develop the understanding at each level.

At Early and First Level, an integrated approach supports broad, rich and meaningful creative experiences across the Expressive Arts. This enables learning to draw on connections between Art and Design, Dance, Drama, Film and Screen and Music and Music Technology in ways that are responsive to context, setting and the needs of the learning community.

From Second Level onwards, the organisation of learning broadens to recognise the distinctive knowledge, vocabulary, techniques and creative processes associated with each Expressive Arts discipline. Presenting these as separate curricular areas supports progression into later learning and makes learners' entitlement across the breadth of the Expressive Arts more visible.

The introduction of separate subjects is not intended to increase the volume of learning and teaching or suggest that disciplines should be taught in isolation. Opportunities for interdisciplinary, connected and collaborative learning remain important. There is no expectation that all five curricular areas will be undertaken consecutively, with the emphasis varying according to the learning context and purpose. Practitioners should use their professional judgement to plan learning that is rich, relevant and responsive to their setting and learners' needs, drawing on local opportunities, interests, expertise and resources. Together, the five curricular areas support learners' entitlement to breadth, richness, coherence and progression across the Expressive Arts.

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Expressive Arts Purpose Statement

In Scotland, Expressive Arts are vital to the success of all children and young people. Engagement with the arts and culture contributes to a more inclusive, relevant and future-ready education: one that values personal expression, cultural understanding and the transformative power of the arts. Expressive Arts fosters learner voice, artistic growth and critical reflection, enabling young people to access creative experiences.

The Expressive Arts inspire joy, nurture identity and build confidence through meaningful interconnected experiences. They empower learners to explore and express who they are, build connections with others and develop the creativity and imagination to contribute to a fairer, more sustainable world.

Through rich, dynamic experiences, learners cultivate essential, transferable skills that support achievement and attainment across learning, life and work in a diverse and ever-changing world.

Big Ideas

Create and Innovate: The Creator's Toolkit	Express and Communicate: The Artist's Voice	Interpret and Evaluate: The Shared Response	Identity, Culture and Connection: Art as Human Endeavour
Through curiosity and experimentation, we generate ideas and realise them using creative and technical skills. Creativity is a process which generates ideas that have value. We explore and experiment with ideas and processes, making meaningful connections. 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.	Creative self-expression enables us to convey our thoughts, feelings and ideas through chosen art forms. The arts provide a powerful platform to share unique perspectives, reflect and engage with others. We build our confidence and celebrate our voice through the sharing of creative works. Engagement through the arts nurtures our lifelong skills that support emotional awareness, meaningful expression and develops imagination.	Through developing knowledge and understanding, we appreciate, reflect and respond critically to our own and others' work. Through the expressive arts, we learn to reflect on our own and others' creative processes. This reflective practice deepens our understanding and supports our creative growth. By responding to stimuli, we develop appropriate vocabulary to engage in dialogue about expressive arts, while building confidence in our evaluation and opinions.	Exploring identity, culture and connection in the expressive arts is fundamental to celebrating our own and other's identity, heritage and sense of belonging. Nurturing curiosity, appreciation and pride, we are supported to learn about cultural traditions, values and beliefs. By engaging with shared artistic experiences, we strengthen our sense of belonging and deepen our cultural awareness and understanding. We explore diverse global traditions and experiences, while enhancing our appreciation of Scotland's rich cultural heritage.

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Summary of Progression

Strand	Statements of Understanding				
	Early	**First**	**Second**	**Third**	**Fourth**
	Expressive Arts		**Art and Design, Dance, Drama, Film and Screen and Music and Music Technology**		
Creative Process	Creative ideas emerge through curiosity, play and exploration as discoveries are shaped into meaningful ideas.	In the Expressive Arts, ideas are developed through exploration, imagination and making creative choices.	Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.	Creative decision making becomes deliberate as ideas are considered, refined and organised to achieve an intended purpose.	Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.
Perform, Present and Produce	The Expressive Arts communicate ideas, feelings and experiences.	The choices we make, shape how ideas, feelings and meaning are communicated through the Expressive Arts.	The communication of ideas can shape how different audiences interpret and respond to creative work.	Creative work can be refined and organised to strengthen meaning, purpose and audience engagement.	Artistic choices shape interpretation, deepen meaning and create impact for specific audiences and purposes.
Self-expression	Self-expression communicates experiences, feelings and ideas.	Self-expression develops through creative exploration of ideas, feelings and imagination.	Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.	Self-expression is influenced by personal perspectives, experiences and culture to communicate ideas.	Self-expression communicates a creative voice through purposeful choices.
Reflect and Respond	Play and exploration across the Expressive Arts shapes thoughts, feelings and responses.	Personal responses can support awareness of choices across the Expressive Arts.	Creative choices affect how work is experienced, understood and interpreted.	Making connections between creative decisions, purpose and context helps to shape understanding of meaning and interpretation within artistic work.	Evaluating artistic work involves making informed judgements about choices, context and interpretation that explain meaning and impact.
Cultural Awareness and Understanding	The arts can be used to express feelings and experiences related to a place or people.	The arts help us express and share feelings, experiences and connections to people and places.	Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.	Artistic choices, styles and forms reflect cultural meanings and may be interpreted differently in different cultural contexts.	Cultural, historical and societal contexts shape artistic choices, styles and movements and shape how creative expression is understood and interpreted by different people and communities.

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Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="2">Creative Process
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 and Music Technology. 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.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Creative ideas emerge through curiosity, play and exploration as discoveries are shaped into meaningful ideas.</td></tr>
<tr><td>Know:
Curiosity, play and exploration support creativity and the development of ideas.

Sound, movement, materials and digital tools can be explored and used in different ways to create and express ideas.</td><td>Do:
Explore, experiment and create ideas through play.

Experiment with materials, tools, sounds, movement, stories and digital devices by making marks, moving the body, using the voice and responding to sensory experiences.

Use the body and imagination to explore ideas, engage in role play, communicate feelings and participate in creative processes independently and collaboratively.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• creative experiences which combine Art and Design, Dance, Drama, Film and Screen and Music and Music Technology in meaningful and relevant contexts.
• opportunities to create, communicate and represent ideas, inspired by stories, images, sounds, movement, places, people, cultures and the natural world.

Art and Design
• drawing, painting, clay, playdough, junk modelling, loose parts, construction and exploration of natural and recycled materials.
• creating images, models, patterns and designs inspired by stories, experiences, interests and the environment.

Dance
• movement exploration, action songs, travelling, turning, jumping, balancing and creating simple movement sequences.
• responding to music, stories, images and emotions through movement and dance.

Drama
• storytelling, puppetry, role play, small world play, imaginative play and character exploration.
• exploring real and imagined situations through voice, movement and dramatic play.

Film and Screen
• images and animation.
• using digital devices to capture, document, create and share ideas, stories and creative experiences.

Music and Music Technology
• singing games, rhymes, body percussion, sound and instrument exploration.
• exploring tempo, dynamics, rhythm and pitch through music-making and simple music technologies.

Notes
• opportunities to create meaning by combining visual, movement, dramatic, digital and musical elements.
• open-ended experiences that encourage experimentation, creativity, imagination and personal choice.
• opportunities to revisit, adapt and extend ideas through discussion, reflection and further exploration.
• independent and collaborative creative experiences which support agency, communication and creative thinking.</td></tr>
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<table>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: In the Expressive Arts, ideas are developed through exploration, imagination and making creative choices.</td></tr>
<tr><td>Know:
Creative ideas can be generated, developed and communicated through the Expressive Arts.

Simple creative techniques, processes and approaches used across the Expressive Arts support the development of ideas.</td><td>Do:
Explore, create and develop ideas through practical Expressive Arts experiences such as purposeful exploration of sounds, movement, materials, stories and digital tools.

Create and share ideas, communicate feelings, take on roles, explore sounds and instruments and make simple creative choices independently and with others.

Adapt work in response to feedback or reflections and begin to talk about creative decisions and describe how their work has developed.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• developing creative work that combines Art and Design, Dance, Drama, Film and Screen and Music and Music technology.
• using movement, sound, story, image, materials and digital technologies to communicate ideas, experiences and imagination in purposeful ways.

Art and Design
• exploring and developing ideas through drawing, painting, printmaking, sculpture, collage and design.
• selecting materials, techniques and processes to communicate ideas and interests.

Dance
• creating, performing and adapting movement sequences using space, direction, speed and level.
• responding to stimuli through movement and choreography.

Drama
• developing characters, situations and stories through role, voice and movement.
• using improvisation and storytelling to communicate ideas and experiences.

Film and Screen
• creating and adapting photographs, animations and short films.
• combining image, sound and sequencing to communicate ideas and tell stories.

Music and Music Technology
• exploring singing, rhythm, pitch, dynamics and instruments.
• using digital technologies to record, organise and create musical ideas.

Notes
• opportunities to combine visual, dramatic, musical, movement and digital elements to communicate meaning.
• experiences which encourage revisiting, adapting and improving creative work.
• opportunities to collaborate, problem-solve and respond to feedback during the creative process.
• creative experiences that support increasing independence, decision-making and purposeful communication.</td></tr>
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<table>
<tr><th></th><th colspan="2">Art and Design</th><th colspan="2">Dance</th><th colspan="2">Drama</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.</td><td colspan="2">Understand: Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.</td><td colspan="2">Understand: Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.</td></tr>
<tr><td>Know:
Creating art and design is a process where visual elements and design concepts, materials and techniques can be selected, explored and combined to develop and refine ideas in response to a stimulus/brief.

Creative ideas can be generated and developed from observation, imagination, experience and a range of stimuli including 2D and 3D.

Experimenting with materials supports creative development.</td><td>Do:
Explore and experiment with materials, techniques and visual elements and design concepts, responding to a stimulus/brief.

Generate and develop ideas by applying knowledge of visual and design concepts, materials and techniques to problem solve and create informed outcomes.

Describe how creative choices influence the development of ideas, using relevant art and design vocabulary.</td><td>Know:
Stimuli such as music, stories, popular culture, themes or experiences can generate ideas and inspire creative movement.

Movement, rhythm and choreographic devices work together to create, structure and develop movement ideas.

Movement choices such as space, levels, dynamics and relationships influence the creative process.</td><td>Do:
Explore, experiment and improvise with movement and rhythm to create and refine an idea.

Create and perform movement sequences using different levels, directions and formations.

Use a range of choreographic devices to develop ideas.</td><td>Know:
Drama skills include developing and sustaining characters through appropriate voice, movement and rehearsal techniques.

Dramas can be structured to communicate a clear sequence of events and are developed through shared decision-making in the creative process.

Production elements can enhance character, setting, mood and atmosphere.</td><td>Do:
Generate ideas in response to a range of diverse stimuli.

Experiment with and apply voice and movement skills to create and sustain a role.

Use simple rehearsal techniques and dramatic conventions to develop ideas and character.

Work in groups to create and rehearse dramas.

Choose and apply production elements such as costume, props and sound to support ideas.

Use appropriate drama vocabulary to describe and reflect on work.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• stimuli such as questions, images, texts, objects, artefacts, themes and music
• research approaches such as investigating the work of artists, makers and designers and observational drawing from objects, artefacts, environments and images
• design contexts such as fashion and textiles, jewellery, architecture, graphics and product design
• visual elements such as line, colour, shape, form, pattern, texture and tone

Notes
The creative process in art and design typically involves stimulus or design brief → research and exploration → development and refinement → outcome.

Stimuli, research and observation can be used to generate, investigate and develop creative ideas.

A design brief identifies a purpose or challenge, considering what is being designed, who it is for and how it will meet a need.

Outcomes may take a range of forms and reflect creative and design thinking.

Visual elements support the development, analysis and communication of ideas across art and design contexts.</td><td colspan="2">Includes, but not limited to
• dance experiences such as solo, partner and group work travelling, jumping, turning, gesturing, balancing and hopping
• dance elements and spatial concepts such as levels, directions, pathways, positions, shapes and patterns
• choreographic devices such as repetition, canon and mirroring

Notes
Dance sequences may be taught, created, adapted and refined independently and collaboratively.

Movement ideas can be explored, selected and organised to communicate intention and structure dance sequences.

Dance elements and spatial awareness support the creation and performance of dance.

Choreographic devices can be used to develop, organise and extend movement material.

Repetition involves repeating movements or sequences.

Canon involves performing the same movement in succession.

Mirroring involves matching and reflecting movement with others.

Dance-making provides opportunities to experiment with, combine and refine movement choices.</td><td colspan="2">Includes, but not limited to
• stimuli such as themes, issues, poetry, media and topical events.
• drama techniques such as voice (clarity, accent, pace, pause and emphasis), movement (body language, posture, gesture and positioning) and rehearsal techniques (hot seating, writing in role and thought tracking).
• production skills such as costume, sound, props and staging.
• dramatic forms such as mime, spontaneous improvisation, rehearsed improvisation and scripted drama.
• drama conventions such as narration and tableaux (freeze-frame).

Notes
Drama can be created, explored and developed using a range of stimuli to inspire ideas, themes, characters and situations.

Voice, movement and rehearsal techniques support the creation, development and communication of dramatic ideas.

Dramatic forms, conventions and production skills can be used to create meaning, structure performances and engage audiences.

Selecting and combining appropriate dramatic techniques, conventions and production elements supports effective and meaningful performances.</td></tr>
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<table>
<tr><th></th><th colspan="2">Film and Screen</th><th colspan="2">Music and Music Technology</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.</td><td colspan="2">Understand: Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.</td></tr>
<tr><td>Know:
Film and screen products tell stories using images, sound and movement and can come from real-life or imagined experiences.

There are different types of products you can create, such as animation and live-action film, using different types of techniques.

The filmmaking process involves experimenting, adapting, communicating and collaborating.

Films have a planned structure.

There are different roles involved in making films.</td><td>Do:
Plan, create and present short film and screen products, inspired by a brief, that tell different types of stories.

Experiment with filmmaking approaches to explore creative choices as part of the production process.

Choose and use basic camera shots and add or select sound to match mood or action.

Demonstrate understanding of communication, collaboration and set etiquette during the production process.

Reflect on creative choices and suggest improvements.

Undertake a production role.</td><td>Know:
Voice, instruments and technology can be used to create and structure music.

Experimenting with musical elements is a key part of creating music.

Musical ideas can be developed and refined through listening, improvising, creating and responding to stimuli.

Different instruments (traditional and digital) and voices have unique sounds and characteristics.

Recording and playback can be used to capture, review and improve musical ideas.</td><td>Do:
Explore ways to create and develop music using various instruments and voices, technology and musical elements.

Inspired by a stimulus, work individually and/or in groups to create music to convey a feeling, character or sequence of events.

Evaluate own and others' creative choices.

Use appropriate digital tools to record and playback musical ideas to develop and refine creative work.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• planning tools such as story mountains, storyboards and shot lists
• story types such as factual and fictional narratives and stories told from different perspectives
• film techniques such as close-up, medium and wide shots, panning, lighting, music and sound effects
• filmmaking roles such as director, camera operator and editor

Notes
Film can be planned, created and shared to communicate ideas, information, stories and perspectives.

Story structure and planning processes support the development and organisation of visual and audio ideas and may include a beginning, middle and end.

Creative choices involving camera techniques, lighting and sound contribute to meaning, mood and audience engagement.

Filmmaking provides opportunities to collaborate, take on different roles and contribute to a shared creative outcome.

Safe, respectful and responsible working practices, including set etiquette, support effective teamwork during production.

Reflection and evaluation support the refinement of creative decisions and outcomes.

Live-action filmmaking involves recording real people, objects and environments.</td><td colspan="2">Includes, but not limited to
• music-making experiences such as singing, playing tuned and untuned instruments, using music technologies and apps and creating sounds by tapping, striking, rustling, shaking and plucking.
• instrument families such as strings, brass, woodwind and percussion.
• pattern-making approaches such as echo, call and response, repetition, step and leap and ascending and descending patterns.

Notes
Music can be created, performed and explored individually and collaboratively using vocal, instrumental and digital resources.

Musical elements support the creation, performance and understanding of music.

Listening, copying, repeating, responding to and creating patterns support the development of musical understanding and creativity.

Musical ideas may develop from joining in with others, to copying, responding to and creating original patterns and sequences.

Instruments can be grouped into families according to how sound is produced.

Creative choices involving sound, patterns and musical elements contribute to the character and purpose of music.

Musical elements at this level: pitch, rhythm, tempo and dynamics.</td></tr>
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<tr><th></th><th colspan="2">Art and Design</th><th colspan="2">Dance</th><th colspan="2">Drama</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Creative decision making becomes deliberate as ideas are considered, refined and organised to achieve an intended purpose.</td><td colspan="2">Understand: Creative decision making becomes deliberate as ideas are considered, refined and organised to achieve an intended purpose.</td><td colspan="2">Understand: Creative decision making becomes deliberate as ideas are considered, refined and organised to achieve an intended purpose.</td></tr>
<tr>
<td>Know:
The creative process for art and design is a cycle: stimulus/brief, research, develop, outcome and evaluate.

Creative ideas are developed through experimentation, adaptation and purposeful refinement.

Visual and design elements, materials and techniques can be selected, manipulated and used with increasing consideration.

A design brief outlines a problem to be solved, with a client, target market, requirements and restrictions.

Research is used to inform and justify creative ideas and decisions.</td>
<td>Do:
Explore and interpret the meaning of the stimulus/brief using visual elements and design concepts and techniques.

Investigate relevant visual elements, materials, techniques, other artists' and designers' work and sources such as natural or man-made elements.

Use research to create, develop and refine ideas that respond to the stimulus/brief.

Select and justify ideas to create a final outcome that fulfils the stimulus/brief and may include elements of originality.

Evaluate and justify how creative choices develop and refine ideas, evaluating the success of the outcome.</td>
<td>Know:
Choreographic processes are used to develop and refine dance ideas through movement selection, adaptation, combination and structure.

Use of choreographic device and motif reflect the core theme of a stimulus.</td>
<td>Do:
Create an original dance using selected movement elements, choreographic devices and music in response to a stimulus/theme.

Develop an original motif in response to theme or stimulus.</td>
<td>Know:
Dramas are shaped through structure, style, design, dramatic conventions, genre and form.

Drama skills and production elements can be selected and combined to control pace, build tension, develop character and relationships and shape meaning.

Drama skills can be developed and refined through increasingly deliberate use of voice and movement. Rehearsal techniques support development and experimentation.</td>
<td>Do:
Generate and develop ideas from a range of diverse stimuli to achieve an intended purpose.

Experiment with and select dramatic conventions, structure, genre and production elements to shape ideas and build tension.

Apply and refine drama skills across a variety of roles.

Adapt and develop ideas in response to feedback and self-evaluation.

Use appropriate drama vocabulary to describe and reflect on work.</td>
</tr>
<tr>
<td colspan="2">Includes, but not limited to
stimuli such as questions, images, texts, objects, artefacts, themes, music and performance
research sources including the work of artists, designers, makers and creative practitioners
starting points for idea development, including observational drawing from objects, environments, artefacts and images
design outcomes such as fashion and textiles, jewellery, architecture, graphics and product design
visual elements including line, colour, shape, form, pattern, texture and tone
Notes
Stimuli support the generation, exploration and development of creative ideas. Research, investigation and engagement with artists, designers and makers inform creative decisions.

Observational drawing supports noticing, recording, analysing and developing ideas.

Design briefs identify purpose, audience, requirements and constraints.</td>
<td colspan="2">Includes, but not limited to
dance elements such as space, timing, dynamics and relationships
choreographic devices such as canon, mirroring, repetition, retrograde, accumulation, motif and theme and variation
movement experiences which support the development of refined dance skills and movement quality
Notes
Dance elements can be used individually and in combination to create, perform and evaluate dance.

Refinement of movement skills supports greater control, precision, expression and confidence in performance.

Choreographic devices can be used to structure, develop and extend movement ideas within a dance sequence.

Retrograde involves performing movements in reverse order and direction.</td>
<td colspan="2">Includes, but not limited to
drama concepts such as tension, purpose, character and status
voice techniques such as tone, emphasis, articulation and intonation
movement techniques such as direction, use of space, proxemics, levels, positioning, gesture and facial expression
rehearsal techniques such as voices in the head, character cards, role play and thought tunnel
dramatic forms such as spontaneous improvisation, rehearsed improvisation, scripted drama, mime and pantomime
drama conventions such as flashback, flashforward, frozen picture, slow motion and voice-over
dramatic structures such as linear and non-linear narratives
dramatic styles such as naturalistic and non-naturalistic drama
drama genres such as tragedy, comedy, melodrama, tragicomedy and mystery
production skills such as costume, lighting, sound and props
Notes
Voice and movement techniques can be used to communicate character, mood, meaning and intention.</td>
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	Visual elements communicate ideas, create meaning and enhance visual impact. Awareness of art and design careers supports understanding of creative applications and pathways.	Accumulation involves adding movements, phrases or performers over time to build and develop a sequence. Motif refers to a short movement pattern that is repeated, adapted or developed throughout a dance and may represent an emotion, character, idea or theme. Selecting and combining dance elements and choreographic devices supports the communication of meaning, intention and artistic expression.	Rehearsal techniques support the exploration, development and refinement of characters, ideas and performances. Production elements can enhance atmosphere, focus attention and support the communication of dramatic intent.

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<table>
<tr><th></th><th colspan="2">Film and Screen</th><th colspan="2">Music and Music Technology</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Creative decision making becomes deliberate as ideas are considered, refined and organised to achieve an intended purpose.</td><td colspan="2">Understand: Creative decision making becomes deliberate as ideas are considered, refined and organised to achieve an intended purpose.</td></tr>
<tr>
<td>Know:
The importance of a script in the filmmaking process.

The filmmaking process involves pre-production, production and post-production.

Intended purpose, including audience impact, is planned and realised in response to a filmmaking brief.

Film and screen products are developed, produced and edited in response to a filmmaking brief.

Shared expectations, set etiquette and collaboration influence the quality and effectiveness of creative work.

Film and screen industries have a wide variety of crew roles.

Camera, sound and editing decisions are selected and used purposefully to shape meaning and creative choices.</td>
<td>Do:
Develop and structure scripts of more than one scene, for a variety of film and screen products.

Plan, create and present film and screen products in response to briefs that are suitable for an identified audience.

Edit film and screen products in response to briefs, that are suitable for an identified audience.

Collaborate and show effective use of set etiquette in the making of own and others' film and screen products.

Undertake and reflect on a variety of production roles.</td>
<td>Know:
Music from a diverse range of styles, genres and contexts can inform and influence creative decisions and stylistic choices.

Musical elements can be combined to create and develop musical composition.

Musical ideas are developed and adapted through a creative process that includes exploring, generating and refining.

Creating music can involve individual creativity, communication, collaboration and shared decision-making.

Recording, playback and editing can be used to develop, adapt and refine musical ideas throughout the creative process.</td>
<td>Do:
Explore, listen to and discuss music from different styles, genres and contexts to help shape creative choices.

Use musical elements, instruments, voices and technology to create and develop a musical composition and/or digital project.

Explore, develop and refine musical ideas independently and with others, making changes in response to reflection and feedback on creative choices.

Use digital tools to record, edit and review musical ideas, making purposeful changes to develop compositions and performances.</td>
</tr>
<tr>
<td colspan="2">Includes, but not limited to
• planning tools such as storyboards, shot lists, briefs and narrative frameworks
• filmmaking techniques such as camera shots, angles, sequencing, editing, visual storytelling and audio elements including dialogue, music, sound effects and ambient sound
• filmmaking roles and collaborative practices such as director, camera operator, location scout, props master, editor, communication and shared decision-making

Notes
Film and screen products can be planned, created and edited in response to a brief, purpose or creative intention.

Story structure and planning processes support the organisation and development of narrative, visual and audio ideas.

Experimentation and creative choices involving image, sound, movement and editing can communicate meaning, mood, character and perspective.

Filmmaking involves collaboration, shared responsibilities and safe, respectful working practices, including set etiquette.

Creative work can be adapted, refined and evaluated in response to challenges, emerging ideas and feedback.

Reflection supports understanding of how creative decisions influence the process, outcome and audience experience.</td>
<td colspan="2">Includes, but not limited to
• musical styles and genres such as orchestral music, musical theatre and popular music
• creative approaches such as improvisation, pentatonic scales, melodic, rhythmic and chordal ideas
• digital music-making tools and projects such as Digital Audio Workstation (DAW), software, apps, radio broadcasts, film and game music, loops, video clips and sound effects

Notes
Listening to and reflecting on music from different styles, times and places supports musical understanding and appreciation.

Musical features such as structure, instrumentation, compositional techniques and musical elements can be identified, discussed and applied creatively.

Improvisation supports the exploration, development and refinement of musical ideas.

Digital technologies can be used to create, record, edit, arrange and share music and multimedia content.

Reflection and evaluation support the development of musical processes and creative outcomes.

Musical elements at this level: melody, harmony, rhythm, tempo and dynamics.</td>
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<tr><th></th><th colspan="2">Art and Design</th><th colspan="2">Dance</th><th colspan="2">Drama</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.</td><td colspan="2">Understand: Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.</td><td colspan="2">Understand: Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.</td></tr>
<tr><td>Know:
Creative ideas are developed through an evolving process involving exploration, refinement, resolution and critical reflection.

Artists and designers select, manipulate, refine and justify visual and design elements, materials, techniques and processes to communicate thoughts and ideas.

Researching artists, designers, styles and contexts informs and supports justified creative decisions.

Critical evaluation of work and feedback supports the development process to improve art and design work.</td><td>Do:
Analyse and interpret a stimulus or brief.

Research and investigate visual sources to inform creative decisions.

Make connections between creative influences and personal practice.

Develop and refine creative ideas, intentions or viewpoints to create an original outcome.

Select and justify visual elements, design concepts, materials and techniques for a purpose/audience.

Evaluate and refine creative work using appropriate vocabulary.</td><td>Know:
Dance ideas are conceptualised, structured and developed through a choreographic process of experimenting and building elements to create a final performance.

Dance uses movement, motif development, structure, dynamics, space and choreographic devices to shape and communicate meaning, theme and intention.

Creative decisions are informed and justified by purpose, audience and performance context.

Dance compositions use contrast, variation, structure and development to deepen meaning and impact.</td><td>Do:
Select, apply and refine appropriate elements and movements in keeping with the dance tone and theme.

Select and justify music and media in relation to timing, mood and intended impact.

Create and develop a motif that is performed repeatedly with variation, control, clarity and intention.

Select and justify movement, structure and choreographic choices.</td><td>Know:
Dramas are created through planned choices in structure, design, dramatic conventions, genre, style and form.

Drama skills and production elements can be combined and refined to control pace, build tension, shape character and relationships and communicate meaning and mood.

Characters can be developed and sustained through controlled use of drama skills.

Rehearsal techniques support experimentation and refinement.</td><td>Do:
Independently generate, test and develop ideas from different stimuli.

Experiment with, select and combine dramatic conventions, genre, style, structure and production elements to shape a performance concept

Apply and sustain drama skills across roles.

Adapt and justify developing ideas in response to reflection and feedback.

Use appropriate drama vocabulary to describe and reflect on work.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• artists, designers, styles and movements from different times, places and cultures
• visual elements such as line, colour, shape, form, pattern, texture and tone
• roles and careers within art and design such as artist, designer, architect, illustrator, animator, craftsperson and digital creative practitioner

Notes
Exploring and comparing the work of artists, designers, styles and movements supports critical thinking, analysis and creative decision-making.

The creative process involves research, exploration, development, refinement and realisation of ideas.

Similarities and differences between artistic and design approaches can be identified and discussed using appropriate vocabulary.

Visual elements can be used individually and in combination to communicate ideas, meaning and intended effects.

Awareness of roles and career pathways supports understanding of how creative knowledge and skills can be applied in different contexts.</td><td colspan="2">Includes, but not limited to
• stimuli such as auditory, visual and textual sources
• choreographic features such as movement, structure, dynamics and choreographic devices
• collaborative approaches such as sharing ideas, negotiating roles, making decisions and taking responsibility

Notes
Dance can be inspired by a range of stimuli that support the generation, development and communication of ideas.

Movement material can be selected, adapted and refined to communicate intention and artistic expression.

Structure, dynamics and choreographic devices can be combined purposefully to develop and organise dance sequences.

Collaboration supports the sharing, development and refinement of ideas, roles and responsibilities throughout the creative process.</td><td colspan="2">Includes, but not limited to
• dramatic concepts such as mood, atmosphere, time period and audience response
• drama techniques such as voice (accent, dialect, projection and register), movement (use of space, proxemics, mannerisms, contrast and timing) and rehearsal techniques (improvisation and role reversal)
• dramatic forms and conventions such as forum theatre, monologue, aside, split stage, soliloquy and stylised movement
• dramatic styles and genres such as naturalistic and non-naturalistic theatre, Commedia dell'Arte, farce, satire and docudrama
• production skills such as costume, lighting, sound, props, hair and make-up and set design

Notes
Drama can be shaped through the purposeful use of concepts, techniques, forms, conventions and production elements.

Voice, movement and rehearsal techniques support the development and refinement of characters, ideas and performances.</td></tr>
</table>

			Forms, conventions, styles and genres can be used to structure narratives, communicate viewpoints and explore different theatrical traditions and approaches. Production elements can enhance meaning, establish context and influence audience experience and response. Creative and performance choices influence how drama is interpreted by audiences.

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<table>
<tr><th></th><th colspan="2">Film and Screen</th><th colspan="2">Music and Music Technology</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.</td><td colspan="2">Understand: Creative work is influenced by artistic and cultural contexts and refined through critical reflection to form a coherent creative vision.</td></tr>
<tr>
<td>Know:
Scripts are central to structuring narrative and guiding production decisions.

Creative processes are involved in developing, shaping and refining film ideas throughout the pre-production, production and post-production.

Plot, theme and structure of Film and Screen products inform and influence audience response.

Planning is influenced and shaped by constraints of budget, compliance and risk assessment.

Engagement in set etiquette is essential for effective collaboration and professional practice.

The specific purpose of film and screen departments, roles and responsibilities.</td>
<td>Do:
Develop, structure and refine scripts of more than one scene, for a variety of film and screen products.

Plan, create and present film and screen products in response to briefs that are suitable for an identified audience.

Edit and refine film and screen products in response to briefs, that are suitable for an identified audience.

Collaborate effectively and demonstrate professional set etiquette in the making of own and others' Film and Screen products.

Undertake and reflect on a range of production roles across departments.</td>
<td>Know:
Musical styles, genres, composers and contexts can influence creative and performance decisions.

Musical ideas can be developed and refined through a creative process

Creative context and purpose influence how music is created, developed and presented.

Recording, editing and production techniques can be used to shape, refine and communicate musical intentions.</td>
<td>Do:
Analyse and interpret the work of others to develop and refine creative choices.

Investigate and interpret musical influences to inform creative and performance decisions.

Create, develop and refine musical ideas using instruments, voices and/or technology.

Evaluate and justify creative choices and processes using appropriate musical vocabulary.

Refine creative musical work in response to reflection, rehearsal and feedback, considering purpose and context.

Select and use appropriate digital tools and production techniques to record, edit and refine musical work, justifying creative decisions.</td>
</tr>
<tr>
<td colspan="2">Includes, but not limited to
• production considerations such as budget, time, resources, copyright, permissions and filming locations
• filmmaking roles such as script writer, director, assistant director, cinematographer, animator, production designer, editor and sound recordist
• professional practices such as set etiquette, on-set calls, communication procedures and risk assessment

Notes
Film and screen production requires planning and organisation to manage time, resources, budgets and production requirements.

Legal, ethical and safety responsibilities include copyright, permissions, location considerations and risk assessment.

Crew members contribute through a range of specialised roles and responsibilities throughout the production process.

Professional practices, including set etiquette and recognised communication procedures, support safe, respectful and effective collaboration.</td>
<td colspan="2">Includes, but not limited to
• musical styles and traditions such as rock, Scottish music and jazz
• structural devices such as verse and chorus, bridge, middle eight, A and B parts and chord progressions
• creative contexts and processes such as live performance, recording, digital media, composition, improvisation and rehearsal
• digital tools and resources such as composition software, chord progression tools and improvisation tools
Notes
Listening to, analysing and comparing music from a range of genres, cultures and contexts can inform creative and musical decision-making.

Understanding how musical features, elements and structures are used across traditions supports composition, improvisation and performance.

Musical elements can be selected, combined and manipulated to communicate ideas, purpose and artistic intention.

Music can be developed individually or collaboratively through experimentation, rehearsal, discussion, reflection and feedback.

Appropriate music vocabulary supports the discussion, analysis and evaluation of musical processes and outcomes.

Digital technologies can support the exploration, development, recording and refinement of musical ideas.

Musical understanding is developed through creating, performing, listening to and reflecting on music.

Musical elements at this level: melody, harmony, rhythm, tempo, dynamics, timbre, texture, style and structure.</td>
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<table>
<tr><td>Strand</td><td colspan="2">Perform, Present and Produce
Perform, Present and Produce is the process of preparing and sharing creative work with others. It involves organising, refining and presenting work so that ideas, stories or intentions are clear. This includes live performance, recorded formats and physical or digital display.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: The Expressive Arts communicate ideas, feelings and experiences.</td></tr>
<tr><td>Know:
Ideas, feelings and experiences can be expressed and shared in different ways.

Movement, sound, colour, gesture, shape and mark-making can be used to communicate meaning.</td><td>Do:
Use a range of materials, props, instruments and digital tools to perform and present expressive work.

Share simple creative work with others.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• experiences that encourage confidence in sharing creative work with familiar audiences.

Art and Design
• sharing drawings, paintings, models and designs.

Dance
• performing simple movement and dance sequences.

Drama
• storytelling, role play and puppetry.

Film and Screen
• sharing photographs, digital stories, recordings and animations.

Music and Music Technology
• singing games, rhymes, music-making and sound exploration.

Notes
• informal performances, sound exploration, mark-making, puppet play and role-play.
• creative choices supported through play, exploration and experimentation.
• sharing through performance, display, storytelling and digital media.
• simple creative choices such as loud/soft, fast/slow, high/low, big/small, colour, shape, character, gesture and expression.</td></tr>
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First Level

Understand: The choices we make, shape how ideas, feelings and meaning are communicated through the Expressive Arts.

Know:

Creative choices affect how expressive work looks, sounds, feels or is experienced.

Tools, techniques, materials and technologies can be used in different ways to communicate ideas and meaning.

Simple staging, arrangement or sequencing helps communicate ideas clearly.

Audiences may respond differently to creative work.

Do:

Make simple artistic choices when creating and sharing Expressive Arts work.

Communicate ideas, feelings and stories using voice, movement, sound, instruments, materials or digital tools.

Organise and present creative work in familiar contexts with some support.

Contribute to individual and collaborative Expressive Arts experiences.

Includes, but is not limited to

Integrated Expressive Arts

- opportunities to collaborate and communicate through integrated arts experiences in class assemblies, short performances and/or simple exhibitions.

Art and Design

- exhibitions, displays and design presentations using basic design layouts and repeated patterns.

Dance

- performing and adapting simple choreography and movement sequences.

Drama

- storytelling, character and role-play and group performances.

Film and Screen

- creating basic film or animation using simple storyboards and digital media.

Music and Music Technology

- group musicmaking, singing and performing.
- creating and recording music using graphic notation and/or graphic scores.

Notes

- planning and organisation of creative work, including choice of materials, resources, structure and presentation with consideration of audience, purpose and context.
- experiences that support increasing independence and decision-making.
- creative work shared through performance, exhibition, recording and display.

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<tr><th></th><th colspan="2">Art and Design</th><th colspan="2">Dance</th><th colspan="2">Drama</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: The communication of ideas can shape how different audiences interpret and respond to creative work.</td><td colspan="2">Understand: The communication of ideas can shape how different audiences interpret and respond to creative work.</td><td colspan="2">Understand: The communication of ideas can shape how different audiences interpret and respond to creative work.</td></tr>
<tr><td>Know:
Art and design works are created and presented for particular purposes and audiences.

Visual elements, materials, techniques and design concepts can influence how work is seen and understood.

Artists and designers make purposeful choices to communicate ideas and solve problems.

Composition, layout, scale and presentation affect how work is interpreted.</td><td>Do:
Plan, create and present artworks and design solutions in response to a purpose.

Select and apply visual elements, design concepts, materials and techniques to communicate an idea.

Explore and develop solutions to design problems.

Make informed decisions about presentation, including the selection, organisation and display of work.

Contribute to displays, exhibitions or portfolios.</td><td>Know:
Dance sequences are performed and organised to communicate ideas, themes and emotions.

Rehearsal, feedback and refinement support improvement in performance quality.

The importance of safe dance practise including effective warm up and cool down exercises and stretches to prevent injury.</td><td>Do:
Create a short dance sequence for an audience.

Use movement and structure to communicate ideas, feelings and themes.

Rehearse and refine movement to improve clarity and confidence.

Complete warm up, cool down and stretches to ensure the body is ready for dance.</td><td>Know:
Drama is presented through character, voice, movement and staging.

Scenes can be structured to communicate stories, ideas, themes and messages.

Production elements such as props, costume and sound contribute to meaning and atmosphere.

Audience and purpose influence performance and presentation choices.</td><td>Do:
Rehearse and present a short improvised or scripted drama for a specific audience and purpose.

Use voice and/or movement skills to communicate a character, ideas or stories.

Use simple staging and production skills to enhance meaning and atmosphere.

Rehearse and develop performance to improve confidence and communication.

Use appropriate drama vocabulary to describe and reflect on work.</td></tr>
<tr><td colspan="2">Includes, but not limited to
creative outcomes such as drawings, paintings, prints, models, products, posters, architectural concepts, exhibitions, digital presentations and other 2D, 3D and digital formats
presentation approaches such as individual and collaborative displays, exhibitions and digital showcases
design concepts such as style, function and purpose
curatorial practices such as selection, grouping, sequencing, layout, labelling and display
visual elements such as line, colour, shape, form, pattern, texture and tone
Notes
Creative work can be realised and presented through a range of 2D, 3D and digital formats.

Presentation and display involve making informed decisions about purpose, audience and context.

Design concepts support the communication of ideas and influence creative and functional outcomes.

Curatorial decisions can shape how work is organised, interpreted and experienced by an audience.</td><td colspan="2">Includes, but not limited to
performance opportunities such as class sharing, assemblies, peer audiences and informal showcases
dance experiences such as individual, paired and group performances
rehearsal approaches such as feedback, repetition and refinement
Notes
Dance can be created, rehearsed and performed for a range of audiences and purposes.

Performance experiences support the development of confidence, communication and expressive skills.

Rehearsal processes provide opportunities to improve, adapt and refine movement material through feedback and reflection.

Consideration of audience and purpose can influence performance choices and the communication of artistic intention.

Safe dance practice includes appropriate preparation of the body, including warming up prior to stretching and performance activities.</td><td colspan="2">Includes, but not limited to
voice techniques such as clarity, accent and pause
movement techniques such as body language, posture and positioning
production skills such as costume, sound and props.
staging considerations such as stage areas and the use of performance space
audiences such as peers, younger learners, community groups and wider public audiences
Notes
Drama can be created and performed to communicate ideas, tell stories and entertain audiences.

Voice and movement can be used purposefully to communicate character, mood, meaning and intention.

Production elements can enhance storytelling and support audience engagement.

Staging choices influence how performers, action and ideas are presented to an audience.

Audience and purpose can influence creative, performance and production decisions.

Target audience refers to the intended group for whom a performance is created and presented.</td></tr>
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	Visual elements can be used individually and in combination to communicate meaning, create visual impact and support creative intentions. Creative work may be developed and presented individually or collaboratively, depending on the context and intended outcome.		

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<table>
<tr><td></td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: The communication of ideas can shape how different audiences interpret and respond to creative work.</td><td colspan="2">Understand: The communication of ideas can shape how different audiences interpret and respond to creative work.</td></tr>
<tr><td>Know:
Film and screen content is planned, created and shared for a purpose or audience.

Camera, sound, lighting and editing are used to communicate ideas, stories and mood.

Film and screen products are created using elements such as shot size, sound effects, colour and lighting.

Different audiences may respond to film and screen content in different ways.</td><td>Do:
Produce and share a short film and/or screen product for an audience.

Select and use camera, sound and editing techniques to communicate an idea or story.

Contribute to the production of film and screen content, working individually and/or with others.</td><td>Know:
Regular rehearsal supports the development of accuracy, confidence and fluency in performance.

Music can be performed, recorded and shared individually and collaboratively for different audiences and purposes.

Music can be learned and performed using notation systems such as pictorial, graphic or basic stave notation.</td><td>Do:
Rehearse and perform music for a range of audiences and purposes.

Follow and use notation to support rehearsal and performance.

Perform individually and with others, refining performance through rehearsal, feedback and repeated practise.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film formats such as animation, scripted productions, unscripted productions and live-action filmmaking
• planning tools such as storyboards, shot lists and sound selection
• shot types such as close-up, mid-shot and long shot
• sharing opportunities such as peer and class screenings, assemblies and digital platforms

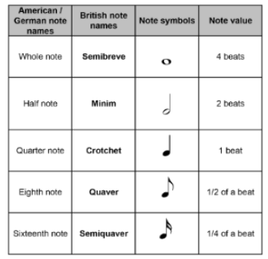
Notes
Film and screen content can be created and shared in a range of formats for different purposes and audiences.

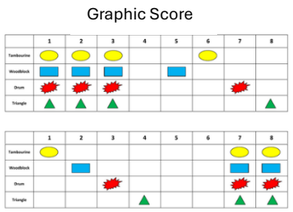
Planning processes support the organisation and development of visual, audio and narrative ideas prior to production.

Camera shots can be selected purposefully to focus attention, communicate character, convey emotion and support storytelling.

Film techniques can be used to create mood and atmosphere, develop narrative and influence audience response.

Sharing creative work provides opportunities for reflection, feedback and evaluation of the filmmaking process and final outcome.</td><td colspan="2">Includes, but not limited to
• performance experiences such as singing, body percussion, instrumental performance and digital music-making
• performance formats such as solo, paired and group performances. Rounds, ostinato, repeated melodic and rhythmic patterns and simple ensemble pieces
• performance contexts such as live and recorded performances
• notation systems such as standard notation, pictorial notation and graphic scores





Notes
Music can be performed and shared in a variety of ways using vocal, instrumental and digital resources.

Performance experiences provide opportunities to develop musicianship, confidence, communication and collaborative skills.

Repeated melodic and rhythmic patterns can be used to support ensemble playing and musical understanding.

Music may be represented using different notation systems to record, communicate and interpret musical ideas.

Graphic scores use symbols, images, shapes or visual cues to represent and organise sound.

The choice of performance format and notation can support the purpose, context and communication of musical ideas.</td></tr>
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<table>
<tr><th></th><th colspan="2">Art and Design</th><th colspan="2">Dance</th><th colspan="2">Drama</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Creative work can be refined and organised to strengthen meaning, purpose and audience engagement.</td><td colspan="2">Understand: Creative work can be refined and organised to strengthen meaning, purpose and audience engagement.</td><td colspan="2">Understand: Creative work can be refined and organised to strengthen meaning, purpose and audience engagement.</td></tr>
<tr>
<td>Know:
Visual elements are selected and refined to communicate ideas with increasing control and purpose.

Design concepts are selected and refined to communicate design ideas.

Composition, viewpoint, scale and presentation influence interpretation and audience engagement.

Art and design works can be curated and organised to communicate themes, concepts and messages.

Presentation decisions contribute to the meaning and impact of creative work.</td>
<td>Do:
Develop, refine and resolve art and design work outcomes for presentation.

Select and apply visual elements, design concepts, media and techniques with increasing control and intention.

Arrange and present work considering placement, sequence, interpretation and impact.</td>
<td>Know:
Focus, timing, energy and expression affect performance quality.

Different dance styles have distinctive features such as movement quality, rhythm, posture and use of space.

Alignment, posture, strength, stamina, flexibility and coordination contribute to effective performance.

Rehearsal and refinement strengthen artistic intention and audience engagement.</td>
<td>Do:
Perform a dance demonstrating control alignment, posture and movement to improve performance quality.

Apply technical and expressive skills with increasing control and purpose.

Use body and facial expression to communicate an idea, emotion or theme.

Rehearse and refine movement to improve increased strength, stamina and flexibility.

Effectively warm up and cool down the body, ensuring stretches are appropriate for ability.</td>
<td>Know:
Staging, blocking and use of space influence meaning, atmosphere and audience engagement.

Production skills such as props, costume, sound and lighting enhance meaning and communication.

Drama communicates ideas through character, relationships, tension, time and place.</td>
<td>Do:
Rehearse, stage and present drama for a chosen audience and purpose.

Apply staging choices to communicate character, relationships, tension and time.

Use staging, movement and space purposefully to enhance meaning and audience engagement.

Use drama skills to create and sustain character.

Adapt performance choices in response to feedback to strengthen audience engagement.

Demonstrate increasing independence in devising, rehearsing and presenting drama.

Use appropriate drama vocabulary to describe and reflect on work.</td>
</tr>
<tr>
<td colspan="2">Includes, but not limited to
• presentation formats such as portfolios, exhibitions, design boards, digital galleries and online showcases
• presentation approaches such as mounting displays, curating exhibitions and creating portfolios
• design concepts such as function, fitness for purpose, style and trends, materials and techniques, visual impact and target audience
• visual elements such as line, colour, shape, form, pattern, texture and tone
• roles and opportunities within art and design such as artist, designer, illustrator, architect, animator and craftsperson

Notes
Presentation decisions should consider audience, context and purpose.

Effective presentation may include evidence of research, development, refinement and final outcomes.

Increasing independence supports the planning, development, refinement and presentation of creative work.</td>
<td colspan="2">Includes, but not limited to
• performance opportunities such as performances for peers, families, school audiences and community audiences
• dance experiences such as individual performances, duets and small-group work
• performance elements such as timing, rhythm and musical accompaniment

Notes
Dance can be rehearsed and performed for a range of audiences and purposes.

Timing, rhythm and accompaniment can be used to support coordination, expression and communication within performance.

Control and fluency contribute to the effective performance of movement sequences.

Rehearsal supports the development, refinement and presentation of dance work.</td>
<td colspan="2">Includes, but not limited to
• drama approaches such as devised drama, scripted drama and issue-based drama
• staging configurations such as end-on, proscenium arch, avenue, thrust, in-the-round and promenade
• dramatic purposes such as educating, exploring themes and issues, communicating a message and providing meaningful experiences
• techniques for creating impact such as staging, movement and production elements

Notes
Drama can be created and presented for a range of purposes, audiences and contexts.

Audience interpretation and response can be influenced by creative, performance and production choices.

Staging, movement and production elements can be combined to create mood, atmosphere and meaning.</td>
</tr>
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	Design concepts can influence creative decisions and help evaluate the effectiveness of outcomes. Visual elements can be used individually and in combination to communicate meaning, create visual impact and support creative intentions. Awareness of roles, pathways and careers in art and design supports understanding of how creative knowledge and skills can be applied in a variety of contexts.	Increasing independence supports decision-making, responsibility and confidence throughout the rehearsal and performance process.	Different staging configurations can shape performer-audience relationships and influence how drama is experienced. Devised, scripted and issue-based approaches provide opportunities to explore ideas, themes, viewpoints and real-world contexts. Increasing awareness of audience supports informed decisions about how dramatic intent is communicated and understood.

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<table>
<tr><td rowspan="4">Third Level</td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td colspan="2">Understand: Creative work can be refined and organised to strengthen meaning, purpose and audience engagement.</td><td colspan="2">Understand: Creative work can be refined and organised to strengthen meaning, purpose and audience engagement.</td></tr>
<tr><td>Know:
Film and screen content is created and can be shared with an intended audience.

Film and screen products use elements such as narrative structure, camera techniques, sound and production design to communicate meaning and create an audience response.

Editing and sequencing of images and sound can shape structure and pace.</td><td>Do:
Produce and share a short film or screen product for an intended audience.

Select and use camera, sound and editing techniques with increasing control to communicate ideas.

Sequence and edit image and sound to create a coherent and engaging product for an intended audience.</td><td>Know:
Specific rehearsal techniques can develop fluency and confidence in performance.

Notation and performance directions, including staff notation, chord symbols, tablature (TAB) and digital formats, communicate musical information and support accurate performance.

Musical and technological skills, techniques and processes influence how music is performed, recorded and presented.

Musical choices influence audience engagement and interpretation.</td><td>Do:
Use rehearsal techniques to improve accuracy, fluency, interpretation and artistic intention in solo and ensemble performance.

Perform, record and present music independently and with others, maintaining awareness of balance, timing and texture to communicate character and meaning.

Follow notation and performance directions to support accurate rehearsal, recording and performance.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen products such as narrative films, music videos, documentary clips and trailers
• sharing opportunities such as class screenings, school events and digital platforms
• film techniques such as extreme close-up, close-up, medium, long, high-angle, low-angle and overhead shots
• narrative devices such as foreshadowing and flashbacks
• audio elements such as sound effects and musical score
• production design elements such as sets, props and costume

Notes
Film and screen products can be created and shared for a range of audiences, purposes and contexts.

Visual, audio and narrative elements can be combined purposefully to communicate meaning, mood, character and story.

Camera shots and angles can be selected to influence audience attention, perspective and emotional response.

Narrative devices can be used to structure and develop storytelling.

Production design contributes to atmosphere, context and audience understanding.

Sharing work with different audiences provides opportunities for reflection, evaluation and refinement of creative practice.</td><td colspan="2">Includes, but not limited to
• performance experiences such as solo and ensemble performances, concerts, recordings, multipart pieces, simple arrangements and collaborative projects
• rehearsal techniques such as sectional practice, practising at varied speeds, repetition, full run-throughs and the use of dynamics
• musical notation such as minims, dotted minims, semibreves, rests, repeat signs, Italian tempo markings, dynamic markings and performance directions

Notes
Music can be rehearsed and performed individually and collaboratively in a range of contexts.

Rehearsal strategies support the development, refinement and presentation of musical performances.

Notation and performance directions support the accurate interpretation, rehearsal and communication of musical ideas.

Listening skills and ensemble awareness contribute to balance, timing, coordination and effective group performance.

Creative and performance decisions can be informed by musical understanding, interpretation and expressive intent.

Increasing independence supports confidence, responsibility and self-management when preparing and presenting performances.</td></tr>
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<table>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Art and Design</td><td colspan="2">Dance</td><td colspan="2">Drama</td></tr>
<tr><td colspan="2">Understand: Artistic choices shape interpretation, deepen meaning and create impact for specific audiences and purposes.</td><td colspan="2">Understand: Artistic choices shape interpretation, deepen meaning and create impact for specific audiences and purposes.</td><td colspan="2">Understand: Artistic choices shape interpretation, deepen meaning and create impact for specific audiences and purposes.</td></tr>
<tr><td>Know:
Audience, context and purpose influence decisions about presentation, format, scale, display and communication.

Advanced media, techniques and presentation strategies can be used intentionally to achieve coherent art and design portfolios.

How artists and designers solve problems.</td><td>Do:
Plan, develop, refine and present art and design works.

Make and justify creative decisions about materials and technical choices such as format, scale, sequencing, context and presentation using art and design vocabulary.</td><td>Know:
Performance qualities communicate artistic intention and influence audience interpretation.

Style, genre, context and purpose influence performance decisions.

Performance elements, including music, costume, props, lighting and technology, contribute to audience experience.

Alignment, posture, strength, stamina, flexibility and coordination contribute to effective performance.</td><td>Do:
Perform dances in a range of styles, communicating a clear artistic intention to an audience.

Adapt and refine choreography for different audiences, contexts and purposes.

Demonstrate technical control, expression and performance fluency to enhance meaning and impact.

Design and lead warm up/cool down, showing increasing flexibility and variety of stretching.</td><td>Know:
Genre, style, structure, drama skills and production skills influence meaning, interpretation and audience impact.

Drama skills can be controlled and adapted to create and sustain complex, believable characters and communicate a specific interpretation.

Production skills, including lighting, sound, set, props, costume, hair and make-up, contribute to atmosphere, meaning and interpretation.

Roles such as performer, director, designer, stage manager and technician can be used to develop a performance.</td><td>Do:
Stage and present drama that communicates a clear artistic intention.

Take on roles such as performer, director, designer, stage manager or technician, applying specialist skills in acting and production.

Select and use production skills purposefully to enhance meaning, atmosphere and audience impact.

Apply, control and adapt drama skills to create and sustain believable characters and communicate a performance concept.

Justify dramatic and production choices in relation to audience, purpose, context and interpretation.

Use appropriate drama vocabulary to describe and reflect on work.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• presentation formats such as exhibitions, portfolios, digital showcases, design pitches and public presentations
• evidence of creative development such as concept generation, research, experimentation, refinement and resolved outcomes

Notes
Art and design work can be presented in a range of formats for different audiences, purposes and contexts.

Effective presentation may communicate the creative journey, including research, development, refinement and final outcomes.

Presentation decisions should consider audience, purpose and context.

Increasing independence supports the selection, refinement and presentation of creative work.

Creative processes and final outcomes can be presented together to demonstrate the progression and evolution of ideas.</td><td colspan="2">Includes, but not limited to
• dance styles and genres such as contemporary, Highland, ballet, jazz, hip-hop and social dance forms
• choreographic approaches such as independent and collaborative dance-making
• performance elements such as lighting, music, props, costume and dynamics
• performance opportunities such as school events, showcases, productions, community events and interdisciplinary projects

Notes
Dance can be created, refined and performed in a range of styles, genres and contexts.

Choreography may be developed independently or collaboratively to communicate artistic intention and respond to audience and purpose.

Performance elements can be selected and combined to enhance meaning, atmosphere and audience engagement.</td><td colspan="2">Includes, but not limited to
• performance opportunities such as small-scale productions, full-class productions and site-specific performances
• a range of dramatic genres, styles and forms
• drama skills such as voice, movement and characterisation
• production skills such as lighting, sound, set design, props, costume, hair and make-up

Notes
Drama can be developed from initial concept through rehearsal to performance.

Production elements can enhance atmosphere, context and audience engagement.

Different genres, styles and forms provide opportunities to explore a range of theatrical approaches and perspectives.

Performance decisions should consider audience, purpose and context.</td></tr>
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		Experiences across different performance contexts support the development of confidence, adaptability and performance skills. Increasing independence supports the planning, creation, refinement and presentation of dance work for specific audiences and purposes.	Increasing independence supports the planning, development, refinement and presentation of dramatic work.

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<table>
<tr><th></th><th colspan="2">Film and Screen</th><th colspan="2">Music and Music Technology</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Artistic choices shape interpretation, deepen meaning and create impact for specific audiences and purposes.</td><td colspan="2">Understand: Artistic choices shape interpretation, deepen meaning and create impact for specific audiences and purposes.</td></tr>
<tr><td>Know:
Film and screen content is created to inform, entertain, persuade or influence an intended audience.

Film and screen techniques, such as shot types, framing, camera movement, sound and editing, are selected and used to shape meaning and audience response.

Editing and sequencing of image and sound establishes structure, pace and coherence in film and screen products, impacting audience engagement.

Legal and ethical considerations, including copyright and permissions, influence the use of image and sound.</td><td>Do:
Edit, produce and present a finished film and screen product for a clear purpose and intended audience.

Select and apply camera, sound, lighting and editing techniques with control to communicate ideas.

Undertake production roles, applying appropriate technical and creative skills in the development of film and screen work for others.</td><td>Know:
Instrumental/vocal technique and control contribute to overall performance and production quality.

Performance, recording and production are shaped by musical elements, style and performance directions, including dynamics, tempo, articulation and phrasing.

Microphone placement and recording methods, can affect the quality and impact of recorded music.

Personal interpretation influences the communication of musical ideas and character.

Analysis, evaluation and reflection support the refinement of musical performance.</td><td>Do:
Select and prepare appropriate repertoire and/or creative material for specific audiences, purposes and contexts.

Perform, record or produce music with accuracy, fluency, tone and expression, applying musical and technological skills to realise artistic intention.

Interpret notation, performance directions and production requirements to communicate character, meaning and artistic intention.

Analyse, evaluate and refine performances and productions through reflection and feedback.

Apply musical and technological skills with increasing independence.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen products such as short films, documentaries, campaign videos, experimental films and digital media content
• presentation opportunities such as screenings, digital platforms and exhibitions
• film techniques such as high-angle, low-angle and Dutch-angle shots. Pan, tilt and tracking movements. Framing techniques such as symmetry
• production design elements such as set, props, costume and make-up

Notes
Film and screen products can be created and shared for a range of audiences, purposes and contexts.

Camera angles, movement, framing and production design can be combined to communicate meaning, mood, perspective and audience response.

Creative and technical choices influence how stories, messages and ideas are interpreted.

Presentation and distribution methods should be selected according to audience, purpose and context.

When using music, sound or other media, consideration should be given to copyright, permissions and responsible use of content.

Increasing independence supports the planning, creation, refinement and presentation of film and screen work.</td><td colspan="2">Includes, but not limited to
• performance opportunities such as solo and ensemble performances, concerts, competitions, community events and recordings
• repertoire such as music from a range of styles, genres, cultures and historical periods
• technical and expressive skills such as melodic and rhythmic accuracy, tone, phrasing, articulation, dynamics, tempo, mood, character and stylistic awareness
• musical information such as notation, dynamics, tempo markings, articulation and performance directions
• digital music projects such as audio recordings, sound editing, effects processing and multimedia productions

Notes
Music can be prepared, refined and presented for a range of audiences, purposes and contexts.

Repertoire should provide appropriate challenge and opportunities to develop technical, expressive and interpretive skills.

Performance decisions can be informed by notation, musical directions and personal interpretation.

Technical control and expressive understanding contribute to effective and engaging musical performances.

Listening, reflection and evaluation support the ongoing development of performance and musicianship skills.

Digital technologies can be used to create, record, edit, enhance and present musical work.

Increasing independence supports the selection, preparation, performance and presentation of music and digital projects.

Musical elements at this level: melody, harmony, rhythm, tempo, dynamics, timbre, style, texture and structure.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">Self-expression
Self-expression is how learners use the expressive arts to explore and communicate their thoughts, emotions and ideas.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Self-expression communicates experiences, feelings and ideas.</td></tr>
<tr><td>Know:
Creative work can show how someone thinks or feels.

Colour, sound, movement, materials, images, words and role can be used to communicate a feeling or idea.

Creative work can be noticed and enjoyed in different ways.</td><td>Do:
Use movement, music, sound, image, role-play and mark-making to represent, express and communicate feelings, ideas and experiences.

Select and combine colours, materials, sounds, movements or roles for a purpose and share something about the experiences using words, actions, signs or other forms of communication.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• use open prompts such as show me with your body/voice/marks, talk about how that feels. Accept verbal and non-verbal responses as valid self-expression.
• open-ended experiences that encourage personal choice, creativity, curiosity and individuality.

Art and Design
• drawing, painting, clay, playdough, junk modelling and construction inspired by personal experiences and interests.
• exploring colour, shape, texture and materials to communicate ideas and feelings

Dance
• movement exploration, action songs and dance experiences inspired by stories, emotions and imagination.
• expressing ideas through travelling, turning, jumping, balancing and gesture.

Drama
• storytelling, puppetry, role play, small world play and imaginative play.
• exploring real and imagined situations through voice, movement and character.

Film and Screen
• images, animation and simple digital storytelling.
• using digital tools to capture and represent experiences, ideas and interests.

Music and Music Technology
• singing games, rhymes, body percussion, sound-making and instrument exploration.
• exploring sounds, music and simple technologies to communicate feelings and ideas

Notes
• opportunities to communicate ideas, feelings, experiences, interests and imagination through a range of expressive arts experiences.
• opportunities to develop confidence in expressing preferences, opinions, feelings and ideas such as family, weather and favourite things.</td></tr>
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<table>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Self-expression develops through creative exploration of ideas, feelings and imagination.</td></tr>
<tr><td>Know:
Expressive arts can communicate personal ideas, memories and feelings.

Choices of colour, sound, movement, character, words, images and materials can influence meaning.

Creative work can look, sound or feel different and reflects individual experiences and interests.</td><td>Do:
Make or perform work that communicates a personal experience, interest or feeling.

Describe a creative choice and say why it was made.

Present and share work with others and listen to how others describe their own choices, ideas and feelings.

Experiment with unfamiliar material, techniques or approaches to express an idea in different ways.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• opportunities to select and combine movement, sound, story, image, materials and digital technologies to express meaning in different ways.
• create inclusive environments where different forms of expression and communication are equally valued.

Art and Design
• creating artwork, models and designs inspired by personal experiences, interests and observations.
• selecting visual elements, materials and techniques to communicate ideas and meaning.

Dance
• creating and adapting movement sequences to express ideas, emotions and experiences.
• using space, direction, level and dynamics purposefully.

Drama
• developing characters, situations and stories through voice, movement and role.
• using improvisation and dramatic conventions to communicate ideas and viewpoints.

Film and Screen
• creating images, animations, films and digital stories.
• combining image, sound and sequencing to communicate ideas, experiences and perspectives.

Music and Music Technology
• singing, performing, creating and experimenting with sound.
• using digital technologies to create, record and communicate musical ideas.

Notes
• creative responses to personal experiences, stories, relationships, interests, celebrations and the wider world.
• experiences that support increasing confidence in expressing personal viewpoints, perspectives and creative intentions.
• creative experiences that encourage individuality while recognising and valuing the perspectives of others.</td></tr>
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<table>
<tr><td rowspan="3">Second Level</td><td colspan="2">Art and Design</td><td colspan="2">Dance</td><td colspan="2">Drama</td></tr>
<tr><td colspan="2">Understand: Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.</td><td colspan="2">Understand: Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.</td><td colspan="2">Understand: Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.</td></tr>
<tr><td>Know:
Visual elements can communicate ideas, feelings and experiences.

Art and design can represent experiences, interests, memories or viewpoints.

Changing and refining materials, techniques and processes influence how ideas and feelings are expressed.

Artists and designers create work which can express their thoughts, feelings and ideas.</td><td>Do:
Develop an artwork or design that can express a personal experience, interest, belief, feeling, idea or viewpoint.

Select and combine visual elements, techniques and materials to support meaning.

Explain how visual choices can express something about the work.

Make purposeful changes to strengthen and refine the impact of the work.

Explore the ways artists and designers communicate choices to express their thoughts, feelings and ideas.</td><td>Know:
Dance can communicate and express feelings and ideas.

Dance can represent experiences and interests influencing how movement is understood.

Dance can contribute positively to mental and physical well-being.</td><td>Do:
Include short movement phrases that express a chosen feeling, memory or idea.

Select and use movement qualities to support expression.

Justify movement choices used to communicate feelings and ideas.

Contribute ideas to a group dance that expresses personal experiences and viewpoints.</td><td>Know:
Characters, situations and production skills can be used to explore feelings, experiences and ideas.

Drama skills can communicate meaning and emotion.

Different characters can represent different viewpoints and experiences.</td><td>Do:
Create short scenes inspired by personal or imagined experiences, interests or issues.

Use drama skills to communicate character, feelings and ideas.

Make choices about character and production elements to communicate meaning.

Work with others to explore different ideas and perspectives.

Use appropriate drama vocabulary to describe and reflect on work.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• creative approaches such as self-portraits, observational studies, imaginative responses, model making and design tasks
• sources of inspiration such as personal experiences, interests, memories, people, places and viewpoints
• visual elements such as line, colour, shape, form, pattern, texture and tone
• techniques and materials selected to communicate ideas, feelings and personal responses

Notes
Art and design can provide opportunities for personal expression and the communication of individual ideas, experiences and perspectives.

Visual elements, techniques and materials can be selected and combined purposefully to convey meaning, feelings and creative intentions.

Personal experiences, interests and observations can be used as starting points for developing creative work.

Creative choices can demonstrate how ideas, viewpoints and identity are represented visually.</td><td colspan="2">Includes, but not limited to
• stimuli such as names, places, memories, stories and emotions
• choreographic approaches such as individual, paired and group dance-making and the use of motifs to represent ideas or feelings
• dance elements such as dynamics, levels, pathways and relationships
• reflective activities such as observing, discussing and refining movement

Notes
Dance can be used to communicate personal experiences, ideas, feelings and imaginative responses through movement.

Stimuli can provide starting points for creating, exploring and developing movement material.

Motifs can be created, adapted and developed to represent and communicate meaning.

Dance elements can be selected and combined purposefully to enhance expression and artistic intention.

Observation, discussion and reflection support the development, refinement and evaluation of choreography and performance.</td><td colspan="2">Includes, but not limited to
• role-play and drama based on everyday experiences, relationships, hopes, challenges, interests and imagined situations
• role play, guided improvisation, storytelling and character-based activities
• exploration of character, status, relationships, feelings and viewpoints
• drama techniques such as voice, movement, use of space and simple production elements

Notes
Learners can draw on personal and imaginative experiences to create and develop dramatic work without the expectation of sharing personal information.

Exploration of character, relationships, status and viewpoints can support empathy, understanding and creative thinking.

Rehearsal, discussion and reflection support the development, refinement and communication of dramatic ideas.

Individual and collaborative drama activities can help build confidence in expressing ideas and responding to others.</td></tr>
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	Reflection throughout the creative process can support the development, refinement and communication of artistic intentions.	Collaborative and independent dance-making provide opportunities to share ideas, make creative decisions and respond to feedback.	

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<table>
<tr><td></td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.</td><td colspan="2">Understand: Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.</td></tr>
<tr><td>Know:
Ideas, thoughts and feelings can be expressed through film and screen products.

Personal experiences, interests and emotions can provide inspiration for film and screen work.

Creative choices can influence meaning.

Film and screen products can be created independently or collaboratively.</td><td>Do:
Plan and create a short film that explores a personal idea, interest or feeling.

Use film and screen techniques to communicate and express ideas, feelings and identity.</td><td>Know:
Musical elements can express feelings and ideas.

Choice of instrument, style, pattern or sound can reflect personal experiences and interests.

Improvisation and composition can be used to explore and express thoughts, feelings and mood.</td><td>Do:
Improvise or compose short musical ideas that express a chosen feeling, place or memory.

Use changes in dynamics, tempo, pitch or texture to communicate intention.

Perform own or others' music with awareness of feeling or meaning.

Explain how musical decisions contribute to expression and meaning.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen projects such as short films exploring likes and dislikes, personal experiences, emotional responses, interests and everyday life
• creative approaches such as independent filmmaking and collaborative film production

Notes
Film and screen production can provide opportunities to communicate personal ideas, experiences, interests and perspectives.

Creative work may be developed independently or collaboratively, depending on the purpose, audience and context.

Film can be used to explore and express thoughts, feelings and experiences through visual and audio storytelling.

Creative choices relating to image, sound, structure and performance can help communicate meaning and engage audiences.

Reflection and discussion can support the development, refinement and evaluation of film and screen work.</td><td colspan="2">Includes, but not limited to
• musical ideas such as mood pieces, soundscapes, riffs, ostinato, crescendo and motif
• music from a range of styles, genres and contexts that can inspire creative work

Notes
Exploring and creating musical ideas can support the communication of mood, meaning and creative intention.

Musical elements can be identified, explored and combined through practical music-making.

Listening to and understanding a range of music can inform composition, improvisation and performance decisions.

Musical elements such as pitch, rhythm, tempo and dynamics contribute to the character and expression of music.

Reflection on listening and creative experiences can support the development and refinement of musical ideas.

Musical elements at this level: pitch, rhythm, tempo, dynamics and texture.</td></tr>
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<table>
<tr><th></th><th colspan="2">Art and Design</th><th colspan="2">Dance</th><th colspan="2">Drama</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Self-expression is influenced by personal perspectives, experiences and culture to communicate ideas.</td><td colspan="2">Understand: Self-expression is influenced by personal perspectives, experiences and culture to communicate ideas.</td><td colspan="2">Understand: Self-expression is influenced by personal perspectives, experiences and culture to communicate ideas.</td></tr>
<tr>
<td>Know:
Art and design can express ideas about identity, belonging, culture, environment, memory and society.

Visual elements, materials and techniques can be chosen to support meaning.

Style, mood and atmosphere influence how ideas are communicated and interpreted.

The work of artists and designers can inform creative choices and extend possibilities for expression.</td>
<td>Do:
Develop and refine visual ideas that express a personal or social theme or solve a problem.

Use and combine visual elements, materials, techniques and styles to communicate meaning.

Identify and explain how artists' work has influenced creative decisions.

Evaluate how effectively artwork or design communicates intended ideas.</td>
<td>Know:
Dance can communicate and express feelings, ideas, experiences and viewpoints through movement.

Dance can represent personal and shared experiences, interests and emotions, influencing how movement is created, performed and interpreted.

Dance can contribute positively to mental, emotional and physical well-being and can be used as a means of self-expression and communication.</td>
<td>Do:
Explain and justify how movement choices communicate feelings, ideas, experiences and viewpoints.

Develop and refine movement material to make the intended meaning clear to an audience.

Contribute and respond to ideas within a group dance, incorporating personal experiences and viewpoints.</td>
<td>Know:
Characters, situations and production choices can be used to explore ideas, feelings and experiences in more depth.

Drama skills can communicate viewpoint, mood and meaning.

Different characters and situations can present contrasting perspectives.</td>
<td>Do:
Create and develop drama that explores personal, imagined or social ideas and experiences.

Use drama skills to communicate character, mood and viewpoint.

Make choices about character and production elements to strengthen meaning.

Work with others to develop situations that show different perspectives.

Use drama vocabulary to explain and reflect on creative choices.</td>
</tr>
<tr>
<td colspan="2">Includes, but not limited to
creative approaches such as identity projects, issue-based work, mixed-media explorations and sketchbooks as thinking spaces
artistic approaches such as mixed-media, digital and three-dimensional work
creative features such as visual elements (line, colour, shape, form, pattern, texture and tone), composition, mood and atmosphere, visual style, distortion, juxtaposition and limited palettes
creative tools and processes such as materials, techniques and exploration of art movements and styles
research sources such as the work of artists and designers
Notes
Art and design can provide opportunities to explore and communicate personal identity, viewpoints, experiences and issues.

Sketchbooks and other developmental processes can be used to record, explore, test and refine ideas.

Conceptual intentions can be communicated through the purposeful selection and combination of visual elements, materials, techniques, styles and compositional approaches.

Researching and analysing the approaches of artists and designers can support creative development, experimentation and informed decision-making.</td>
<td colspan="2">Includes, but not limited to
stimuli such as themes, issues, emotions, music, images, stories, events and personal experiences
choreographic features such as movement, structure, dynamics, relationships and motifs
collaborative approaches such as listening, sharing ideas, negotiation, adaptation and collective decision-making
Notes
Dance can be used to communicate ideas, emotions and intentions with increasing clarity and purpose.

Movement choices should demonstrate a clear relationship between the chosen stimulus and the choreographic intention.

Choreographic material can be selected, developed and refined to communicate meaning effectively to an audience.

Collaboration involves contributing ideas, listening to others, negotiating decisions and adapting movement while maintaining individual creativity and responsibility.

Reflection and refinement support the development of purposeful, effective and expressive dance work.</td>
<td colspan="2">Includes, but not limited to
stimuli such as personal, imagined, cultural and social experiences, themes, issues, stories and events
drama approaches such as improvisation, devised scenes and scripted work
dramatic concepts such as character, relationships, status, motivation and viewpoint
drama techniques such as voice, movement, use of space and production elements
Notes
Drama can be created in response to a range of stimuli to explore ideas, perspectives, experiences and issues.

Character, relationships, status, motivation and viewpoint can be developed to communicate meaning and dramatic intention.

Voice, movement, space and production elements can be selected and combined purposefully to enhance performance and audience engagement.

Learners should be encouraged to explore different perspectives and experiences without the expectation of personal disclosure.

Rehearsal, discussion and reflection support the development, refinement and evaluation of dramatic work.

Increasingly purposeful creative choices can be informed by intention, audience, context and the impact of performance decisions.</td>
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	Creative choices can influence meaning, mood, atmosphere and audience interpretation. Reflection throughout the creative process supports the development, refinement and evaluation of ideas and outcomes.		

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<table>
<tr><td rowspan="4">Third Level</td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td colspan="2">Understand: Self-expression is influenced by personal perspectives, experiences and culture to communicate ideas.</td><td colspan="2">Understand: Self-expression is influenced by personal perspectives, experiences and culture to communicate ideas.</td></tr>
<tr><td>Know:
Film and screen content communicates ideas, themes, personal thoughts and feelings, related experiences and/or social issues.</td><td>Do:
Plan, create and edit film and screen products that communicate and explore ideas, thoughts and feelings.

Make and justify creative decisions in relation to purpose, audience and message.</td><td>Know:
Composers and performers develop recognisable styles, influenced by personal and social experiences and culture.</td><td>Do:
Improvise and/or compose music using musical elements, making deliberate choices to support an intended outcome.

Perform music with attention to detail that reflects interpretation and expression.

Describe how influences and experiences have informed musical choices.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen products such as short films, documentaries, campaign videos and other screen-based media
• creative considerations such as audience, purpose, representation and context

Notes
Film and screen products can be created for a range of audiences, purposes and contexts.

Consideration of audience, purpose, representation and context can inform creative, technical and editorial decisions.

Creative choices can influence how individuals, groups, ideas and issues are represented and interpreted by audiences.

Reflection on representation and context can support responsible, informed and ethical filmmaking practices.</td><td colspan="2">Includes, but not limited to
• creative approaches such as songwriting, beat-making, instrumental compositions, vocal compositions, independent compositions and collaborative compositions
• listening and discussion activities such as analysing phrasing, harmonic progression, dynamics, texture, melody, harmony, rhythm and tempo

Notes
Music can be created through a range of compositional approaches, using vocal, instrumental and digital resources.

Listening, discussion and analysis can support understanding of how musical elements influence creative and performance decisions.

Musical elements can be selected, combined and developed to communicate ideas, mood and artistic intention.

Reflection on musical choices can support the development, refinement and evaluation of compositions and performances.

Independent and collaborative music-making provide opportunities to explore, develop and communicate original musical ideas.

Musical elements at this level: melody, harmony, rhythm, tempo and dynamics.</td></tr>
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	Art and Design		Dance		Drama	
	Understand: Self-expression communicates a creative voice through purposeful choices.		**Understand:** Self-expression communicates a creative voice through purposeful choices.		**Understand:** Self-expression communicates a creative voice through purposeful choices.	
	Know: Artistic practice develops over time through exploration, reflection and experimentation. Artists and designers develop individual approaches within wider cultural contexts. Understanding personal values, experiences and interests influence decisions and shape creative identity.	**Do:** Plan and produce coherent work that explores ideas, themes, a brief or set of problems. Describe creative and visual choices and explain how they relate to the purpose or intention of the work. Reflect on personal influences and creative practice in relation to other artists, movements or contexts.	**Know:** Dance can communicate complex feelings, ideas, experiences, perspectives and messages, allowing performers and choreographers to express individual identity and viewpoints. Meaning in dance can be influenced by personal, cultural and social experiences, as well as by the choices made by the choreographer, performer and audience. Dance can provide a powerful form of personal expression, reflection and communication and can contribute positively to mental, emotional, social and physical well-being.	**Do:** Develop and refine movement material through experimenting with different choreographic approaches, selecting the most effective choices to communicate intent. Collaborate effectively within a group to integrate different experiences, perspectives and viewpoints into a cohesive dance work. Use dance as a means of reflecting on and expressing personal experiences, identity and viewpoints, while showing awareness of the perspectives of others.	**Know:** Drama can be used to express and explore complex ideas, feelings, experiences and viewpoints. Performance and production choices can shape how ideas and identity are communicated. Different perspectives can influence how characters, situations and themes are presented.	**Do:** Create, adapt or develop drama that communicates a clear idea, feeling or viewpoint. Use performance and production choices deliberately to shape meaning. Develop characters and situations that communicate different or contrasting perspectives. Justify creative choices and explain how they support intention. Reflect on and refine work using appropriate drama vocabulary.
Fourth Level	**Includes, but not limited to** • creative approaches such as portfolio projects, themed investigations and extended design briefs • sources of inspiration such as personal, historical and contemporary influences • design considerations such as audience, purpose, context and interpretation **Notes** Art and design projects can provide opportunities for sustained investigation, development and refinement of ideas. Personal, historical and contemporary influences can inform creative thinking, decision-making and outcomes. Creative choices should be informed by consideration of audience, purpose and context. Interpretation may vary between individuals and can be influenced by experiences, knowledge and perspectives. Research, exploration and reflection support the development of informed and purposeful creative outcomes. Increasing independence supports the planning, management and realisation of extended creative projects.		**Includes, but not limited to** • themes such as relationships, belonging, change, conflict, aspirations and age-appropriate social issues • choreographic approaches such as collaborative dance-making, negotiation, compromise and shared decision-making • dance works that communicate multiple, layered or contrasting meanings and interpretations **Notes** Dance can communicate complex ideas, themes and perspectives, including multiple or contrasting meanings rather than a single emotion or message. Themes can be explored through movement to communicate experiences, viewpoints and artistic intentions. Collaboration involves valuing different perspectives while negotiating, compromising and working towards a clear shared creative intention. Choreographic decisions should support the effective communication of meaning to an audience. Reflection and discussion can support the development, refinement and evaluation of creative and collaborative processes. Interpretation of dance may vary between audiences and can be influenced by individual experiences, knowledge and perspectives.		**Includes, but not limited to** • stimuli such as personal, imagined, cultural, social and thematic starting points • drama approaches such as devised drama, scripted performance, adaptation and directing • dramatic concepts such as character, motivation and relationships **Notes** Drama can be developed in response to a range of stimuli to explore ideas, experiences, perspectives and themes. Character, motivation, relationships, viewpoint and theme can be developed purposefully to communicate meaning and dramatic intention. Different perspectives and complex themes should be explored with sensitivity, respect and consideration of diverse viewpoints. Rehearsal and reflection support the refinement of intention, communication and effectiveness. Encourage more developed exploration of character, motivation, relationships, viewpoint and theme. Learners should make deliberate choices about voice, movement, space, structure and production elements.	

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<table>
<tr><td rowspan="4">Fourth Level</td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td colspan="2">Understand: Self-expression communicates a creative voice through purposeful choices.</td><td colspan="2">Understand: Self-expression communicates a creative voice through purposeful choices.</td></tr>
<tr><td>Know:
Creative vision and voice can be expressed and developed through filmmaking.

Choices and decisions are important when making and sharing films that express and explore personal feelings and experiences.</td><td>Do:
Plan, produce and edit a film and screen product that explores personal ideas, feelings or perspectives.

Consider the choices being made when planning a film and screen product that expresses and explores personal feelings and experiences.</td><td>Know:
Composers and performers develop distinctive styles shaped by influences, experiences and context.

Creative and deliberate use of musical elements can communicate ideas, emotions and perspectives.

Music reflects personal, cultural, stylistic and social contexts.</td><td>Do:
Compose, arrange, improvise or perform music that expresses themes, ideas or narratives.

Justify musical decisions in relation to purpose, audience and meaning, describing emerging musical identity, influences and aspirations.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• topics and themes of personal, local, national or global relevance and interest
• creative considerations such as audience, purpose, representation, ethics and responsible content sharing

Notes
Creative work can be developed in response to topics and themes that are meaningful, relevant and engaging for the intended audience.

Consideration should be given to ethical, responsible and respectful content creation and sharing.

Creative choices should reflect awareness of audience, purpose, context and potential impact.

Discussion and reflection can support informed decision-making when creating, presenting and sharing work.</td><td colspan="2">Includes, but not limited to
• creative works such as extended compositions, group arrangements, performance programmes, independent projects and collaborative projects
• themes and influences such as personal, historical, cultural and contemporary contexts
• research and analysis sources such as composers, performers, musical styles and musical traditions

Notes
Music can be created, performed and refined through both independent and collaborative processes.

Extended creative projects provide opportunities to develop, sustain and communicate musical ideas over time.

Personal, historical, cultural and contemporary influences can inform creative decisions and musical outcomes.

Analysis of composers, performers and musical styles can support understanding of musical conventions, techniques and artistic intentions.

Musical elements can be selected, combined and manipulated purposefully to communicate meaning, style and expression.

Reflection, evaluation and critical listening support the development and refinement of compositions, arrangements and performances.

Increasing independence supports informed decision-making, creative ownership and musical confidence.

Musical elements at this level: melody, harmony, rhythm, tempo, dynamics, timbre, style, texture and structure.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">Reflect and Respond
Reflect and Respond is the process of observing, interpreting and evaluating artistic work. It involves noticing creative choices, considering their impact and developing informed responses that deepen understanding of the Expressive Arts.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Play and exploration across the Expressive Arts shapes thoughts, feelings and responses.</td></tr>
<tr><td>Know:
Creative choices can include colour, sound, movement, images, stories and materials.

Everyone can have different opinions, emotions and feelings about creative work.</td><td>Do:
Share thoughts and feelings about creative experiences.

With support, identify one or two creative choices in a creative work.

Express a personal response using words, gesture, drawing, mark-making or movement.

Listen to others’ responses.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• short reflection opportunities, moments during and after creative play, making and performing.
• use of prompts such as 'What can you see?’, ‘What can you hear?’, ‘What does it remind you of?’, ‘What does it look like?’
• creative work can include song, dance, picture, short film, story.

Art and Design
• talking about colours, shapes and materials.

Dance
• responding to movement and performance.

Drama
• discussing characters, stories and role play.

Film and Screen
• talking about images, recordings and animations.

Music and Music Technology
• responding to sounds, (loud, quiet, fast, slow), songs and musical experiences.

Notes
• use of simple expressive arts vocabulary such as happy, calm, excited, sad, worried, angry, loud, gentle, bright and slow.
• reflection through talk, movement, image-making and play.
• recognition that different opinions are valued.</td></tr>
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<table>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Personal responses can support awareness of choices across the Expressive Arts.</td></tr>
<tr><td>Know:
Creative works use elements such as colour, line, rhythm, movement, character and sound to communicate ideas.

Personal responses to creative work can be described and explained.</td><td>Do:
Identify and describe elements of creative work.

Explain personal opinions about creative work.

Compare creative work identifying similarities and differences.

Ask questions about creative choices.

Reflect on own work and identify one thing they might change or improve.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• introduce Expressive Arts vocabulary such as contrast, pattern, repetition, character, tempo or mood.
• use of Structured prompts such as ‘What do you notice?’, ‘What do you think?’, ‘What do you feel?’.

Art and Design
• discussing colour, form, pattern and design choices.

Dance
• reflecting on movement and choreography.

Drama
• discussing character, role and performance.

Film and Screen
• responding to image, sound and sequencing choices.

Music and Music Technology
• discussing rhythm, tempo, dynamics and sound.

Notes
• encourage reflection during the creative process, not only at the end.
• structured reflection and questioning.
• consideration of multiple viewpoints and interpretations.</td></tr>
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<table>
<tr><th></th><th colspan="2">Art and Design</th><th colspan="2">Dance</th><th colspan="2">Drama</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Creative choices affect how work is experienced, understood and interpreted.</td><td colspan="2">Understand: Creative choices affect how work is experienced, understood and interpreted.</td><td colspan="2">Understand: Creative choices affect how work is experienced, understood and interpreted.</td></tr>
<tr>
<td>Know:
Visual elements influence meaning.

Design concepts such as style, function and purpose influence appearance and success.

Artists and designers use materials and techniques intentionally.

Purpose, audience and context can influence creative choices.

Reflection helps refine creative work.

Artists and designers communicate work in different ways.</td>
<td>Do:
Identify and describe visual elements and design concepts used in art and design work.

Explain how creative work communicates mood, ideas or messages.

Describe creative choices using art and design vocabulary.

Reflect on strengths and next steps in personal work and use feedback to refine work.</td>
<td>Know:
Choreographers make choices to express themes, feelings or emotions.

Interpretations can vary depending on perspective and opinion.

Feedback is an ongoing process that can shape and improve creative work.</td>
<td>Do
Identify the themes, ideas or intention in a dance piece.

Reflect on choreography and performance choices.

Give and accept constructive feedback using appropriate dance vocabulary to improve quality.

Share opinions on an observed piece of dance.</td>
<td>Know:
Voice, movement and characterisation can be used to communicate meaning.

Production skills can support meaning and dramatic impact.

Different audiences may respond to drama in different ways.</td>
<td>Do:
Describe how drama choices communicate meaning and create impact.

Ask questions and reflect on creative choices to improve own work.

Give and respond to feedback using appropriate drama vocabulary.</td>
</tr>
<tr>
<td colspan="2">Includes, but not limited to
art and design vocabulary such as composition, focal point, contrast, balance, texture, line, colour, shape, form, pattern and tone
design concepts such as style, function and purpose
contextual exploration such as the artist or designer, time period, purpose, audience and context
Notes
Appropriate art and design vocabulary supports the description, discussion and evaluation of creative work.

Justified responses can be supported by reference to visual evidence, such as, "I think this because I can see...".

Exploring who created a work, when it was created and why can support understanding of purpose, audience and context.

Visual elements can be identified, discussed and analysed individually and in combination to understand how meaning and visual impact are communicated.

Design concepts can support the interpretation, creation and evaluation of creative outcomes.

Reflecting on the work of artists and designers can support observation, critical thinking and informed creative decision-making.</td>
<td colspan="2">Includes, but not limited to
dance vocabulary such as levels, pathways, direction, dynamics, canon and unison
dance experiences such as observing, discussing and responding to a range of dance styles, genres and performances
Notes
Appropriate dance vocabulary supports the description, discussion and evaluation of movement, choreography and performance.

Observing and responding to a variety of dance styles and performances can support understanding of different choreographic approaches, purposes and cultural contexts.

Discussion and reflection can support the development of informed responses, critical thinking and appreciation of dance as an art form.

Analysing how dance elements and choreographic devices are used can support understanding of meaning, intention and audience impact.</td>
<td colspan="2">Includes, but not limited to
individual, paired and group discussion and spoken, written and practical responses
areas for discussion and reflection such as character and relationships, voice and movement, space and positioning and production elements such as set, props, sound and costume
Notes
Drama responses can be communicated in a variety of ways to share ideas, interpretations and evaluations.

Responses should be supported by evidence from performances, dramatic choices and production elements.

Discussion and reflection support the development of understanding, analysis and evaluation of drama.

Feedback can be used to develop, refine and improve dramatic work and performance.

Viewing and responding to a range of performances can broaden understanding of different dramatic approaches, styles and contexts.

Individuals may respond differently to the same performance and these perspectives should be explored and communicated respectfully.

Asking questions, offering feedback and reflecting on responses support the development of critical thinking and informed artistic judgement.</td>
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<table>
<tr><td rowspan="4">Second Level</td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td colspan="2">Understand: Creative choices affect how work is experienced, understood and interpreted.</td><td colspan="2">Understand: Creative choices affect how work is experienced, understood and interpreted.</td></tr>
<tr><td>Know:
Reflection can support all stages of production planning, creating and improving film and screen work.

Elements such as camera, sound and editing can be discussed when reflecting on and/or responding to a film and screen product.

Responding to the work of others helps to inform creative choices.</td><td>Do:
Reflect on own film and screen products using personal opinions and observations.

Give a personal response to film and screen techniques.

Review what has been planned or filmed, solve problems and adapt throughout production.

Reflect on strengths to identify next steps.

Provide feedback for others using success criteria.</td><td>Know:
Performers and composers make intentional choices using music elements which are combined to create mood, atmosphere and communicate ideas.

Musical directions and notation provide information about how music should be performed and interpreted.

Different listeners may interpret the same music in different ways.

Reflection and feedback can support improvement.</td><td>Do:
Listen to a range of music and identify and describe musical elements using appropriate vocabulary.

Explain how musical elements are used to create mood, character and effect.

Identify signs, symbols and musical features in both written and performed music.

Compare pieces of music, describing similarities and differences in use of elements.

Reflect on own and others' work, identifying strengths and areas for development.

Express opinions about music, giving reasons linked to musical features.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen content such as peer-created films, professional productions, excerpts and short films
• review activities such as viewing completed films, analysing excerpts and revisiting footage captured during the creative process
• film techniques such as camera shots, camera angles, movement, sound, editing and visual storytelling

Notes
Film and screen content can be viewed, discussed and evaluated to support understanding of creative and technical choices.

Examples created by peers and professionals can provide insights into different approaches, styles and techniques.

Excerpts and short films can be used to identify, analyse and discuss how film and screen techniques communicate meaning and engage audiences.

Reviewing footage throughout the creative process can support reflection, evaluation and the refinement of ideas and outcomes.

Discussion and analysis can support the development of informed responses, critical thinking and appropriate film and screen vocabulary.</td><td colspan="2">Includes, but not limited to
• reflection approaches such as individual, paired and group discussion. Verbal, written and creative responses
• musical experiences such as listening to, discussing, performing and reflecting on music from a range of genres, cultures and time periods
• listening experiences such as live and recorded music

Notes
Appropriate music vocabulary supports the description, discussion and evaluation of musical features and experiences.

Listening to and performing music from a range of genres, cultures and time periods can support musical understanding and appreciation.

Reflection can support the development of listening skills, musical awareness and informed responses to music.

Comparing live and recorded music can support understanding of performance, interpretation and audience experience.

Responses to music may vary and should be supported through observation, discussion and reflection.

Sharing and discussing ideas with others can support the development of musical understanding and critical thinking.

Musical elements at this level: pitch, rhythm, tempo and dynamics.</td></tr>
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<table>
<tr><td rowspan="4">Third Level</td><td colspan="2">Art and Design</td><td colspan="2">Dance</td><td colspan="2">Drama</td></tr>
<tr><td colspan="2">Understand: Making connections between creative decisions, purpose and context helps to shape understanding of meaning and interpretation within artistic work.</td><td colspan="2">Understand: Making connections between creative decisions, purpose and context helps to shape understanding of meaning and interpretation within artistic work.</td><td colspan="2">Understand: Making connections between creative decisions, purpose and context helps to shape understanding of meaning and interpretation within artistic work.</td></tr>
<tr><td>Know:
Analysing visual elements, design concepts and context can help interpret meaning and purpose in art and design work.

Artists’ and designers' intentions and cultural/historical/ contemporary contexts shape creative work.

Reflect and Respond is part of the creative process.</td><td>Do:
Describe and analyse how visual elements and design concepts work together.

Interpret meaning using evidence from art and design work.

Compare art and design work from different artists, designers, cultures, periods or styles.

Evaluate personal work, identifying refinements and improvements.</td><td>Know:
Themes, ideas and intentions can be explored through dance.

Reflection and quality feedback supports technical refinement and performance quality.</td><td>Do:
Analyse how movement elements and devices communicate intention.

Interpret themes using evidence from choreography and performances.

Use dance vocabulary to compare dance work and styles.

Evaluate strengths and areas for improvement in performances.</td><td>Know:
Drama choices can shape meaning and audience response.

Performance and production choices can work together to create impact.

Feedback and reflection can help develop drama.</td><td>Do:
Explain how performance and production choices create meaning and impact.

Reflect on creative choices and use feedback to develop work.

Give constructive feedback using appropriate drama vocabulary.</td></tr>
<tr><td colspan="2">Includes, but not limited to
art and design vocabulary such as symbolism, style, movement, perspective, proportion, harmony, line, colour, shape, form, pattern, texture and tone
analytical approaches such as description, analysis, interpretation and evaluation
art and design work from a range of artists, designers, movements, cultures and contexts
Notes
Appropriate art and design vocabulary supports the discussion, analysis and evaluation of creative work.

Exploring concepts such as symbolism, style, movement, perspective, proportion and harmony can deepen understanding of how meaning and visual impact are communicated.

Structured analysis can support critical engagement with art and design through description, analysis, interpretation and evaluation.

Discussion, analysis and evaluation of a range of art and design work can support informed responses and creative decision-making.

Reflection should take place throughout the creative process to support the development, refinement and realisation of ideas.

Visual elements can be identified, analysed and used purposefully to communicate ideas, meaning and creative intentions.</td><td colspan="2">Includes, but not limited to
dance vocabulary such as space, time, dynamics, relationships, motif, contrast, canon, unison and repetition
dance experiences such as exploring, discussing and comparing performances from different styles, cultures and contexts
reflective approaches such as discussion, self-reflection, peer feedback and video playback
Notes
Appropriate dance vocabulary supports the description, analysis and evaluation of dance processes, performances and creative choices.

Understanding dance elements and choreographic devices can support analysis of how meaning, mood and intention are communicated.

Comparing contrasting dance performances can support awareness of different styles, approaches, cultural influences and artistic intentions.

Reflection throughout the creative and performance process supports the development, refinement and evaluation of dance work.

Video playback can support observation, self-evaluation and informed decision-making.

Analysis and reflection can support understanding of how dance influences audience response and communicates ideas.</td><td colspan="2">Includes, but not limited to
response approaches such as individual, paired and group discussion, reflection and evaluation
areas for discussion such as character and relationships, voice and movement, space and positioning, structure, dramatic conventions and production elements such as set, props, lighting, sound and costume
performance experiences such as live performances, recorded performances and classroom presentations
Notes
Drama responses should be supported by evidence from performance and references to the impact of creative, performance and production choices.

Discussion and reflection can support the analysis and evaluation of character, dramatic techniques, conventions and production elements.

Comparing different approaches can support understanding of effectiveness, intention and audience response.

Feedback can be used to refine, adapt and improve dramatic work.

Viewing and discussing a range of performances can broaden understanding of different styles, contexts and theatrical approaches.

Reflection and evaluation support informed judgement, critical thinking and creative decision-making.</td></tr>
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<table>
<tr><td rowspan="4">Third Level</td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td colspan="2">Understand: Making connections between creative decisions, purpose and context helps to shape understanding of meaning and interpretation within artistic work.</td><td colspan="2">Understand: Making connections between creative decisions, purpose and context helps to shape understanding of meaning and interpretation within artistic work.</td></tr>
<tr><td>Know:
Reflecting and reviewing supports pre-production planning, production and post-production editing.

Responding to the work of others and reflecting on film techniques helps to inform creative choices.

Regular feedback is essential to developing creative choices and technical skills.</td><td>Do:
Pre-production: give a personal response to a film or screen product using film and screen vocabulary.

Explain and justify opinions and responses in an informed way.

Production: review what has been planned or filmed, solve problems and adapt if required.

Post-production: reflect on completed work to identify and make informed choices about next steps.

Provide feedback for future development.</td><td>Know:
Music can be interpretated in a variety of ways, depending on context, experience and perspective.

Musical elements are used to shape meaning and communicate intent.

Creative decisions are influenced by purpose, audience, genre, cultural and historical context.

Refection and feedback support musical development.</td><td>Do:
Listen to a wide range of music and identify musical elements using appropriate vocabulary.

Reflect on performance and composition providing feedback and suggested improvements.

Compare and contrast pieces identifying musical elements from different genres, cultures or time periods.

Explain how cultural, historical and social context influence musical choices and interpretation.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen language such as shot, angle, lighting, sound, costume and props
• feedback relating to creative, practical and production considerations such as budget, safety and time management

Notes
Appropriate film and screen vocabulary supports the description, discussion and evaluation of creative and technical choices.

Film and screen language can be used to analyse how visual and audio elements communicate meaning, mood and audience response.

Feedback can support the planning, refinement and improvement of film and screen work throughout the creative process.

Practical considerations, including resource management, safety and organisation, contribute to effective production outcomes.

Reflection and feedback support informed decision-making and the development of creative and technical skills.</td><td colspan="2">Includes, but not limited to
• musical signs, symbols and notation features such as note values, rests, dynamics, tempo markings and performance directions
• music from a range of genres, cultures and historical periods

Notes
Appropriate music vocabulary supports the discussion, analysis and evaluation of music.

Musical signs, symbols and notation can be recognised and interpreted to support performance, composition and understanding.

Listening and responding to music from a range of genres, cultures and historical periods can support musical understanding and appreciation.

Reflection throughout the creative and performance process supports the development, refinement and evaluation of musical work.

Musical elements can be identified, discussed and analysed to understand how they contribute to musical character, style and expression

Musical elements at this level: melody, harmony, rhythm, tempo and dynamics.</td></tr>
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<table>
<tr><td rowspan="4">Fourth Level</td><td colspan="2">Art and Design</td><td colspan="2">Dance</td><td colspan="2">Drama</td></tr>
<tr><td colspan="2">Understand: Evaluating artistic work involves making informed judgements about choices, context and interpretation that explain meaning and impact.</td><td colspan="2">Understand: Evaluating artistic work involves making informed judgements about choices, context and interpretation that explain meaning and impact.</td><td colspan="2">Understand: Evaluating artistic work involves making informed judgements about choices, context and interpretation that explain meaning and impact.</td></tr>
<tr><td>Know:
Visual elements, design concepts and creative decisions shape meaning, understanding and impact.

Artwork can be interpreted through multiple perspectives.

Reflection informs creative development and personal practice.</td><td>Do:
Analyse art and design using visual and contextual vocabulary.

Evaluate how effectively art and design can communicate ideas, messages and viewpoints.

Critically reflect on creative decisions identifying impact.

Refine personal art and design work in response to evaluation and feedback.</td><td>Know:
Dance communicates ideas, themes and perspectives shaped by choreographic intention, cultural context and performance choices.

Evaluation and reflection should consider technique, expression, structure and impact of artistic development and performance quality.</td><td>Do:
Analyse choreography using appropriate dance vocabulary.

Justify and evaluate the effectiveness of choreographic and performance choices.

Reflect on and evaluate choreography and performances to identify strengths and areas for refinement.

Justify creative decisions in relation to artistic intention, audience engagement and impact.</td><td>Know:
Drama choices can be used deliberately to shape meaning, mood and audience response.

Performance and production choices can create different interpretations.

Evaluation can help refine and strengthen dramatic work.</td><td>Do:
Analyse how performance and production choices shape meaning and audience response.

Justify creative choices using evidence from performance.

Evaluate work and use feedback to refine performance.</td></tr>
<tr><td colspan="2">Includes, but not limited to
critical approaches such as visual analysis, contextual analysis and interpretation
art and design vocabulary such as line, colour, shape, form, pattern, texture and tone
discussion and evaluation of personal creative choices, processes and outcomes
Notes
Critical frameworks can support the analysis, interpretation and evaluation of art and design work.

Independent discussion, debate and evaluation support the development of informed opinions and critical thinking.

Visual elements can be analysed individually and in combination to understand how meaning, impact and visual relationships are created.

Reflection throughout the creative process supports the development, refinement and justification of creative decisions and outcomes.

Evaluation can be informed by consideration of purpose, audience, context and creative intention.

Analysis and reflection support increasingly informed and personal responses to art and design.</td><td colspan="2">Includes, but not limited to
review approaches such as written, verbal and practical responses.
research sources such as choreographers, dance companies, performances and peer and professional dance works.
reflective and evaluative activities such as peer discussion, comparison of performances, constructive feedback and self-evaluation.
dance examples from a range of styles, genres and cultural contexts.
Notes
Appropriate dance vocabulary supports the analysis, discussion and evaluation of choreography and performance.

Research into choreographers, dance companies and performances can support understanding of different artistic approaches, influences and contexts.

Comparing choreography and performances can support analysis of style, intention, technique and audience impact.

Peer discussion and evaluation can provide constructive feedback to support the development and refinement of dance work.

Written, verbal and practical reviews can be used to communicate informed responses and evaluations.</td><td colspan="2">Includes, but not limited to
areas for analysis such as characterisation and relationships, voice, movement, use of space, structure, style, dramatic conventions and production elements such as set, lighting, sound, costume and props
performance experiences such as live and recorded theatre
comparative approaches such as exploring different interpretations, performance choices and theatrical approaches
Notes
Discussion and evaluation of drama should consider intention, impact and audience.

Responses should be supported by relevant examples from performance and production.

Analysis can focus on how dramatic and production choices contribute to meaning, mood and audience response.

Comparing different interpretations can support understanding of how alternative creative choices may influence meaning and impact.

Specific and constructive feedback can be used to refine, develop and improve dramatic work.

Live and recorded performances provide opportunities to explore how theatre-makers communicate ideas and influence audience understanding.

Reflection and evaluation support informed judgement, critical thinking and increasingly independent creative decision-making.</td></tr>
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		Reflection throughout the choreographic and performance process supports decision-making, refinement and continuous improvement. Analysis and evaluation can be informed by consideration of creative intention, performance quality, audience response and artistic choices.	

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<table>
<tr><td rowspan="4">Fourth Level</td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td colspan="2">Understand: Evaluating artistic work involves making informed judgements about choices, context and interpretation that explain meaning and impact.</td><td colspan="2">Understand: Evaluating artistic work involves making informed judgements about choices, context and interpretation that explain meaning and impact.</td></tr>
<tr><td>Know:
Reflecting and reviewing creative and technical development supports the pre-production, production and post-production stages.

Creative and technical choices shape meaning, impact and audience response.

Responding to a variety of different film and screen products helps to inform creative choices.

Feedback can inform the development of future creative choices and technical skills.</td><td>Do:
Evaluate effectiveness of technical and creative choices.

Pre-production: select appropriate film and screen products that relate to a given brief and give an informed response, with confident use of film and screen vocabulary.

Production: review and adapt throughout production, with a considered response to feedback from a variety of people.

Post-production: Reflect on own film to make informed choices about next steps.

Provide feedback to support improvement.

Receive and consider feedback to improve future projects.</td><td>Know:
Using musical elements in relation to purpose, audience and context shapes the meaning, expression and impact of music.

Musical concepts and vocabulary can be used to describe, explain and justify creative choices.

Interpretations of music are shaped by cultural, historical and personal perspectives.

Reflection and refinement support musical development.</td><td>Do:
Critically analyse music, explaining how musical elements are used to achieve intended impact.

Evaluate and justify opinions using relevant music vocabulary and evidence.

Make informed judgements about how well music communicates purpose and meaning.

Reflect on performance, listening and composition experiences, identifying strengths and areas for improvement.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• feedback sources such as teachers, peers and industry specialists
• reflection and evaluation activities such as planning reviews, production reviews, post-production reviews, self-evaluation and peer feedback

Notes
Feedback from a range of sources can support the development, refinement and improvement of film and screen work.

Reflection should take place throughout planning, production and post-production to inform creative and technical decision-making.

Constructive feedback can be used to identify strengths, address challenges and support the achievement of intended outcomes.

Ongoing evaluation supports the refinement of ideas, processes and final products.

Increasing independence in responding to feedback can support confidence, critical thinking and effective creative practice.</td><td colspan="2">Includes, but not limited to
• musical experiences such as live and recorded music, comparative listening and exploration of different repertoire, performances and interpretations
• reflective approaches such as self-evaluation, peer feedback, discussion and critical review

Notes
Engagement with live and recorded music can support comparison of repertoire, performance approaches and musical interpretation.

Appropriate music vocabulary can support the analysis, discussion and evaluation of musical features, performances and compositions.

Critical thinking involves forming informed opinions and justifying responses using evidence from listening, performing and composing experiences.

Reflection and feedback throughout composing, performing and listening activities support the development, refinement and evaluation of musical work.

Musical elements can be identified, analysed and manipulated to understand how they contribute to style, expression, meaning and audience response.

Increasing independence supports the development of informed judgements, musical understanding and creative decision-making.

Musical elements at this level: melody, harmony, rhythm, tempo, dynamics, timbre, style, texture and structure.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">Cultural Awareness and Understanding
Cultural Awareness and Understanding is recognising and valuing Scotland’s artistic heritage while appreciating creative traditions, practices and perspectives from diverse cultures, times and places. It develops awareness of the beliefs, customs and ideas that shape creative expression.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: The arts can be used to express feelings and experiences related to a place or people.</td></tr>
<tr><td>Know:
The Expressive Arts can provide meaningful ways to support a growing sense of identity, belonging and understanding of others through their lived experiences.</td><td>Do:
Explore stories, feelings, celebrations, traditions, people and places in Scotland and around the world, recognising and reflecting identities, languages and cultures.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• begin to explore arts from local community, Scotland and beyond, linked to festivals and cultural experiences.

Art and Design
• patterns, symbols, crafts and cultural artwork.

Dance
• traditional and social dance.

Drama
• stories, legends and cultural storytelling traditions.

Film and Screen
• digital stories and cultural media experiences.

Music and Music Technology
• songs, rhymes and musical traditions.

Notes
• exploring Scottish traditions, culture and heritage, including Gaelic and Scots languages, alongside cultures, languages and traditions from communities around the world.
• experiences connected to identity, belonging and community.
• recognition of Scotland's diverse cultural heritage.
• creative exploration that values different perspectives.
• festivals, cultural experiences and celebrations within families and communities.</td></tr>
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<table>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: The arts help us express and share feelings, experiences and connections to people and places.</td></tr>
<tr><td>Know:
The Expressive Arts can provide opportunities to share and learn about stories, traditions, identities and celebrations from different cultures and communities.</td><td>Do:
Explore, respond to, create and share work inspired by stories, celebrations, traditions, people and places, developing awareness and respect for different cultures and communities.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• participate in collaborative creative experiences linked with community, family contributions and multicultural celebrations.

Art and Design
• cultural art forms, crafts and design traditions.

Dance
• traditional, social and cultural dance.

Drama
• historical and contemporary storytelling traditions.

Film and Screen
• film and media from Scotland and beyond.

Music and Music Technology
• traditional and contemporary musical traditions.

Notes
• opportunities to compare experiences, traditions and perspectives of global arts traditions, inspired by festivals, people, places and heritage.
• creating and responding to Scottish traditions, culture and heritage including the Gaelic and Scots languages.
• experiences that promote inclusion, diversity and cultural appreciation.</td></tr>
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Second Level

Art and Design		Dance		Drama	
Understand: Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.		**Understand:** Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.		**Understand:** Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.	
Know: Art and design work can communicate and reflect cultural identity and traditions through visual elements and materials. Cultures have distinctive visual traditions, similarities and differences across people and places. Artists reflect cultural awareness and understanding through people, places and traditions with artwork located within historical and contemporary contexts.	**Do:** Develop and refine art and design work that communicates viewpoints and cultural identity, with justified visual and material choices. Describe how art and design works reflect people, culture and place using relevant art and design vocabulary. Develop an awareness of connections between artists/designers, artistic/design movements and cultural developments across changing historical contexts. Use visual elements and design concepts, materials, media, techniques and processes to communicate cultural identity, beliefs and meaning.	**Know:** Dances from different cultures and traditions have distinctive movements, patterns, music and costumes used for social or ceremonial purposes. Scotland has its own unique and historical dance culture.	**Do:** Describe features of dances from different cultures using dance vocabulary and perform a short, simple dance or sequence. Learn and perform a traditional Scottish dance.	**Know:** Stories, characters, settings and performance choices can communicate ideas about people, place, traditions and ways of life.	**Do:** Describe how choices in drama help to communicate culture, people or place, using appropriate drama vocabulary.
Includes, but not limited to • 2D, 3D, digital and design-based contexts • artistic and design influences such as historical and contemporary artists, designers, movements and cultural traditions from local, national and global contexts • cultural global exploration such as Aboriginal art, ancient Chinese art, African art and Japanese prints • media such as drawing, painting, digital technologies and 3D modelling • materials such as pencils, oil pastels, charcoal and watercolours • visual elements such as line, colour, shape, form, pattern, texture and tone **Notes** Art and design provide opportunities to explore, reflect upon and express cultures, values, identities and lived experiences. Engagement with historical and contemporary artists, designers, movements and cultural traditions supports understanding of creativity across different times, places and contexts. Media, materials, techniques and processes can be selected and applied to communicate ideas and realise creative intentions.		**Includes, but not limited to** • dance experiences such as taught, adapted and self-created dances. Solo, partner and group work • cultural dance traditions such as local, Scottish and global dance forms, explored in traditional and contemporary contexts • dance vocabulary such as movement, rhythm, level, direction, formation and structure • Scottish dance traditions such as ceilidh, Highland dancing and Scottish country dancing **Notes** Dance can be created, adapted and refined through individual and collaborative processes. Exploring dance from a range of cultural contexts supports an understanding of traditions, identities and diverse forms of expression. Engagement with local, Scottish and wider-world dance practices can help develop awareness of cultural heritage and contemporary influences. Appropriate dance vocabulary supports the description, discussion and evaluation of dance features, ideas and performances.		**Includes, but not limited to** • stimuli such as stories, local events, traditions, issues, places, Robert Burns, Scots and Gaelic stories, myths and legends, Glasgow Girls and Divided City • Scottish theatre experiences such as local theatres, the National Theatre of Scotland, touring companies, Scottish playwrights and theatre-makers • cultural experiences such as festivals, theatre visits, performances and community events • partnerships such as community artists, cultural organisations, families and community contributors **Notes** Drama can provide opportunities to explore culture, identity, belonging and diverse perspectives through a range of stimuli and creative experiences. Engagement with Scottish, local and wider cultural contexts can support understanding of heritage, traditions and contemporary society. Exploration of cultures and traditions should encourage curiosity, respect and appreciation of different perspectives while challenging stereotypes.	

	Visual elements can be used individually and in combination to create visual impact, communicate meaning and support creative decision-making. Understanding connections across art, design, culture and society can inform the development of personal responses and creative outcomes.	Understanding movement, rhythm, space and structure supports the creation, performance and appreciation of dance. Dance provides opportunities to explore and communicate ideas, cultures and experiences through movement.	Partnerships with artists, cultural organisations, families and communities can enrich learning and broaden cultural understanding. Discussion, interpretation and performance can support informed responses to cultural themes, issues and experiences.

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<table>
<tr><td rowspan="4">Second Level</td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td colspan="2">Understand: Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.</td><td colspan="2">Understand: Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.</td></tr>
<tr><td>Know:
Film and screen products from diverse cultures and traditions have distinctive stories and settings.</td><td>Do:
Plan and create a film and screen product using simple creative choices to communicate an idea about people, place or culture.</td><td>Know:
Music from a variety of cultures and traditions uses distinctive instruments, sounds, songs and styles of performance to reflect cultural identity.</td><td>Do:
Listen to music from a variety of cultures and traditions and identify distinctive instruments and sounds.

Sing or play short, pieces of music from local, Scottish and wider-world contexts.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen content such as animation, documentary, advertisements and live-action productions from local, Scottish and wider-world contexts
• creative opportunities such as storytelling, exploring identity and culture, expressing viewpoints and sharing personal experiences, beliefs and interests

Notes
Viewing and creating film and screen content can support understanding of different cultures, perspectives and ways of communicating ideas.

Film and screen products provide opportunities to explore and express identity, culture, experiences and viewpoints.

Engagement with local, Scottish and wider-world screen content can support appreciation of diverse stories, traditions and contemporary issues.

Creative choices in film and screen production can be used to communicate meaning, purpose and audience awareness.

Reflection on a range of film and screen texts can support critical thinking, discussion and informed creative decision-making.</td><td colspan="2">Includes, but not limited to
• musical experiences such as live and recorded music, visiting musicians, performances, audio recordings and video examples from local, Scottish and global contexts

Notes
Engaging with live and recorded music can support listening, appreciation and understanding of different musical styles, cultures and traditions.

Exposure to a range of musicians, performances and musical traditions can broaden musical awareness and inform creative and performance decisions.

Listening to music from diverse contexts provides opportunities to explore different perspectives, identities and forms of musical expression.</td></tr>
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<table>
<tr><td></td><td colspan="2">Art and Design</td><td colspan="2">Dance</td><td colspan="2">Drama</td></tr>
<tr><td></td><td colspan="2">Understand: Artistic choices, styles and forms reflect cultural meanings and may be interpreted differently in different cultural contexts.</td><td colspan="2">Understand: Artistic choices, styles and forms reflect cultural meanings and may be interpreted differently in different cultural contexts.</td><td colspan="2">Understand: Artistic choices, styles and forms reflect cultural meanings and may be interpreted differently in different cultural contexts.</td></tr>
<tr><td></td><td>Know:
Cultural, social and historical, contemporary contexts influence artistic and design decisions to communicate meaning and identity.

Symbols, styles and techniques reflect cultural viewpoints and traditions.

Art and design movements respond to beliefs, traditions, cultural, social, historical and contemporary contexts.</td><td>Do:
Develop and refine art and design work by selecting and combining visual elements, design concepts, media, materials and techniques to communicate cultural ideas, values and viewpoints with increasing control.

Discuss the ways art and design works from different cultural, social, historical and contemporary contexts communicate meaning using relevant art and design vocabulary.

Apply and adapt symbols, styles and visual references to communicate ideas and cultural meaning within creative work.</td><td>Know:
Different cultures and traditions have distinctive movement styles, patterns, rhythms, music, costumes and formations that contribute to the purpose of a dance.

Scotland has a distinctive and historical dance culture, including traditional dances that reflect Scottish history, community and social traditions.</td><td>Do:
Create and perform a dance inspired by a cultural context, selecting and combining movement to communicate ideas and cultural meaning.

Discuss how dances from different cultures and contexts communicate meaning, using appropriate dance vocabulary and examples.

Adapt aspects of a Scottish Dance style to create a sequence of dance.</td><td>Know:
Drama can reflect culture, identity, place and different ways of life.

Plays and performances are influenced by the time, place and culture in which they are created.

Characters, language, style and performance choices can communicate different cultural perspectives.</td><td>Do:
Explore culture, identity or place through drama.

Explain how the time, place or culture of a drama influences characters, themes or performance choices.

Identify how drama choices communicate different cultural perspectives.</td></tr>
<tr><td>Third Level</td><td colspan="2">Includes, but not limited to
art and design influences such as local, Scottish and global artists, designers, movements and creative traditions; historical and contemporary art and design; and age-appropriate social, cultural and political contexts
artists, movements and contexts such as Art Deco, conflict art, Pop Art, feminist art, Andy Warhol, Banksy and Cindy Sherman.
media such as drawing, painting, digital technologies and 3D modelling
materials such as pencils, oil pastels, charcoal and watercolours
visual elements such as line, colour, shape, form, pattern, texture and tone
Notes
Exploring art and design from different times, places and cultures supports understanding of historical and contemporary creative practices.

Art and design can provide opportunities to explore social, cultural and political ideas in age-appropriate ways.

Historical and contemporary movements can be considered within broader timelines to support understanding of influence, change and continuity in art and design.

Media, materials, techniques and visual elements can be selected and applied purposefully to communicate ideas, meaning and creative intentions.</td><td colspan="2">Includes, but not limited to
dance experiences from local, Scottish and wider-world contexts
dance features such as movement, music, costume, rhythm, structure and formation
dance vocabulary such as movement, rhythm, level, direction, dynamics, formation and structure
Notes
Exploring dances from different cultures and traditions can support understanding of diverse forms of expression, identity and heritage.

Comparing and contrasting dances can support recognition of similarities and differences in style, purpose, movement and cultural context.

Appropriate dance vocabulary supports the description, discussion and evaluation of dance experiences and performances.

Engagement with local, Scottish and global dance traditions can deepen appreciation of both cultural heritage and contemporary dance practices.

Observing, discussing and reflecting on dance can support informed responses and creative decision-making.</td><td colspan="2">Includes, but not limited to
drama experiences such as Scottish theatre, theatre from other cultures and traditions, live and recorded performances, theatre visits, festivals and workshops
stimuli such as plays, extracts, performances, stories, local and historical events, traditions, contemporary issues and the work of playwrights and theatre-makers
cultural influences such as time, place, language, beliefs and traditions
Scottish theatre opportunities such as local theatres, the National Theatre of Scotland, touring companies, Scots language, Gaelic language and the work of Scottish playwrights and theatre-makers
partnerships such as artists, theatre practitioners and cultural organisations
Notes
Drama provides opportunities to explore and respond to a range of cultures, traditions, perspectives and lived experiences.

Engagement with Scottish, local and wider-world theatre can support understanding of cultural heritage, identity and contemporary society.

Time, place, language, beliefs and traditions can influence the creation, interpretation and performance of drama.</td></tr>
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	Critical engagement with a range of artistic and design approaches can support the development of personal responses and creative outcomes.		Exploration of different cultures and perspectives should promote curiosity, respect and appreciation of diversity while challenging stereotypes. Experiences of performance, participation and collaboration can deepen understanding of drama as an art form and its role within communities. Engagement with theatre-makers, artists and cultural organisations can broaden understanding of creative practices and career pathways.

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<table>
<tr><th></th><th colspan="2">Film and Screen</th><th colspan="2">Music and Music Technology</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Artistic choices, styles and forms reflect cultural meanings and may be interpreted differently in different cultural contexts.</td><td colspan="2">Understand: Artistic choices, styles and forms reflect cultural meanings and may be interpreted differently in different cultural contexts.</td></tr>
<tr><td>Know:
Film and screen products from diverse cultures and contexts use elements such as narrative and production design to communicate cultural identity and meaning.</td><td>Do:
Plan, create and edit a film or screen product to communicate cultural identity and meaning.</td><td>Know:
Music from a variety of cultures and contexts uses instruments, voices, musical forms and performance styles to communicate cultural identity, meaning and understanding.

Cultural, social and technological influences shape musical traditions and affect how music is created, preserved, recorded, produced and shared over time and across communities.</td><td>Do:
Use music vocabulary to identify and describe how cultural, social and technological influences are reflected in music from different cultures, times and contexts using music vocabulary.

Perform, improvise and compose to communicate cultural awareness and understanding.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen products such as live-action films, documentaries, animations, music videos and advertisements from local, Scottish and global contexts
• film and screen texts that represent a range of cultures, perspectives, experiences and storytelling traditions

Notes
Viewing and creating film and screen products provides opportunities to explore diverse cultures, identities, perspectives and experiences.

Engagement with local, Scottish and wider-world screen content can support understanding of different traditions, viewpoints and ways of communicating meaning.

Film and screen products can reflect and influence culture, identity and society.

Comparing and discussing a range of screen texts can support critical thinking, informed responses and creative decision-making.

Exposure to diverse voices, stories and perspectives can broaden understanding of the world and encourage respectful engagement with others.</td><td colspan="2">Includes, but not limited to
• musical experiences such as vocal and instrumental music, live and recorded performances and traditional and contemporary musical contexts
• musical traditions and styles from local, Scottish and wider-world cultures

Notes
Engaging with music from a range of cultures, traditions and time periods can support understanding of diverse musical practices and perspectives.

Research and listening can support the identification and discussion of key features and characteristics of different musical traditions.

Comparing music across cultures and contexts can support recognition of similarities, differences and influences.

Live and recorded musical experiences can broaden musical awareness and inform creative, performative and evaluative responses.

Appropriate music vocabulary supports the discussion, analysis and evaluation of music.

Musical elements at this level: melody, rhythm, harmony, tempo, dynamics, timbre, texture and structure.</td></tr>
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<table>
<tr><th></th><th colspan="2">Art and Design</th><th colspan="2">Dance</th><th colspan="2">Drama</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Cultural, historical and societal contexts shape artistic choices, styles and movements and shape how creative expression is understood and interpreted by different people and communities.</td><td colspan="2">Understand: Cultural, historical and societal contexts shape artistic choices, styles and movements and shape how creative expression is understood and interpreted by different people and communities.</td><td colspan="2">Understand: Cultural, historical and societal contexts shape artistic choices, styles and movements and shape how creative expression is understood and interpreted by different people and communities.</td></tr>
<tr><td>Know:
Art and design styles and movements develop through changing historical and contemporary contexts.

Understanding of the relationship between symbolism, cultural references and design choices and how visual language shapes interpretation and response.

Artists and designers can reinforce, challenge and shape cultural values, traditions and beliefs through their work.</td><td>Do:
Compare and justify informed responses to art and design from different cultures, traditions and historical and contemporary contexts.

Recognise how artistic and design styles, symbolism and creative choices shape interpretation, meaning and cultural understanding.</td><td>Know:
Dance genres, traditions and performance contexts across cultures and periods use movement, costume, music and staging to shape meaning and audience response.

Scotland has a rich and evolving dance heritage, which reflects its history, communities, social traditions and cultural identity.</td><td>Do:
Analyse dances from different cultural contexts using dance vocabulary to explain meaning.

Create and perform a dance inspired by a selected cultural context.

Adapt aspects of a Scottish Dance style to create a piece of dance.</td><td>Know:
Drama can explore, question and challenge ideas about culture, identity and society.

Cultural, historical and social context can shape the meaning of drama.

Playwrights, theatre-makers and audiences may interpret cultural ideas in different ways.</td><td>Do:
Create or respond to drama that explores culture, identity, place or society.

Analyse how cultural, historical or social context shapes drama choices and meaning.

Make and justify choices that communicate a cultural perspective.

Evaluate how effectively drama represents or challenges cultural ideas.</td></tr>
<tr><td colspan="2">Includes, but not limited to
art and design from local, Scottish and wider-world contexts, such as historical and contemporary works, expressive and design practices and age-appropriate social, cultural and political themes
historical movements, styles and timelines
media such as drawing, painting, digital technologies and 3D modelling
materials such as pencils, oil pastels, charcoal and watercolours
Notes
Exploring art and design from different times, places and contexts supports understanding of diverse creative practices, perspectives and influences.

Engagement with historical and contemporary works can support awareness of how art and design reflect and respond to social, cultural and political ideas.

Age-appropriate exploration of social and political themes can encourage critical thinking, discussion and informed personal responses.

Historical movements and timelines can support understanding of change, continuity and influence within art and design.

Media and materials can be selected and applied purposefully to communicate ideas and realise creative intentions.</td><td colspan="2">Includes, but not limited to
dance styles and contexts such as social dance, theatrical dance, contemporary dance and dance traditions from local, Scottish and wider-world cultures
choreographic approaches such as adapted choreography and original choreography
dance vocabulary such as movement, rhythm, dynamics, space, relationships, structure and motif
Notes
Exploring dance from a range of cultures, styles and contexts can support understanding of diverse traditions, identities and approaches to movement.

Choreography can be adapted, developed and created with increasing independence to communicate artistic intention and respond to audience and purpose.

Analysis of dance can support understanding of how dance elements contribute to meaning, mood and audience response.

Appropriate dance vocabulary supports the description, discussion, analysis and evaluation of dance processes, performances and outcomes.

Reflecting on dance from different contexts can support informed creative choices and deeper appreciation of dance as an art form.</td><td colspan="2">Includes, but not limited to
theatre experiences such as contemporary and historical Scottish theatre, theatre from different cultures and periods, live theatre, recorded performances, festivals, workshops and engagement with theatre-makers and cultural organisations
areas of study such as plays, playwrights, practitioners, theatre companies, performance styles and theatrical traditions
dramatic themes such as culture, identity, belonging, community, heritage, language and social change
Notes
Engagement with a range of theatre traditions, cultures and historical periods can support understanding of diverse dramatic practices, perspectives and influences.

Context can influence the creation, interpretation and meaning of drama and audience responses may vary according to experience, background and perspective.

Drama provides opportunities to explore and communicate ideas relating to culture, identity, belonging, heritage, language and society.

Complex themes and issues should be explored with sensitivity, respect and consideration of different viewpoints.

Analysis and evaluation can be supported through reference to context, intention, audience and impact.</td></tr>
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<table>
<tr><td></td><td>Critical engagement with a range of art and design contexts can support analysis, comparison and the development of informed creative decisions.</td><td colspan="2"></td><td>Experiences of live performance, workshops and engagement with theatre-makers can deepen understanding of drama as an art form and its role within communities.</td></tr>
<tr><td></td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Cultural, historical and societal contexts shape artistic choices, styles and movements and shape how creative expression is understood and interpreted by different people and communities.</td><td colspan="2">Understand: Cultural, historical and societal contexts shape artistic choices, styles and movements and shape how creative expression is understood and interpreted by different people and communities.</td></tr>
<tr><td>Know:
The ways that film and screen products from diverse cultural, historical and societal contexts use creative choices to shape meaning, viewpoint and audience interpretation.</td><td>Do:
Plan, create and edit film or screen products for a specific audience, using creative choices to explore cultural, historical and societal contexts and experiences.</td><td>Know:
Music both reflects and shapes cultural values, identities, experiences and historical developments.

Music is sustained, adapted and reinterpreted across generations through evolving traditions, technologies and practices.</td><td>Do:
Listen to and analyse music from different cultural contexts, using appropriate vocabulary to describe features and justify responses.

Perform, improvise and compose music from a range of contexts, selecting and combining musical elements to communicate cultural meaning and intention.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen products such as live-action films, documentaries, animations, music videos and advertisements from local, Scottish and global contexts
• film and screen texts that represent a range of cultures, identities, perspectives and experiences

Notes
Viewing and creating film and screen products can support understanding of diverse cultures, perspectives and ways of communicating ideas.

Film and screen products can provide opportunities to explore and express identity, culture, experiences and viewpoints.

Personal experiences, knowledge and perspectives can influence how film and screen texts are interpreted and understood.

Engagement with local, Scottish and wider-world screen content can support appreciation of different stories, traditions and ways of seeing the world.

Reflecting on a range of film and screen products can support critical thinking, discussion and informed creative decision-making.</td><td colspan="2">Includes, but not limited to
• musical styles and traditions such as local, Scottish and wider-world music
• instruments associated with different musical styles, genres and traditions

Notes
Listening to and exploring music from a range of styles and traditions can support understanding of their distinctive features and characteristics.

Musical elements can be identified, analysed and discussed using appropriate music vocabulary.

Instruments contribute to the sound, texture and character of different musical traditions and genres.

Recognising how musical elements are combined can support performance, composition, improvisation and evaluation.

Comparing music across different contexts can support informed responses and deepen musical understanding.

Musical elements at this level: melody, harmony, rhythm, tempo, dynamics, timbre, texture, structure and style.</td></tr>
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Declaration

The content of this document was written by the author, exercising full professional judgement. Education Scotland approved AI tools were used to support review, clarity and quality assurance. Education Scotland staff retain full responsibility and have reviewed and approved all content.

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Version History

Version	Date	Detail
Version 1.0	4 November 2026	First released

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