**Aberdeenshire**

**Progression Framework**

**Expressive Arts**

**INTERIM December 2015**

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**Aberdeenshire**

**Progression Framework**

**Expressive Arts**

**Section 1 Guidance**

**INTERIM December 2015**

**INTRODUCTION**

The ***Aberdeenshire Progression Framework for Expressive Arts***sets out a clear progression for knowledge and understanding and related skills, from the Curriculum for Excellence and associated significant aspects of learning which are:

* **Creating**
* **Presenting**
* **Evaluating and Appreciating**

The progression framework sets out a continuum of learning through CfE Early Level to the end of the Broad General Education (Third/Fourth Levels). The progression framework is intended to assist teachers in their learning and teaching approaches as they plan the curriculum and assess evidence of children’s learning.

It is necessary to have a coherent approach to planning the curriculum, learning, teaching and assessment in which teachers’ practice embraces the following.

**Seven design principles**

* Challenge and enjoyment
* Breadth
* Progression
* Depth
* Personalisation and choice
* Coherence
* Relevance

**Four capacities**

* Successful learners
* Confident individuals
* Effective contributors
* Responsible citizens

**Four contexts**

* Ethos and life of the school
* Curriculum areas and subjects
* IDL
* Opportunities for personal achievement

The aims of the framework are to:

* support and enhance planning and assessment, based on skills, knowledge and understanding;
* provide staff with a structured progression for learning and teaching;
* enable the sharing of standards within schools, clusters and across Aberdeenshire;
* enable the developing of skills for learning, life and work;
* facilitate the process of monitoring learners’ progress and achievement.

**CONTEXT**

**Purposes**

One of the main purposes of learning in the expressive arts is to develop lifelong appreciation of, and participation in, expressive arts and cultural activities.

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

Experiences in the expressive arts; *art and design, dance, drama and music*, involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

Furthermore, the Expressive Arts***:*** *principles and practice*paper outlines the importance of Expressive Arts.

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

*Expressive Arts: Principles and Practice Paper*

**The Structure of Expressive Arts**

The framework comprises experiences and outcomes in:

* **art and design**
* **dance**
* **drama**
* **music**

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

* be creative and express themselves in different ways;
* experience enjoyment and contribute to other people’s enjoyment through creative and expressive performance and presentation;
* develop important skills, both those specific to the expressive arts and those which are transferable;
* develop an appreciation of aesthetic and cultural values, identities and ideas and, for some,
* prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

*Building the Curriculum 1 [amended]*

Participation enables children and young people to experience and enjoy the energy and excitement of performing and presenting for different audiences and of being part of an audience for others.

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. It is therefore important that all teachers and educators look for opportunities within their own teaching approaches for interdisciplinary learning and to foster partnerships with professional arts companies, creative adults and cultural organisations.

**SKILLS FOR LEARNING, LIFE AND WORK**

All of our young people from the early stages onwards in schools are entitled to opportunities to develop their skills in learning, life and work. The development of these skills is essential to life-long learning. This will enable young people to become flexible and adaptable as they progress into adulthood. Furthermore, this will enhance the development of resilience, self-esteem and confidence that they will require to flourish in the future.

**EFFECTIVE LEARNING AND TEACHING**

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

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

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

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

Teachers and learners will focus on developing the knowledge and understanding, skills, attributes and capabilities detailed in the experiences and outcomes for each of the four components of the Expressive Arts: *Art and Design, Dance, Drama* and *Music.*

In Aberdeenshire, we endorse Co-operative Learning as one of the research based approaches which has a positive impact on learning.

**Co-operative Learning**

Research has shown that co-operative learning provides a rich context for learners to develop personal and social interaction in reaching learning goals and in nurturing personal confidence. For co-operative learning to take place there requires to be:

* Positive Interdependence
* Individual Accountability
* Social Skills
* Face to Face Interactions
* Group Processing

The context of a co-operative learning task sets a core learning goal together with a social goal to allow young people not only to know when they are succeeding in their learning but also how their contribution has helped the group reach their goal. Co-operative learning has shown to be an effective tool in supporting the delivery of many aspects of Expressive Arts.

Well planned teaching and assessment in the expressive arts provides opportunities across the significant aspects of learning for learners to enjoy breadth, challenge and application in new and unfamiliar contexts.

**Learning Teaching and Assessment: Professional Curriculum Tool**

When teaching for effective learning, reference should be made to Aberdeenshire’s *Learning Teaching and Assessment: Professional Curriculum Tool* which outlines guidance for teachers in supporting the principles of ‘Assessment is for Learning’. (Section 3).

**Success Criteria**

**Learning Intentions**

**The Learner**

***Clear, relevan*t and measurable definitions of *success criteria.* *Learners involved in creating them in pupil language.***

**Planning together for**

**learning, teaching and assessment**

***Standards and expectations for***

***planned learning***

**Key**

**Professional Practice**

*features of effective professional practice*

**Learning Experiences**

**Evidence**

***Rich experiences planned to take account of the Es and Os and the design principles***

***A range of appropriate evidence***

**The Learner**

**Professional Action**

*professional actions for improvement*

**Assessment Approaches**

**Feedback and Next Steps**

***Timely and effective feedback supports the planning of pupils’ next steps in learning***

***Assess: Progress***

***Assess: Breadth, challenge, application***

***Collaborative approaches to evaluate the evidence of learning***

**Evaluate Learning**

***Learning Teaching and Assessment: Professional Curriculum Tool***

**This tool can be used**

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks.
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

**Key references used in this resource**

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2000

**MONITORING PROGRESS AND ACHIEVEMENT**

Assessment of progress in Expressive Arts will focus on judgements about the success of children and young people in:

* developing key Expressive Arts skills;
* applying their skills in their learning, in their daily lives and in preparing for the world of work.

Evidence of progress in Expressive Arts should be gathered as part of day-to-day learning as well as across the curriculum and it should complement the evidence gathered in discrete Expressive Arts lessons. To achieve this, a shared understanding of expectations is essential. This will ensure consistency of approach in sharing standards.

Learners’ progress should be defined in terms of breadth and depth of achievement. Emphasis should be placed not just on how much, but *how well* they learn.

**BENCHMARKS**

The benchmarks which accompany this framework outline the standards and expectations which will enable schools to identify how their learners are performing at each year stage. In other words, the benchmarks for Expressive Arts set out what can reasonably be expected of most pupils by the end of each year of schooling.

Effective benchmarking of standards and expectations for Expressive Arts needs to be a systematic and rigorous process which:

* starts with the identification of benchmark measures that define the “good standard” against which comparison can be made;
* involves some investigation and/or analysis of the processes and practices that underlie that good performance;
* identifies and/or shares good or excellent practice that school(s) can learn from and use to drive improvement.

By specifying the essential indicators of “good” performance, the benchmarks which accompany this framework will enable schools to:

* indicate how their learners are performing;
* understand how they and their learners perform in comparison to other learners;
* compare performance across schools and year-on-year.

**Benchmarking for Improvement**

The purposes of the benchmarks for Expressive Arts are to:

* promote quality teaching and learning in the classroom;
* nurture success for all students;
* assist teachers and schools in monitoring and tracking student progress;
* evaluate the success of teaching and learning programmes;
* inform next steps for learners and their learning;
* target/identify students who need additional support;
* report to pupils and families;
* identify appropriate professional development for staff.

**Aberdeenshire**

**Progression Framework**

**EXPRESSIVE ARTS**

**Section 2**

**INTERIM December 2015**

**GUIDELINES FOR USING THE PROGRESSION FRAMEWORK**

This framework sets out a clear progression for skills, knowledge and understanding from the following Curriculum for Excellence Expressive Arts ***Significant Aspects of Learning:***

The purpose of this document is to offer a continuum of learning through to the end of the Broad General Education (CfE Early – Third/Fourth Levels). The progression is intended to assist teachers as they plan their expressive arts curriculum and assess evidence of learning.

|  |  |
| --- | --- |
| **Level** | **Stage** |
| **Early** | The pre-school years and P1, or later for some. |
| **First** | To the end of P4, but earlier or later for some. |
| **Second** | To the end of P7, but earlier or later for some. |
| **Third and Fourth** | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice. Young people's programmes will not include all of the fourth level outcomes. |

**The aims of the Progression are to:**

* ***enhance planning and assessment;***
* ***provide staff with a framework to promote progression in learning and teaching;***
* ***enable the sharing of standards within schools and across school clusters.***

The document is structured using each of the Expressive Arts significant aspects of learning. These are then sub-divided further using Curriculum levels and the CfE Experiences and Outcomes. The document details the learner’s progression within and through each of the Levels.

Creating

Presenting

Evaluating and Appreciating

**Significant Aspects of Learning**

**(SALs)**

**Creating**

**Presenting**

**Evaluating and Appreciating**

Learners will:

* *select, process and present a variety of relevant research information from a range of sources*
* *through description and analysis, demonstrate knowledge and understanding of how artists and designers: handle media; use techniques and processes; use of visual elements and concepts*
* *demonstrate giving and accepting constructive comment about their own and others’ work in relation to agreed criteria*

Learners will:

* *create images and objects that demonstrate increasing accuracy of representation from direct observation*
* *independently select and apply media and techniques, demonstrating understanding of media properties through the images and objects that are created and the techniques and technology used*

Learners will:

* *demonstrate some understanding of how visual elements and visual concepts can be combined to create, for example, mood and atmosphere*
* *demonstrate understanding of creative and design processes through developing and communicating solutions to a design and/or expressive challenge*

**Learners’ performances and creative responses should show progress and demonstrate an increasing range of skills summarised here.**

Within the “***Professional learning paper: Assessing progress and achievement in the expressive arts”*** learning in, through and about the expressive arts enables children and young people to:

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

Teachers and learners will focus on developing the knowledge and understanding, skills, attributes and capabilities detailed in the experiences and outcomes for each of the four subject areas of the expressive arts: *art and design, dance, drama and music.*

Assessment in the expressive arts will focus on learners’ skills and abilities to express themselves through the three significant aspects of learning*, creating,* *presenting* and *evaluating and appreciating*. The statements above, under the headings of creating, presenting and evaluating and appreciating, should be considered at the planning stage, before setting up learning activities that will generate evidence of learning to be assessed.

**Expressive Arts**

**ART and DESIGN**

**Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Level** | | | |
| **Visual elements to be developed at early level through all skills (print, draw, paint, moving image and photography, 3D objects, design process, talk about art and design) include;** | | | |
| Line | * I can explore with anything that makes a mark. * I can manipulate an implement to make a range of strokes. | | * I can control an implement to make straight, wavy and zig-zag lines. * I can stop a line and start a new one. |
| Shape/Space | * I can join lines. | | * I can join lines to make a shape. |
| Tone | * I can talk about light and dark. | | * I can apply different materials to create heavy or light marks. |
| Colour | * I can experiment with colour. * I can name colours. | | * I can describe colour (e.g. light/dark/hot/cold/sad/happy). |
| Pattern | * I can identify a pattern e.g. in nature. | | * I can make a simple pattern. * I can continue a pattern. |
| Texture | * I can use all my senses to explore different textures. * I can talk about my experiences of textures. | | * I am developing a vocabulary to help me describe different textures. |
| Form | * I have opportunity to explore and experience different materials. | | * I can manipulate materials to create models and forms. |
| **Through exploration and play and within meaningful contexts**  **the following essential Art and Design skills should be developed:** | | | | |
| **CREATING**  I have the freedom to discover and choose ways to create images and objects using a variety of materials.  **Expressive Arts**  **EXA 0-02a**  I can create a range of visual information through observing and recording from my experiences across the curriculum.  **EXA 0-04a / EXA 1-04a**  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.  **EXA 0-05a / EXA 1-05a / EXA 2-05a**  Working on my own and with others, I use my curiosity and imagination to solve design problems.  **EXA 0-06a** | **Make prints to express ideas, thoughts and feelings\*** | | | |
| * I can push an object on to a surface to leave a mark. |  | | |
| **Draw to analyse, communicate, interpret, record and improvise\*** | | | |
| * I can explore with anything that makes a mark. * I am beginning to use the marks that I make to represent real and imagined things. | * I can draw what I see. * I can draw using my imagination. | | |
| **Use paint to express ideas, thoughts and feelings\*** | | | |
| * I have frequent opportunity to experiment freely with paint. | * I can use paint. * I can mix paint. * I can apply paint in different ways. | | |
| **Use moving image and photography to express ideas, thoughts and feelings\*** | | | |
| * I am given opportunities to explore and experiment with different technologies (e.g. iPads, cameras, etc.) to create images. | | | |
| **Create 3D objects to express ideas, thoughts and feelings\*** | | | |
| * I am developing skills that help me manipulate materials (e.g. rolling, pinching, tearing, gluing, cutting, etc.). * I am given opportunities to select and experiment with a variety of different resources which I can use to create 3D models (e.g. malleable materials, junk, computer programs/apps, etc.). * I have opportunity to revisit and develop my models. | * I am continuing to develop skills that help me manipulate materials with increasing accuracy and dexterity. * I am beginning to plan by selecting and explaining why I have chosen specific resources for 3D models. | | |
| **Use a design process to solve problems and understand what designs people need\*** | | | |
| * I am beginning to think about the use of everyday objects and why they have been designed this way. * I am encouraged to use the design process to solve problems (e.g. a garage for my toy car, a box for my treasures). * I can choose and organise materials in order to complete my design. | * I can plan and make something for a specific purpose. * I can talk about the process I have gone through in order to solve a design problem. * I can choose and organise materials and say why I have chosen them for that purpose. | | |
| **PRESENTING**  I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.  **EXA 0-01a / EXA 1-01a / EXA 2-01a** | * I am encouraged to share my artwork with a small, familiar audience. * I am encouraged to show interest in looking at others’ artwork. | | * I am encouraged to share my artwork with a wider group (e.g. contributing and being involved in making decisions as to how my artwork is displayed). * I am beginning to look and talk about other people’s artwork (my peers and known artists) independently. | |
| **EVALUATING AND APPRECIATING**  I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a** | **Talk about Art and Design using reflection, research, my senses and evaluation\*** | | | |
| * I am encouraged to talk about my artwork. * I can listen to what others think of my work. * I can say what I like or dislike about a piece of art. | | * I can answer questions others have about my artwork. * I can listen and respond to what others think of my artwork. * I can look at others’ artwork and ask questions about it. * I can encourage other artists by giving positive feedback**.** | |

\*refers to core skills as identified by Education Scotland

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| --- | --- | --- | --- |
| **First Level** | | | |
| **Visual elements to be developed at first level through all skills (print, draw, paint, moving image and photography, 3D objects, design process, talk about art and design) include;** | | | |
| Line | I can control line using a range of media.  I can recognise horizontal, diagonal and vertical lines. | I can create a variety of lines using a range of media (zig zag, wavy etc.).  I can use lines to create shapes and patterns. |  |
| Shape/Space | I can begin to talk about the similarities and differences of shapes.  I can experiment in creating different shapes. | I can describe the shape between objects e.g. far, near, back, middle etc.. | I can identify and use regular and irregular shapes. |
| Tone | I can identify light and dark on objects and pictures. | I can make light and dark tones using a media of my choice. | I can use tone to show distance near and far.  I can use light and dark tones to create 2D form. |
| Colour | I can name the primary colours (red, yellow, blue). | I can use colour to show feelings and emotions in my work.  I can mix the primary colours to make secondary colours (orange, green and purple).  (Mix red, yellow and blue to make brown.) | I can use my knowledge of colour mixing to match what I can see. |
| Pattern | I can talk about pattern on things around me. | I can use line and shape to create a range of patterns.  I can create a symmetrical pattern. | I can create a repeating pattern that has more detail.  I can create my own patterns using shape, line and colour. |
| Texture | I can use textures (e.g. natural materials). | I can make marks to record textures (e.g. draw a picture of tree bark – visual texture). | I can create texture using a range of media. |
| Form | I can use different techniques to join materials to create 3D objects  (e.g. model/object/sculpture/textiles). | I can use light and dark to create 2D form. | I can make a plan for a model/object/sculpture/textiles.  I can choose materials e.g. mod-roc, soap, papier mache and use them to make a model/object/sculpture/textiles. |

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|  | **First Level** | | |
| **CREATING**  I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.  **EXA 1-02a**  I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.  **EXA 1-03a**  I can create a range of visual information through observing and recording from my experiences across the curriculum.  **EXA 0-04a / EXA 1-04a**  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.  **EXA 0-05a / EXA 1-05a / EXA 2-05a**  I can use exploration and imagination to solve design problems related to real-life situations.  **EXA 1-06a** | **Make prints to: express ideas, thoughts and feelings**\* | | |
| * With increasing skill I can print to make a repeat pattern. * With increasing skill I can make my own printing block or tile. * With increasing skill I can make prints of more than one colour. |  |  |
| **Draw to: analyse, communicate; interpret; record; improvise\*** | | |
| * I can begin to draw and record my observations. * With increasing skill I can use my imagination to create a drawing showing increased complexity. | * I can draw with increased accuracy. | * I can draw a range of visual information (e.g. a portrait, landscape, buildings, plants). |
| **Use Paint to: express ideas thoughts and feelings\*** | | |
| * I can use the language of painting (e.g. light, dark). * I can mix to make different colours. * I can explain how different colours make me think and feel. * I can select different tools for different effects. * I can explore different types of paint. | * I can use the language of painting (e.g. tone, tint). * I can mix to make secondary colours (e.g. orange, green and purple). * I can mix paints with black and white to make tones and tints. * I can control different types of paint. * I can experiment and plan the layout of a painting. | * I can understand the language of painting (e.g. translucent, opaque). * I can experiment with different types of paint. * I can name warm, cool and complementary colours then mix them. |
| **Using moving image and photography\*** | | |
| * I can investigate materials and media to create backgrounds, objects and or characters to create a simple text or take a photograph (e.g. animation). | * I can research and select materials and media to create backgrounds, objects and characters to create a simple text or take a photograph (e.g. animation). | * I can create backgrounds, objects and characters to create a simple text. |
| **Create 3D objects to: express ideas, thoughts and feelings\*** | | |
| * I can investigate different materials to make a model/object/sculpture/textiles. | * I can explore and select materials to make a model/object/sculpture/textiles. | * I can create a model/object/sculpture/textiles to express an idea, thought or feeling. |
| **Use a design process to solve problems, understand what designs people need\*** | | |
| * I can respond to a design brief. * I can see different designs in the world around me. * I can work with the understanding that what I design must meet a purpose. * I can look at different things to give me a starting point for my idea (comics, illustrations, and communications media). * I can create something from my ideas. |  |  |
| **PRESENTING**  I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.  **EXA 0-01a / EXA 1-01a / EXA 2-01a** | * I can present my art work with support (e.g. wall display, published book, school website). | * I have experienced the enjoyment of presenting my art work in different ways (e.g. art exhibition). | * I can select an appropriate way to present my art work for a particular purpose. |
| **EVALUATING AND APPRECIATING**  I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a** | **Talk about art and design using reflection, research, my senses and evaluation\*** | | |
| * I can talk about what I see when I look at my art work and the work of other artists. * I can give my opinion. * I can talk about my design ideas. | * I can apply my knowledge when discussing the work of artists, my own and my peers. * I can explain my opinion. | * I can give and accept comments about my own and other’s work. |

\*refers to core skills as identified by Education Scotland

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| --- | --- | --- | --- |
| **Second Level** | | | |
| **Visual elements to be developed at second level through all skills (print, draw, paint, moving image and photography, 3D objects, design process, talk about art and design) include;** | | | |
| Line | * I can explore line to create tone e.g. using cross hatching. * I can create lines to show the shape and form of an object. * I can make a line drawing from close observation. | * I can create images using a combination of different lines. | * I can apply different qualities of line (e.g. heavy, light bold, sketched forms) to create my images. * I can apply shade and tone using a variety of lines creating depth and dimension to the original drawing. |
| Shape/Space | * I can compose a picture by considering the foreground, background and middle ground. | * I can understand what is meant by negative and positive space. | * I can understand perspective and use line and shape to create this in my artwork. |
| Tone | * I can make light and dark tones using different media. * I can begin to mix tones with confidence and know which colours are likely to give the appropriate effect. | * I can begin to show the effect of light in my art work (light direction, shadows). * I can recognise that tone can be used to create distance in artwork (e.g. using a lighter tone on what is in the distance gives a sense of depth). | * I can use tone to make a shape look solid. * I can explore the use of tone to create a 3D effect in a painting. * I can apply shade and tone using a variety of lines creating depth and dimension to the original drawing. |
| Colour | * I can see the connection between colour and tone. * I can discuss how colour creates different mood/space/size/temperature. * I can make colour wheels and select complementary colours. | * I can blend and shade colours using a variety of media. * I can explore tertiary colours – primary + secondary. | * I can investigate intensity of colours – deep/light tones. * I can reflect upon artists’ use of colour and application of it. |
| Pattern | * I can observe more complex patterns in nature, science and maths (e.g. fractal, Fibonacci). * I can consider different types of mark making to make patterns. * I can use regular and irregular shape to create pattern. | * I can find pattern in artwork of different cultures. * I can create pattern for purposes, e.g. wallpaper, clothes, book covers etc. * I can look at various artists’ creation of pattern and discuss effect (e.g. Gaudi, Matisse, Escher, Aboriginal art). | * I can discuss own and artists’ work, drawing comparisons and reflecting on their own creations. * I can organise colour, line and shape to create particular patterns. |
| Texture | * With increasing skill, I can experiment with different media on a variety of surfaces (e.g. paper, plastic, fabric) to create texture. * With increasing skill, I can choose appropriate ways of representing texture using different media. |  |  |
| Form | * I can experiment with materials to make 2D/3D constructions on a variety of scales e.g. plastic, wood, clay, wire, dough. | * I can represent 2D/3D form using a range of materials, understanding its functionality and purpose. |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Second Level** | | |
| **CREATING**  I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.  **EXA 2-02a**  I can create and present work that shows developing skill in using the visual elements and concepts*.*  **EXA 2-03a**  Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.  **EXA 2-04a**  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.  **EXA 0-05a / EXA 1-05a / EXA 2-05a**  I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.  **EXA 2-06a** | **Make prints to: express ideas, thoughts and feelings\*** | | |
| I can create different textures to explore printing by selecting materials (e.g. wallpaper, string, polystyrene, fabric).  I can make layered prints using up to 3 colours (e.g. press printing). | I can use different printing techniques (e.g. collograph, sandpaper, lino, screen printing).  I can experiment with designing prints  (e.g. fabrics, book covers and wallpaper). | I can add more detail to prints by working into them with a variety of media (e.g. paint, pens, pastels).  I can design and produce prints selecting the appropriate method and media. |
| **Draw to: analyse, communicate; interpret; record; improvise\*** | | |
| I can draw from observation and select line, tone and shade to represent things seen, remembered or imagined.  I can experiment with different media on a variety of papers. | I can use my knowledge of proportion to draw faces and figures.  I can select from a range of materials to produce line, tone and shade drawings.  I can draw familiar things from different viewpoints. | I can use perspective in my drawings to communicate relative distance.  I can use my imagination and apply my knowledge of texture, line, colour and pattern to create a drawing/painting. |
| **Use Paint to: express ideas thoughts and feelings\*** | | |
| I can experiment with my use of colour in painting to create mood, atmosphere, emotion etc.  I can paint from observation, mixing and matching colours where appropriate.  I can experience a wider range of different paints, (e.g. PVA mix, acrylic, inks, watercolour). | I can experiment with my use of paint to create interesting effects (e.g. addition of sand, PVA, salt, wax etc.).  I can explore application of a wide variety of paint on various different surfaces. | I can use my imagination to create a painting that demonstrates my knowledge of texture, line, colour and pattern.  I can use my imagination and apply my knowledge of texture, line, colour and pattern to create a drawing/painting. |
| **Moving image & photography: to express, ideas thoughts and feelings\*** | | |
| I can explore the uses of digital media (e.g. use drawing techniques, manually or electronically).  I can take photographs or record sound and images to represent my experiences in the world around me. | I can recognise that there are many ways to visually record objects, materials, images and locations. | I can demonstrate the use of combined media, including moving image, animation, digital packages, to communicate experiences, ideas and information in creative and engaging ways. |
| **Create collage/textile to: express ideas, thoughts and feelings\*** | | |
| I can select and combine different materials to create a collage.  I can produce repeat patterns onto fabric, using dye, fabric crayons or stitches etc.  I can embellish my work, pooling together experiences in texture to complete a piece (e.g. applique, drawing, sticking, cutting, paint, weaving, layering, etc.) | I can add collage to a painted, printed or drawn background.  I can experiment with different textiles techniques (e.g. tie dye, batik, rag-rugging). | I can use dyes, paints, batik, applique etc. to design my own textile. |
| **Create 3D objects to: express ideas, thoughts and feelings\*** | | |
| I can use malleable materials to build 3D models.  I can choose appropriate materials to create my models and be inventive for (e.g.mod roc, papier mache, clay, recycled objects etc*.*). | I can design, plan and make my models using a variety of tools.  I can shape, form, model and join with confidence to create a 3D objects. | I can make an armature for my 3D model. |
| **Use a design process to solve problems, understand what designs people need\*** | | |
| I can explore and research an idea using a design brief, presenting at least one solution to a problem. | I can make a prototype or model from my design.  I can recognise that design must have a purpose. | I can identify the properties of various materials and their appropriateness to develop and evaluate my design. |
| **PRESENTING**  I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.  **EXA 0-01a / EXA 1-01a / EXA 2-01a** | I can work collaboratively with a partner or group to create artworks.  I can look at my work and begin to learn how to prepare my work for display.  I can discuss my artwork, using a growing range of artistic vocabulary (e.g. colour, mood). |  |  |
| **EVALUATING AND APPRECIATING** | **Talk about art & design using reflection, research, my senses and evaluation\*** | | |
| I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a** | I can look at the work of artists, sculptors and designers with a developing understanding of how and why they make their work.  I can evaluate and improve my work and the work of others by referring to agreed criteria. | I can talk about the work of artists and justify my opinion. | I can appreciate the value of exhibiting art  and that art can take many forms.  I can make constructive suggestions to make improvements to my work and the work of others. |

\*refers to core skills as identified by Education Scotland

**Expressive Arts**

**ART and DESIGN**

**Core Learning and Benchmarks**

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| **Core Learning for Significant aspect of learning: Art and Design** | | | | |
| Early | First | Second | Third | Fourth |
| Represent objects through using imagination and memory. | Represent objects with some reference to their characteristics, using imagination and observation. | Create images and objects that demonstrate some accuracy of representation from direct observation. | Create images and objects that demonstrate increasing accuracy of representation from direct observation. | Create images and objects that demonstrate a consistent level of accuracy of representation and a degree of sensitivity. |
| Experiment freely with media, techniques and technology to create images and objects that explore, for example, the use of line, shape and colour. | Select from a range of media and show some understanding of their properties through the images and objects that are created and the techniques and technology used. | Select specific media and show increasing understanding of their properties through the images and objects that are created and the techniques and technology used. | Independently select and apply media and techniques, demonstrating understanding of media properties through the images and objects that are created and the techniques and technology used. | Independently select, and confidently apply, media and techniques, demonstrating understanding of media properties through the images and objects that are created and the techniques and technology used. |
| Demonstrate visual awareness for example being able to distinguish differences in size and shape. | Demonstrate understanding of most of the visual elements and more challenging concepts such as symmetry. | Demonstrate understanding of all the visual elements and more challenging concepts such as proportion, scale and perspective. | Demonstrate some understanding of how visual elements and visual concepts can be combined to create, for example, mood and atmosphere. | Demonstrate increasing understanding of how to create relationships between visual concepts and the visual elements to for example, express personal emotions. |
| Respond freely and imaginatively to a range of stimuli, including design and other visual problems. | Follow a step by step process, including a response to stimuli, to develop and communicate imaginative ideas. | Follow a step by step process to develop and communicate imaginative ideas to a design and/or expressive solution. | Demonstrate understanding of creative and design processes through developing and communicating solutions to a design and/or expressive challenge. | Respond freely and expressively to a range of stimuli to communicate personal ideas and feelings using a creative process. |
|  |  |  |  | Develop a personal response to a design brief, creating ideas using 2D and, if appropriate, 3D media and working systematically towards an appropriate solution. |
| **Core Learning for Significant aspect of learning: Art and Design** | | | | |
| Early | First | Second | Third | Fourth |
|  | Select and present relevant research information from different sources. | Select, process and present relevant research information from a range of sources. | Select, process and present a variety of relevant research information from a range of sources. | Select, synthesise and present relevant research information from a range of sources. |
| Talk about what they see and how they feel in response to the work of artists and designers. | Describe and discuss the subject matter, media and techniques of artists and designers, recognising some similarities and differences in their work. | Demonstrate knowledge of subject matter, media and techniques used by artists and designers and give personal opinions about their work and ideas. | Through description and analysis, demonstrate knowledge and understanding of how artists and designers: handle media; use techniques and processes; use of visual elements and concepts. | Using analysis and justified personal opinions, show appreciation and understanding of artists’ and designers’ media handling, techniques, working processes and use of visual elements and concepts. |

Within the “***Professional learning paper: Assessing progress and achievement in the expressive arts”*** learning in, through and about the expressive arts enables children and young people to:

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

Teachers and learners will focus on developing the knowledge and understanding, skills, attributes and capabilities detailed in the experiences and outcomes for each of the four subject areas of the expressive arts: *art and design, dance, drama and music.*

Assessment in the expressive arts will focus on learners’ skills and abilities to express themselves through the three significant aspects of learning *creating,* *presenting* and *evaluating and appreciating*. The statements above, under the headings of creating, presenting and evaluating and appreciating, should be considered at the planning stage, before setting up learning activities that will generate evidence of learning to be assessed.

**Significant Aspects of Learning**

**(SALs)**

**Presenting**

Learners will:

* *perform dance sequences inspired by dance from different styles and cultures*
* *demonstrate their knowledge from research information to enhance dance performance.*

**Evaluating and Appreciating**

Learners will:

* *demonstrate giving and accepting constructive comment about their own and others’ work, including the work of professionals.*

Learners will:

* *demonstrate control and fluency by applying choreographic devices e.g. timing, direction, levels*
* *create dance sequences inspired by dance from different styles and cultures.*

**Creating**

**Learners’ performances and creative responses should show progress and demonstrate an increasing range of skills summarised here.**

**Expressive Arts**

**DANCE**

**Progression**

Essential Dance Skills

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| **Dance skills- learners will be able to:** | **What it means using dance vocabulary:** |
| Use the body to express ideas. | Transfer of weight: jumps, turns, gesture, stillness, falls, travelling.  Improvisation: Creativity, expression, use of varying stimuli.  Self-discovery. |
| Link movements to express ideas, thoughts and feelings. | Using the body to link movements (could be taught sequence).  Using creativity to link some of the above elements (sequence created by learner). |
| Demonstrate awareness of body in space, exploring how to manage and control it. | Where the dancer is.  How the space is used.  The variations in height at which a movement can be performed – either high/medium/low |
| Perform and present to different audiences. | Showing: body awareness, posture, control, coordination. |
| Watch and respond to movement by discussing my thoughts and feelings. | Watch and respond to a piece of dance.   * What you saw. * What you thought and why. * How does it make you feel? |

The skills described above are intended as a manageable list of those skills essential for children to make progress in dance.

It is recommended that practitioners build opportunities for children to develop these skills into planning for learning.

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|  | **Early Level** |
| **Skills** | * Use space and resources creatively. * Show control over simple movements and gestures. * Respond to stimuli and express simple ideas, thoughts and feelings through movement and dance. * Choose and explore ways of moving rhythmically, expressively and playfully. * Co-operate with others. * Participate in a performance. |

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| **Assessment**  **Associated Learning Statements from Progression Framework:** | * Move in response to a variety of stimuli. * Use their imagination to enhance their creative response. * Share their creative movement with others. |

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| **Creating and Presenting**  I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. **EXA 0-08a**  Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. **EXA 0-09a**  I have opportunities to enjoy taking part in dance experiences.  **EXA 0-10a** | * I can show control of my body as I dance. * I respond to stimuli through movements and dance. * I can share space with others. * I can make my movement suit the tempo and beat of the music. * I can perform. | * I can show increasing control of my body as I dance. * I can respond to stimuli and show how this makes me feel through movements and dance. * I can use space and resources safely and creatively as I dance. * I know that putting movements and gestures together in a special way and performed to a beat or music is dance. * I can make my movement suit the ideas represented by the music. * I can perform with increasing confidence. |

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|  | **Early Level** |
| **Skills** | * Show appreciation and respond appropriately to other peoples work and comments. * Use know vocabulary to reflect upon own and the work of others. * Observe and respond to a performance. |

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| **Assessment**  **Associated Learning Statements from Progression Framework:** | * Talk about their own work, and the work of others. * Share their creative movement with others. |

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| **Evaluating and Appreciating**  I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 0-11a** | * I can talk about how my dance makes me feel (e.g. happy, sad). * Be part of an audience and let them know you have acknowledged the performance e.g. clap. | * I can talk about how my dance makes me feel using a wider range of emotions. * I can be a part of an audience for others and tell my peers what is good about their dance. * I can make changes to my dance using suggestions coming from my peers. |

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|  | **First Level** | | |
| **Skills** | * Show some spatial awareness. * Interpret and respond to a variety of stimuli through movement illustrating my ideas, thoughts and feelings. * Identify and perform body actions, travel, turn, jump, gesture, pause and fall. * Perform at different levels, speeds and ways to add interest and variety. * Create, rehearse and perform a simple dance sequence. | * Show increasing understanding of spatial awareness e.g. group shape. * Use a range of stimuli to express simple ideas, thoughts and feelings through movement and dance. * Practise and perform various dance steps. | * Devise short sequence of dance moves which includes an appropriate beginning, middle and end. * Rehearse and perform dances from a variety of genre / cultures. * Identify and recall appropriate features of dance. |

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| **Assessment**  **Associated Learning Statements from Progression Framework:** | * Create and perform a range of dance actions. * Combine actions safely to create and present a short dance sequence with a clear beginning, middle and end. |

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| **Creating and Presenting**  I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. **EXA 1-08a**  Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. **EXA 1-09a**  I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. **EXA 1-10a** | * I can create short dance sequences using a range of actions (e.g. jump, turn, and travel). * I can create a dance with a beginning and end. * I am developing a range of dance actions to respond to a range of stimuli. * I can learn and perform a series of short dance actions. | * I can create dance sequences for example using different speeds, levels. * I can create dances that show a clear beginning, middle and end. * I can use a range of stimuli to express my ideas through dance. * I can learn and perform a short dance. | * I have developed a repertoire of movements and can create my own sequences and dances. * I can perform some basic skipping or side steps in time to traditional Scottish music. * I am aware of different dance types. * I can learn, rehearse and perform dances from a few genres / cultures. * I can create and share my movements with others to make a groups dance. |

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|  | **First Level** |
| **Skills** | * Talk about how dance makes you feel. * Comment on my own work and the work of others’ constructively and respectively using dance vocabulary. |

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| **Assessment**  **Associated Learning Statements from Progression Framework:** | * Describe and reflect on the development of their own work and others’ dance work and identify strengths and areas for improvement. |

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| **Evaluation and Appreciation**  I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work. **EXA 1-11a** | * I can show my dance to others and listen to suggestions for improvement from them. * I can talk about the emotions that I feel when taking part in a dance session. | * I can show my dance to others and can accept suggestions for improvement from them. * I can talk about the emotions that I feel when taking part in a dance session and begin to say why. | * I can show my dance to others and can accept suggestions for improvement from them and act on them. * I can make suggestions to improve my own dance. * I can talk about the emotions that I feel when taking part in a dance session. * I can talk about the emotions that I feel in response to watching others dance. |

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|  | **Second Level** | | |
| **Skills** | * Select appropriate dance steps and movement sequences to create within a given context. * Practise in order to improve skill and techniques of dance steps/ movements/ gesture and posture. | * Research and select appropriate content/stimuli for the purpose of learning about dance styles from our own and other cultures. * Choreograph, rehearse and perform a short original dance piece to music or a rhythm comprising of several sequences. * Respond imaginatively and appropriately to a range of stimuli. | * Perform a range of different styles of dance from different cultures as well as Scottish Country Dancing. * Recreate movement/dance steps with some accuracy. |

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| **Assessment**  **Associated Learning Statements from Progression Framework:** | * Demonstrate control and fluency in a range of dance actions and sequences which can be repeated or changed e.g. motif. * Create and perform a dance sequence in response to stimuli using a range of skills and techniques (e.g. rhythm and coordination). * Participate in dance from a range of styles and cultures and demonstrate an awareness of key features. |

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| **Creating and presenting**  I can explore and choose movements to create and present dance, developing my skills and techniques. **EXA 2-08a**  Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. **EXA 2-09a**  I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features. **EXA 2-10a** | * I can create dance and movement sequences and present them to an audience. * I can select appropriate dance steps for a given context. * I know that I have to practice dance routines in order to improve skill and quality. * I can create and contribute dance actions as part of a class dance based on another country or culture. * I can recognise and perform steps or formations from Scotland and at least one other culture. | * I can research dances from a given dance genre/ culture. * I can respond imaginatively and appropriately to a range of stimuli. * I can choreograph an original dance piece comprising of several sequences. * I know that different cultures have different music styles that accompany dances. * I can use props or costume to enhance a dance idea. * I continue to develop my knowledge and performance of Scottish dance. | * I can identify the key features of a variety of different styles of dance. * I can perform two different styles of dance from other cultures. * I can dance with increasing accuracy of styles and steps. * I can perform more than one Scottish dances as part of a set. * I can select appropriate skills, stimuli, props and costumes to enhance a dance performance. |

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|  | **Second Level** |
| **Skills** | .   * Evaluate and appreciate a variety of dance styles. * Use self and peer evaluation to analyse constructively own and others’ dance performance. * Discuss thoughts and feelings in response to dance. * Contribute to dance related discussions, using appropriate vocabulary and offer constructive feedback. * Identify music styles from different cultures that accompany dance. |

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| **Assessment**  **Associated Learning Statements from Progression Framework:** | * Describe and evaluate their own and others’ work against given criteria. |

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| **Evaluation and Appreciation**  I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work. **EXA 2-11a** | * I can give and accept constructive feedback with good manners. * I can contribute to a performance as part of a quality audience. * I can perform my work for a small audience and make improvements to my dance based on their comments. * I can modify my performance after self-assessment. * I can use given criteria and my knowledge of dance to comment on others’ dances. * I can discuss my thoughts and feelings in response to dance. * I can comment on the work of others constructively, using dance vocabulary. |

**Expressive Arts**

**Dance**

**Core Learning and Benchmarks**

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| **Core Learning for Significant aspect of learning: Dance** | | | | |
| Early | First | Second | Third | Fourth |
| Move in response to a variety of stimuli. | Create and perform a range of dance actions. | Demonstrate control and fluency in a range of dance actions and sequences which can be repeated or changed, e.g. Motif | Demonstrate control and fluency by applying choreographic devices, e.g. timing, direction, levels. | Demonstrate accuracy control, fluency, flair and imagination when applying choreographic devices e.g. canon, repetition, and variation whilst taking account of the differing audience groups. |
| Use their imagination to enhance their creative movement response. | Combine actions safely to create and present a short dance sequence with a clear beginning, middle and end. | Create and perform a dance sequence in response to stimuli demonstrating a range of skills and techniques (e.g. rhythm and coordination). | Demonstrate their knowledge from research information to enhance dance performance. | Demonstrate and apply knowledge from research of theatre arts technology (e.g. lighting, costume, make-up) to further enhance dance performance. |
| Share their creative movement with others. |  | Participate in dance from a range of styles and cultures and demonstrate an awareness of key features. | Create and perform dance sequences inspired by dance from different styles and cultures. | Create and perform imaginative choreography inspired by a range of stimuli, including dance from different cultures. |
| Talk about their own work, and the work of others. | Describe and reflect on the development of their own and others’ dance work and identify strengths and areas for improvement. | Describe and evaluate their own and others’ work against given criteria. | Demonstrate giving and accepting constructive comment about their own and others’ work including the work of professionals. | Analyse the technical aspects of dance, making informed judgements and reflective comments on their own and others work. |
|  |  |  |  | Demonstrate knowledge of an increased movement repertoire through performing in a range of different dance genres. |

**Significant Aspects of Learning**

**(SALs)**

**Evaluating and Appreciating**

**Creating**

**Presenting**

Learners will:

* *use a variety of media to evaluate and reflect on their work and the work of others, showing understanding of a range of drama techniques, and suggesting improvements using drama terminology*
* *demonstrate giving and accepting constructive comment about their own and others’ work, including the work of professionals*

Learners will:

* *create and develop drama using stimuli (including text). The drama should be planned and structured for different purposes*
* *create a character and, in development, experiment with voice and movement techniques*

Learners will:

* *present dramas to an audience, portraying a range of distinctive sustained characters using dramatic techniques*
* *apply a range of voice and movement skills to enhance characterisation*
* *apply skills to enhance performance i.e. through a range of available theatre arts and technologies to create an appropriate atmosphere for the drama*

**Learners’ performances and creative responses should show progress and demonstrate an increasing range of skills summarised here.**

Within the “***Professional learning paper: Assessing progress and achievement in the expressive arts”*** learning in, through and about the expressive arts enables children and young people to:

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

Teachers and learners will focus on developing the knowledge and understanding, skills, attributes and capabilities detailed in the experiences and outcomes for each of the four subject areas of the expressive arts: *art and design, dance, drama and music.*

Assessment in the expressive arts will focus on learners’ skills and abilities to express themselves through the three significant aspects of learning *creating,* *presenting* and *evaluating and appreciating*. The statements above, under the headings of creating, presenting and evaluating and appreciating, should be considered at the planning stage, before setting up learning activities that will generate evidence of learning to be assessed.

**Expressive Arts**

**DRAMA**

**Progression**

**Essential Drama skills**

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| ***Learners will be able to…*** |  |
| ***create/ devise*** drama demonstrating creativity and development of ideas from a stimulus. | create |
| demonstrate ***improvisation*** skills through exploration to express and communicate their ideas, thoughts and feelings. | create/ present |
| demonstrate ***characterisation*** techniques through use of voice, movements and language to better understand the world through the eyes of another. | present |
| experiment with ***voice*** techniques to explore and express a variety of feelings, emotions and aspects of character. | create/ present |
| experiment with ***movement*** techniques to explore and express a variety of feelings, emotions and aspects of character. | create/ present |
| explore and experiment with ***theatre arts technology*** to create mood and atmosphere and to communicate key aspects of the drama. | create/ present |
| ***perform and present*** drama ideas taking account of different audiences. | present |
| ***reflect and evaluate*** on themselves and others to improve their drama skills. | evaluate |

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| **Early Level** | | |
| **As learners progress within and across all levels, their experiences should increase in complexity, providing a wider range of contexts, ensuring breadth, depth and application of secure learning.**  **Through regular practical experiences, learners will demonstrate increasing confidence, independence and proficiency in their learning of skills in Drama.** | **CREATING**  I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.  **EXA 0-12a**  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.  **EXA 0-13a / EXA 1-13a / EXA 2-13a**  I use drama to explore real and imaginary situations, helping me to understand my world.  **EXA 0-14a** | * I can convey situations, emotions and characters through verbal and non-verbal communication. * I have opportunities to use my voice to express various emotions and portray different characters. * I have opportunities to explore different movements to convey meaning and emotions in a variety of contexts. * In response to a range of stimuli provided I can use drama techniques to respond verbally or non-verbally e.g. stories, rhymes, props, costumes. * I can use a variety of drama techniques (e.g. role play, characterisation, recreating stories and rhymes, puppets, costumes and props) to create and convey imaginary situations, helping me to make sense of the world. * I have taken part in *pretend* activities where I explored real life themes, situations and stories through imaginative play. * I am learning about showing respect through turn taking, cooperating and sharing. |
| **PRESENTING**  I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.  **EXA 0-01a / EXA 1-01a / EXA 2-01a** | * I can perform a short song or familiar story/nursery rhyme and begin to include actions. * I can begin to take on a character role and present to an audience using actions (e.g. traditional tales). * I can perform to an audience facing the front. * I can cooperate with others, take my turn speaking my part and know when to stay silent. * I can use simple props and costumes to enhance a performance or character. * I can perform safely within a defined space or area. |
| **EVALUATING AND APPRECIATING**  I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 0-15a /EXA 1-15a /EXA 2-15a / EXA 3 15a** | * I can sustain an interest for a short time when observing and listening to others. * With support I can talk about my own work and the work of others. * I have enjoyed live/recorded performances and explained, in simple terms why I liked them. * I have enjoyed being part of an audience and shown appreciation through applause. |
| **First Level** | | |
| **As learners progress within and across all levels, their experiences should increase in complexity, providing a wider range of contexts, ensuring breadth, depth and application of secure learning.**  **Through regular practical experiences, learners will demonstrate increasing confidence, independence and proficiency in their learning of skills in Drama.** | **CREATING**  I enjoy creating, choosing and accepting roles, using movement, expression and voice.  **EXA 1-12a**  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.  **EXA 0-13a / EXA 1-13a / EXA 2-13a**  I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.  **EXA 1-14a** | * I can use verbal and non-verbal communication to convey emotion, situation and ideas. * I can communicate using appropriate voice and movement. * I can use mime, movement, voice and expression to create, develop and sustain a role either chosen or given. * I can interpret and react to a variety of stimuli using a range of drama techniques (e.g. mime, hot seating, freeze frame, tableaux, teacher in role, improvisation, role-play etc.). * I can respond sensitively and responsibly to a range of stimuli. * I can use drama techniques to better understand the world through the eyes of others. * I can use improvised and scripted language appropriate to the role or character. * I can use improvisation and scripted materials to explore real and imaginary situations. * I can use drama techniques to develop listening, turn taking and cooperation skills. |
| **PRESENTING**  I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.  **EXA 0-01a / EXA 1-01a / EXA 2-01a** | * I can learn an increasing amount of script and work collaboratively and cooperatively with others to rehearse and present drama to an audience. * I can apply a range of voice and movement skills to enhance characterisation. * I can sustain a character role throughout a performance. * I can perform with developing confidence, showing an awareness of different types of audience (on a stage, in a group, in pairs etc.). * I can use a range of theatre arts and technologies to enhance a performance (e.g. special effects). * I have a developing understanding of use of space, stage directions and how these enhance a performance. * I can present what I have created to an audience. |
| **EVALUATING AND APPRECIATING**  I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 0-15a / EXA 1-15a / EXA 2-15a /**  **EXA 3-15a** | * With support I can give and accept simple constructive feedback to improve my drama skills and those of others. * I have experienced different kinds of theatre forms and explained my personal preference. * I can make simple connections between the drama I experience and my own life. * I can use a variety of media to evaluate and reflect upon drama work (e.g. create an audio/visual response). * I have enjoyed a live performance responding appropriately including applause and silence as required. |
| **Second Level** | | |
| **As learners progress within and across all levels, their experiences should increase in complexity, providing a wider range of contexts, ensuring breadth, depth and application of secure learning.**  **Through regular practical experiences, learners will demonstrate increasing confidence, independence and proficiency in their learning of skills in Drama.** | **CREATING**  I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology.  **EXA 2-12a**  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.  **EXA 0-13a / EXA 1-13a / EXA 2-13a**  I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere*.*  **EXA 2-14a** | * I can use voice and movement skills to create different characters. * I can select appropriate drama techniques to demonstrate ideas thoughts and feelings, responding creatively and imaginatively to a variety of stimuli. * I can use dramatic techniques and theatre arts technology to create mood and atmosphere in order to engage the audience (e.g. stage whisper, lighting, sound etc.). * I can remain in character for the duration of a performance. * I can use my developing skills and knowledge to create improvised dramatic scenes which explore given themes, situations and emotions. * I can work collaboratively with others, taking account of different audiences. * I can select and use lighting, sound, props, set, and costume appropriately to enhance a performance. |
| **PRESENTING**  I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.  **EXA 0-01a / EXA 1-01a / EXA 2-01a** | * I can develop and apply a range of voices and movement skills with an increasing awareness of the appropriateness of the voices and movements used to enhance specific contexts and characters. * I can sustain a character role and react and respond effectively to other performers and the audience. * I have an awareness of the impact an audience can have on a performance (e.g. comic timing, dramatic pause). * I can select and justify the use of a range of theatre arts and technologies to enhance a performance e.g. special effects. * I understand the use of space, stage directions and how they enhance a performance. |
| **EVALUATING AND APPRECIATING**  I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 0-15a / EXA 1-15a / EXA 2-15a /**  **EXA 3-15a** | * I can evaluate performances by others, both professionals and my peers (e.g. writing a critical review). * I can reflect and comment on the different elements in dramatic performance. * I can identify dramatic forms and explain basic differences. * I can reflect and act upon constructive feedback in order to improve my drama skills. * I can create a set of criteria using appropriate drama terminology to assess and evaluate performance. * I can demonstrate the use of feedback in improving my drama skills. * I can make connections between drama and other art forms. * I have enjoyed a live performance responding appropriately including applause and silence as required. |

**Links to Listening and Talking**

There are clear and transferable links between the curriculum areas of Listening and Talking and Drama.

The tools for Listening and Talking and will help pupils when interacting within and beyond their place of learning.

Drama can be used as a powerful tool for supporting and developing skills in Listening and Talking.

**Clear links can be made between the following Listening and Talking Es and Os and Drama.**

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

**LIT 0-02a/ ENG 0-03a.**

I am exploring how pace, gesture, emphasis and choice of words are used to engage others and I can use what I learn.

**ENG 1-03a.**

I can recognise how features of spoken language can help in communication and can use what I learn.

I can recognise different features of my own and others’ spoken language.

**ENG 2-03a**

**Expressive Arts**

**Drama**

**Core Learning and Benchmarks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Learning for Significant aspect of learning: Drama** | | | | |
| Early | First | Second | Third | Fourth |
| Create and develop drama in a range of imagined and created situations. Exemplify the roles, the situations and the action of the drama through the use of the voice and the body. | Create and develop drama in a range of real and imagined situations, using improvisation and scripts. | Create and develop drama from a range of stimuli, including artefacts, scripts or themes and issues considering the use of available theatre arts and technology. | Create, develop and research drama using stimuli (including text). The drama should be planned and structured for different purposes. | Respond creatively to a range of stimuli (including texts) and identify appropriate ideas and dramatic conventions to create dramas for different purposes. |
|  |  | Research, improvise, and sequence a drama. |  |  |
|  | Use voice, movement and expression to create characters. | Portray and sustain a variety of characters using appropriate language and voice, gesture and movement and understand their impact on an audience. | Create a character and, in development, experiment with voice and movement techniques. | Develop a range of characters appropriate to the given stimulus. Explore and use a wide range of voice and movement techniques. |
| Improvise drama work with a sense of structure and present it. | Present stories and ideas using more than one dramatic technique. This may include the use of voice, expression or movement. | Exemplify the use of a range of drama techniques. This includes use of voice, expression and movement to indicate appropriate characters and contexts. | Present dramas to an audience, portraying a range of distinctive sustained characters using dramatic techniques. Apply a range of voice and movement skills to enhance characterisation. | Perform dramas with a clear purpose to selected audiences, using a variety of forms, structures, genres and styles. Through performance, portray believable and realistic characters applying a wide range of voice and movement skills. |
|  | Present their drama confidently in pairs, small groups or as whole class dramas |  |  |  |
|  | Portray characters in the drama and incorporate props and costume to indicate location or time. | Use appropriate props, images and a range of available theatre arts and technologies to represent meaning, showing an understanding of their effect on the atmosphere of the drama. | Apply skills to enhance performance i.e. through a range of available theatre arts and technologies to create an appropriate atmosphere for the drama. | Take on a production role and use appropriate skills in technology and design to enhance a performance demonstrating an agreed production concept. |
| **Core Learning for Significant aspect of learning: Drama** | | | | |
| Early | Early | Early | Early | Early |
| Talk about their own work, and the work of others. | Describe and reflect on the development of their own and others’ drama work and identify strengths and areas for improvement. | Use a variety of media to evaluate their work and the work of others expressing opinions and demonstrating understanding of different drama techniques. | Use a variety of media to evaluate and reflect on their work and the work of others, showing understanding of a range of drama techniques, and suggesting improvements using drama terminology. | Using a range of available media, reflective skills and performance analysis, evaluate the creative process and drama performances. |
|  |  |  |  | Show clear understanding of the drama conventions and techniques used and suggest improvements using appropriate drama terminology. |
|  |  | Describe and evaluate their own and others’ work against given criteria. | Demonstrate giving and accepting constructive comment about their own and others’ work including the work of professionals. | Demonstrate the ability to accept and share constructive comment when analysing their own work and the work of others (including professionals), using drama terminology appropriate for this level. |

**Significant Aspects of Learning**

**(SALs)**

Learners will:

* *evaluate and analyse music listened to from a range of styles and cultures, identifying features and concepts heard*
* *demonstrate giving and accepting constructive comment about their own and others’ work, including the work of professionals*

Within the “***Professional learning paper: Assessing progress and achievement in the expressive arts”*** learning in, through and about the expressive arts enables children and young people to:

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

Teachers and learners will focus on developing the knowledge and understanding, skills, attributes and capabilities detailed in the experiences and outcomes for each of the four subject areas of the expressive arts: *art and design, dance, drama and music.*

Assessment in the expressive arts will focus on learners’ skills and abilities to express themselves through the three significant aspects of learning *creating,* *presenting* and *evaluating and appreciating*. The statements above, under the headings of creating, presenting and evaluating and appreciating, should be considered at the planning stage, before setting up learning activities that will generate evidence of learning to be assessed.

**Presenting**

**Creating**

Learners will:

* *perform music on at least two instruments/voice from a range of styles and cultures, demonstrating accurate pitch, melody, rhythm, timbre and dynamics*
* *use performance directions, musical notation and/or playing by ear*
* *demonstrate a musical flow with acceptable accuracy. Sing/play in parts with clear diction, in tune and with good posture*

Learners will:

* *produce a composition/improvisation folio demonstrating use of melody, rhythm, harmony, timbre, structure, dynamics and music technology. Compositions/improvisations will demonstrate skills acquired through performance*

**Evaluating and Appreciating**

**Learners’ performances and creative responses should show progress and demonstrate an increasing range of skills summarised here.**

**Expressive Arts**

**MUSIC**

**Progression**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Early Level** | | | |
| **CREATING**  I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.  **EXA 0-17a**  Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.  **EXA 0-18a / EXA 1-18a / EXA 2-18a** | **Knowledge and Understanding:**   * Know that sounds can be made using most materials and the voice. * Understand the terminology loud and quiet, fast and slow. * Appreciate pitch (high, middle, low) during familiar experiences e.g. nursery rhymes, stories, sing-a-ring. * Awareness that there is a range of musical instruments.   **Skills:**   * Invent music individually and in groups, displaying imagination and initiative. * Explore the creation of sounds using a range of materials and instruments (including the body) e.g. sticks, pans, clapping, stamping. * Exemplify the difference between loud and soft and high and low sounds. * Experimenting with sounds at a high, middle and low pitch and fast and slow speeds. * Explore steady beats through nursery rhymes, poetry, action games and singing games. * Use conventional and unconventional resources to explore steady beats e.g. body parts, outdoor materials, and musical instruments. * Show care for musical instruments. * Explore sounds using the computer – Garage Band, 2Simple. | | **Knowledge and Understanding:**   * Know that sounds can be made by the body – clapping, stamping, singing etc. * Understand the need for pitch. * Know the name of some common untuned percussion instruments * Know how to hold and play a variety of instruments e.g. by tapping, scraping and shaking. * Know what the symbols ta, te-te and rest are.   **Skills:**   * Invent music individually and in groups, displaying imagination and initiative and using knowledge of sound and structures gained through investigations and explorations. * Creation of sound patterns. * Recognise the sounds of familiar classroom instruments e.g. same/different sounds. * Control of sounds to demonstrate pitch. * Perform nursery rhymes and traditional songs, with increased accuracy in pitch and rhythms. * Differentiate fast and slow and loud and soft contrasts in music. * Follow simple directions for starting and stopping while playing an instrument. * Keep a steady beat while chanting rhymes and when participating in action songs and singing games. * Play/clap given rhythms using the symbols for ta, te-te . * Use technology to record a performance – audio or visual. | |
| **PRESENTING**  I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.  **EXA 0-01a / EXA 1-01a / EXA 2-01a**  I enjoy singing and playing along to music of different styles and cultures.  **EXA 0-16a** | **Knowledge and Understanding:**   * Know a range of nursery rhymes, chants, action songs and singing games from different countries and cultures.   **Skills:**   * Keep in time with the music. * Play along and keep in time to the music using the body or classroom instruments. * Improvise movement in time to the strong beat in music, in a range of styles and cultures. * Show some awareness of pitch movement – loud and soft. * Awareness of the difference between speaking and singing * With support, develop a stage presence. * Sing or play a range of nursery rhymes, chants, action songs and singing games from different countries and cultures. * With support, know when to sing or play in the music – after the introduction or instrumental part. * Be part of an audience and let them know you have acknowledged the performance – clap. | | **Knowledge and Understanding:**   * Know a wide variety of nursery rhymes, chants, action songs and singing games from different countries and cultures.   **Skills:**   * Keep in time with the music while adding an accompaniment on classroom percussion instruments, and begin to match the mood of the music. * With support recognise changes in:   **Tempo** – fast, slow,  **Dynamics** – loud or soft  **Pitch** – hear where there are high notes or low notes   * Demonstrate the difference between speaking and singing. * With support, demonstrate a stage presence – standing still/smart/sing to the audience (performance). * Sing or play a wide range of nursery rhymes, chants, action songs and singing games from different countries and cultures. * With support, know when to sing or play in the music – after the introduction or instrumental part. | |
| **EVALUATING AND APPRECIATING**  I can respond to music by describing my thoughts and feelings about my own and others’ work.  **EXA 0-19a** | **Knowledge and Understanding:**   * Awareness of different instruments and some of their names. * Awareness of some styles of music e.g. pop/classical.   **Skills:**   * Be able to identify known sounds of the environment and known classroom instruments. * Start to talk about how music makes you feel. * Recognise melodies of familiar songs/rhymes. * Listen to each other performing and share positive praise. | | **Knowledge and Understanding:**  **Skills:**   * Start to talk about how music makes you feel/show simple emotions. | |
|  | **First Level** | | | |
| **CREATING**  I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.  **EXA 1-17a**  Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.  **EXA 0-18a / EXA 1-18a / EXA 2-18a** | **Knowledge and Understanding:**   * Know the names of a wider range of un-tuned percussion instruments. * Be aware of instruments that are made of wood/metal/skin. * Understand the meaning of skin. * Know the symbols for ta, te-te and rest.   **Skills:**   * Invent music individually and in groups, displaying imagination and initiative and using knowledge of sound and structures gained through investigations and explorations. * Identify the sounds of a wider range of untuned percussion instruments. * Select appropriate sound sources, combine and link sounds to convey effect in a short invention. * Use instruments to play repeated rhythms using ta, te-te and rest to accompany songs. * Show competent handling for instruments. * Use technology to experiment with sound and pitch. | **Knowledge and Understanding:**   * Know the names of un-tuned and some tuned percussion instruments.   Know the names of some of the instruments in the orchestra.   * Know the rhythmic terms and symbols for ta, te-te, ta-a and rest. * Know where the high and low notes are on tuned percussion and explain how the size of the bar on the instrument changes the pitch.   **Skills:**   * Invent music individually and in groups, displaying imagination and initiative and using knowledge of sound and structures gained through investigations and explorations. * Show some control over playing instruments - timings, when to come in etc. * Practise making beaters bounce on tuned percussion instruments. * Create simple sound pictures conveying an imaginative response to a stimulus (poem, story or event). * Recognise and play rhythms which include ta, te-te, ta-a and rest. * Play simple ostinato patterns using the above rhythms. * Devise graphic symbols to represent music. * Use technology to experiment with sound, pitch, dynamics, rhythm. | | **Knowledge and Understanding:**   * Know the names of tuned and un-tuned percussion instruments. * Know the families in the orchestra. * Know the rhythmic terms and symbols for ta, te-te, ta-a, ta-a-a and rest. * Know the difference between beat and rhythm. * Understand the relationship between pitch and the position of the notes on the stave.   **Skills:**   * Invent music individually and in groups, displaying imagination and initiative and using knowledge of sound and structures gained through investigations and explorations. * Show some control over playing instruments including some display of dynamics. * Show more control over using beaters including the use of two beaters and allowing beaters to bounce. * Create simple sound pictures conveying an imaginative response to a stimulus and demonstrate and awareness of contrasts in music. * Recognise and play rhythms which include ta, te-te, ta-a, ta-a-a and rest. * Play along as a simple accompaniment. * Explore different ways of writing down music which makes sense and can be repeated (graphic score). * Use a range of technology to create music. |
| **PRESENTING**  I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.  **EXA 0-01a / EXA 1-01a / EXA 2-01a**  I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.  **EXA 1-16a** | **Knowledge and Understanding:**   * Know and learn some songs from a variety of cultures, including   Scotland.   * Know the terms verse, chorus and solo. * Know what a singing round is. * Know what rhythm, tempo, dynamic and pitch are.   **Skills:**   * Keep in time to increasingly complex music while adding an accompaniment on classroom percussion instruments, and begin to match the mood of the music. * With support recognise changes in   **Rhythm, Tempo, Dynamics**, **Pitch**   * Sing well as part of a group with some rhythmic accuracy. * Participate in singing games and rhymes. * Sing or perform some songs from a variety of cultures, including Scotland. * Use musical notation, formal or informal, to perform a piece of music. * Know when to play/perform in the music following given instructions. * Be part of an audience and respond appropriately to acknowledge the performance – e.g. clap, laugh, cheer, peer assessment. | **Knowledge and Understanding:**   * Know and learn a wider variety of songs from a variety of cultures including Scotland.   As learners progress through the level their experiences should increase in complexity, skill and confidence.  **Skills:**  As learners progress through the level their experiences should increase in complexity, skill and confidence.   * With support recognise changes in   **Tempo**, **Rhythm, Dynamics, Pitch**   * Demonstrate the ability to sing with a variety of speeds and volumes. * Sing songs with leaps.   As learners progress through the level their experiences should increase in complexity, skill and confidence. | | **Knowledge and Understanding:**   * Know a variety of popular Scottish and cultural songs. * Be able to distinguish between songs from their own and other cultures.   **Skills:**   * Recognise: **Beat**, **Rhythm**, **Pitch**, **Tempo**, **Dynamics** * Sing songs with good control over pitch and volume and with some expression and clear diction. * Play more complex singing games and rhymes. * Sing/perform songs from Scotland and other cultures and make comparisons between them. |
| **EVALUATING AND APPRECIATING**  I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 1-19a / EXA 2-19a** | **Knowledge and Understanding:**   * Knowledge of different instruments and their names. * Knowledge of a broader range of styles of music e.g. pop/classical.   **Skills:**   * Be able to identify a wider range of known sounds of the environment and classroom instruments. * Talk about how music makes you feel in greater detail, for increasingly complex and culturally diverse pieces. * Recognise increasingly complex melodies of familiar songs/rhymes. * Listen to each other performing and share positive praise and areas for improvement.   e.g. peer assessment | **Knowledge and Understanding:**   * Knowledge of different instruments and their names. * Know that music can create mood * Know some of the common instruments from the orchestra, bands etc.   **Skills:**   * Listen to musical extracts and identify the instruments heard. * Identify and differentiate familiar and less familiar sounds. | | **Knowledge and Understanding:**   * Knowledge of a wider range of instruments and their names. * Know and match the sound to an instrument.   **Skills:**   * Listen to musical extracts and identify the instruments heard. * Listen to instruments and identify how the sound is made. * Be able to share a response to music that describes moods and feelings using appropriate vocabulary, visual images or physical movements.   As learners progress through the level their experiences should increase in complexity, skill and confidence. |
|  | **Second Level** | | | |
| **CREATING**  I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.  **EXA 2-17a**  Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.  **EXA 0-18a / EXA 1-18a / EXA 2-18a** | **Knowledge and Understanding:**   * Know that music is written as symbols – staff notation. * Understand why we write music down (notation). * Know that each line and space on the staff is represented by a musical note. * Awareness of simple time signatures. * Be aware that different instruments can be used in different ways to create different sounds, mood or atmosphere.   **Skills:**   * Invent music individually and in groups, displaying imagination and initiative and using knowledge of sound and structures gained (beginning, middle and end) through investigations and explorations. * Demonstrate control when playing tuned and un-tuned percussion e.g. using two beaters, beaters bouncing, striking in the correct place etc. * Play simple accompaniments. * Experiment with sounds that change e.g.: Higher/lower, Long/ short and control the sound that is being made. * Create sound pictures which convey mood and atmosphere displaying imagination and some awareness of structure. * Develop different ways of writing down music which makes sense and can be repeatedly played (which may include formal notation). * Place musical notes on correct staff line/ space. * Awareness of use and purpose of subtle sounds. * Use technology to combine at least 2 layers in a piece of music. | **Knowledge and Understanding:**   * Know the note names for staff notation * Know what a pentatonic (five note) scale is * Further develop idea of notation using terminology such as that the lines are represented by the notes E,G,B,D,F and the spaces F,A,C,E. * Knowledge of different time signatures. * Understand how musical technology can produce a variety of sounds and how sound can be controlled.   **Skills:**   * Play complex rhythmic accompaniments on un-tuned percussion using rhythm names or word patterns. * Use two beaters with confidence when playing tuned percussion. * Ability to select the appropriate sound sources. * Show improved ability to control the type of sound being produced e.g. high/low etc. * Play simple pieces of music following staff notation. * Represent inventions visually in a simplified form of notation (which may include formal notation). * Develop use of subtle sounds to enhance compositions. * Recognise different time signatures using the emphasis on the first beat. | | **Knowledge and Understanding:**     * Know and understand the effects of using the elements of timbre, duration, tempo, pitch and dynamics in composition and performance, both when using acoustic and electronic devices. * Be aware of musical patterns and know and understand that structure in music supports the structure of it.   **Skills:**  As learners progress through the level their experiences should increase in complexity, skill and confidence.   * Lead others in playing inventions. * Create an arrangement of a well-known piece. * Play simple melodies on tuned percussion following staff notation. * Create a range of subtle sounds to achieve atmosphere and mood - pitch, rhythm etc. * Create a piece of music with a given time signature. * Create more complex musical ideas using music technology. |
| **PRESENTING**  I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.  **EXA 0-01a / EXA 1-01a / EXA 2-01a**  I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation.  **EXA 2-16a** | **Knowledge and Understanding:**   * Know an increasing repertoire of songs of different styles and from different countries, with increasing complexity. * Know that songs have a structure e.g. Verse/ Chorus – A-B-A. * Know the terms pitch, volume, diction and expression in singing terms. * Know what rhythm, tempo, dynamic, melody, beat and pitch are.   **Skills:**   * Keep in time to increasingly complex music while adding an accompaniment on classroom percussion instruments, and begin to match the mood of the music. * Recognise:   **Beat**, **Rhythm**, **Pitch**, **Tempo**, **Dynamics (f,p), Melody**   * Sing with control of pitch, volume, expression and diction. * Sing songs and rounds with simple harmonies. * Play more complex singing games and rhymes, including children’s own creations. * Sing/perform an increasing repertoire of songs of different styles and from different countries. * Use musical notation, formal or informal, to consistently perform a piece of music. * Give and follow performance directions. * Be part of an audience and respond appropriately to acknowledge the performance – e.g. clap, laugh, cheer, peer assessment. | **Knowledge and Understanding:**  As learners progress through the level their experiences should increase in complexity, skill and confidence.   * Being aware of vocal tone, soprano, alto, tenor, bass. * Know what rhythm, tempo, dynamic, melody, beat, timbre and pitch are.   **Skills:**  As learners progress through the level their experiences should increase in complexity, skill and confidence.   * Recognise:   **Beat**, **Rhythm**, **Pitch**, **Tempo**, **Dynamics (f,p, cres, dim)**, **Timbre**, **Melody**   * Play more complex singing games and rhymes, including children’s own creations.   As learners progress through the level their experiences should increase in complexity, skill and confidence. | | **Knowledge and Understanding:**   * Being aware of vocal tone, soprano, alto, tenor, bass. * Know what rhythm, tempo, dynamic, melody, beat, timbre and pitch are.   **Skills:**   * Recognise:   **Beat**, **Rhythm**, **Pitch**, **Tempo**, **Dynamics (f,p, cres, dim)**, **Timbre**, **Melody**   * Sing confidently maintaining level of pitch. * Sing more advanced rhythms and melodies with accuracy. * Sing with some confidence within a small group of solo. * Play more complex singing games and rhymes, including children’s own creation. * To be able to follow musical directions or notations when playing/singing. |
| **EVALUATING AND APPRECIATING**  I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 1-19a / EXA 2-19a** | **Knowledge and Understanding:**   * Know some of instruments found in an orchestra and group them in their sections. * Knowledge of increasingly varied styles of music – e.g. samba, Caribbean etc.   **Skills:**   * Listen to instruments and identify to which family of instruments they belong. * Talk about how music makes you feel in greater detail, for increasingly complex and culturally diverse pieces. * Be able to share a response to music that describes moods and feelings using appropriate vocabulary, visual images or physical movements. * Begin to recognise melodic variation and repetition. * Listen to each other performing and share positive praise and areas for improvement against specific criteria e.g. peer assessment. * Make evaluative technical assessments of a piece of own or others music with reference to key features and instruments used. | **Knowledge and Understanding:**   * Know the instruments found in an orchestra and group them in their sections.   **Skills:**   * Listen to musical extracts and identify lead instruments used for melody. * Identify various groupings of instruments by sound e.g. Brass band, rock group, folk group etc. * Listen critically to performances and discuss how to improve them.   As learners progress through the level their experiences should increase in complexity, skill and confidence.   * Recognise melodic variation and repetition. | | **Knowledge and Understanding:**   * Know and name the instruments found in an orchestra and group them in their sections. * Know and name some cultural specific traditional instruments e.g. panpipes, sitar and bagpipes. * Know the difference between acoustic and electronic.   **Skills:**   * Listen to musical extracts and identify parts played by instruments used e.g. melody, rhythm, harmony. * Recognise and identify different styles of music e.g. pop, jazz, rock etc. * Identify various groupings of instruments by sound e.g. Brass band, rock group, folk group etc. |

**Expressive Arts**

**Music**

**Core Learning and Benchmarks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Learning for Significant aspect of learning: Music** | | | | |
| Early | First | Second | Third | Fourth |
| Perform music from different styles and cultures, including singing/playing along with others, demonstrating awareness of sound and rhythm. | Perform music from other styles and cultures demonstrating sound, rhythm, pitch and dynamics. | Perform music from a range of styles and cultures demonstrating accurate pitch, melody, rhythm, timbre and dynamics. | Perform music on at least two instruments/voice from a range of styles and cultures demonstrating accurate pitch, melody, rhythm, timbre and dynamics. | Perform music expressively and imaginatively with assurance on at least two instruments/voice from a range of styles and cultures demonstrating a musical flow, accurate pitch, melody, rhythm, timbre and dynamics. |
|  | Follow performance directions and/or musical notation. | Give and follow performance directions and use musical notation. | Use performance directions, musical notation and/or play by ear. | Use performance directions, musical notation and/or play by ear confidently. |
|  |  |  | Demonstrate a musical flow with acceptable accuracy. Sing/play in parts with clear diction, in tune and with good posture. | Demonstrate a musical flow with accuracy in range of solo and group performance contexts. |
| Respond to stories, nursery rhymes and poems showing evidence of exploring sounds and rhythms using a range of pitched and un-pitched instruments and music technology. | Create musical ideas using sounds, rhythm, pitch, dynamics and music technology. | Create musical ideas using sounds pitch, melody, rhythm, timbre dynamics and music technology. | Produce a composition/ improvisation folio demonstrating use of melody, rhythm, harmony, timbre, structure, dynamics and music technology. Compositions/improvisations will demonstrate skills acquired through performance. | Produce a composition/ improvisation folio demonstrating understanding of form and structure, and use of melody, harmony, rhythm, timbre, dynamics and music technology. Compositions/improvisations will demonstrate skills acquired through performance. |
|  | Show evidence of listening to music from other styles and cultures reflecting on features heard. | Show evidence of understanding music from a range of different styles and cultures reflecting and identifying features heard. | Evaluate and analyse music listened to from a range of styles and cultures, identifying features and concepts heard. | Evaluate and analyse technical aspects of music from a wide range of styles and cultures including understanding the social, emotional and cultural influences behind the music. |
| **Core Learning for Significant aspect of learning: Music** | | | | |
| Early | First | Second | Third | Fourth |
| Talk about music they have listened to, including their own work, and the work of others. | Describe and reflect on the development of their own and others’ work and identify strengths and areas for improvement. | Describe and evaluate their own and others’ work against given criteria. | Demonstrate giving and accepting constructive comment about their own and others’ work, including the work of professionals. | Reflect on performances, compositions and personal experiences in participating and engaging with professionals and be able to identify strengths and creative choices made and express personal opinions on their own and others’ work. |

**Aberdeenshire**

**Progression Framework**

**Expressive Arts**

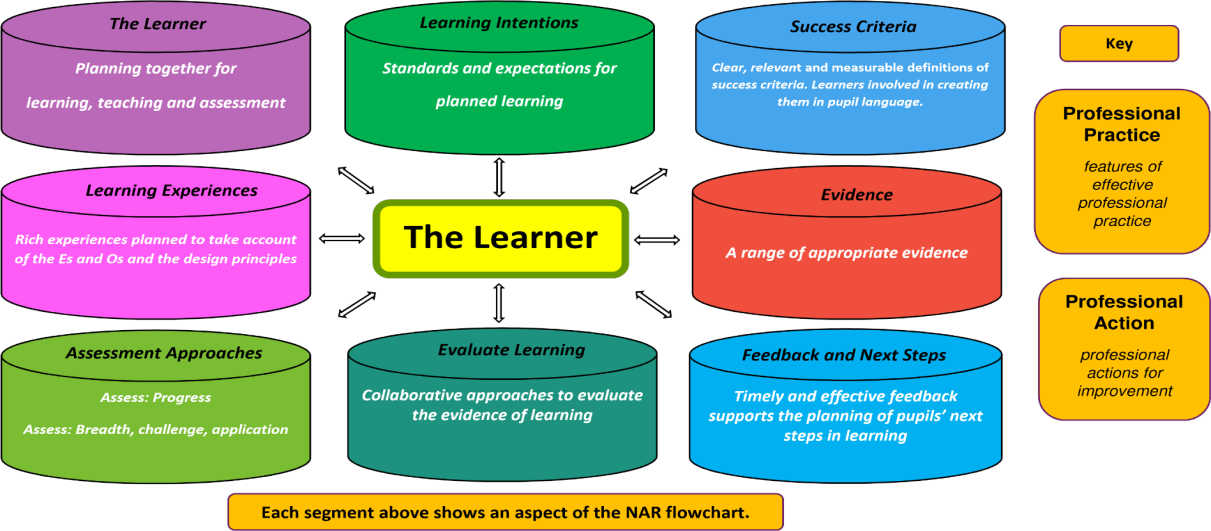
**Section 3**

**Learning, Teaching and Assessment:**

**Professional Curriculum Tool**

INTERIM December 2015

Learning, Teaching and Assessment: Professional Curriculum Tool



This tool can be used

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

Key references used in this resource

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2004)

**The Learner**

**Planning together for**

**learning, teaching and assessment**

Use the experiences and outcomes (Es and Os) to plan your learning, teaching, assessment and moderation approaches and allow you to consider your focus for learners’ experiences.

Professional **Action**

Professional **Practice**

**Learners setting goals**

* help your learners ‘engage’ with their goals
* help them understand the big picture of where they are going
* give learners a structure in which to work   
  i.e. *ask questions/try things out/make connections/ask why*
* use variety of planning techniques  
  i.e. *floor book planning/carousel/ cooperative learning group discussion/ mind maps/interactive wall displays/ KWL grids*
* set group/class goals

**Learner engagement**

* learner should be at centre of planning for learning, teaching and assessment
* quality dialogue with learners should be embedded in practice
* principles and practice papers outline the broad features of assessment

**Learning Intentions**

**Standards and expectations for**

**planned learning**

The learning intention is what learners should know, understand or be able to do by the end of a learning experience.

The focus should be on what is to be learned as opposed to the task, activity or context.

By teasing out the learning from your chosen experience(s) and outcome(s), you will be able to develop learning intentions that focus specifically on what has to be learned.

When clear about the learning intention, learners will be more focused and actively engaged in their own learning. Sharing the learning intention makes it easier to give quality feedback specifically on what has been learned.

Professional **Action**

Professional **Practice**

**Good learning intentions?**

* use SMART criteria
* focus on the specific
* not too broad - not too difficult – not too general
* child friendly, clear language
* skill or knowledge based - not concept
* use ‘learning’ words   
  *know/understand/learn/think/  
  use*
* consider phrasing and   
  tone

**Techniques to use**

* display the LI
* make LI accessible while children are working
* don’t confuse LI with activity
* build the LI into the lesson introduction
* signal the LI especially to younger children
* use examples
* involve pupils in setting SC

***“Research tells us that goals which are specific, clear, challenging but not outwith the student’s reach have the most effect on performance.”*** *Caroline Gipps*

**Success Criteria**

**Clear, relevant and measurable definitions of**

**success criteria.**

***Learners involved in creating them in pupil language.***

Success criteria are suggested ways to achieve the learning intention.

Sharing success criteria enables learners to feel confident about how to achieve success in a lesson.

As you plan and consider your success criteria you should ensure that they are directly linked to your learning intentions and the evidence of learning which you will be aiming to collect.

Professional **Action**

Professional **Practice**

**Techniques to use**

* link to Learning Intention – “How will you know that … (*link to LI*) ?
* signal the SC throughout the lesson
* use examples by matching SC with a good quality piece of work
* involve pupils in the process
* focus on observable behaviours when tasks are open-ended *i.e. ‘what will ‘good’ look like?’*
* create a SC checklist for pupil use
* create a scoring scale for pupil use

**Good success criteria?**

* closely linked to learning intentions
* clear, easy to understand
* focused on how learning can be identified
* good use of ‘learning’ words  
  *know/understand/learn/think/use*
* looking at the learning not the task

**Learning Experiences**

**Rich experiences planned to take account of the Es and Os and the design principles**

**challenge and enjoyment**

**breadth progression depth**

***personalisation and choice***

***coherence relevance***

Learning experiences planned with the experiences and outcomes and design principles in mind will be **rich** and **fulfilling**.

As you plan a variety of experiences you will consider what activities will engage the learners and allow them to develop and demonstrate their knowledge and understanding, skills, attributes and capabilities.

Professional **Practice**

Professional **Action**

**Collegiate discussions (moderation)**

* with a colleague, discuss examples of your practice where you have met any or all of the seven design principles
* with a colleague, and using an experience and outcome of your choice, have a go at planning a set of learning experiences which would develop the seven design principles

**Setting Es and Os in context**

* know your children and your community – this will help engage them in their learning
* look at your plans and try to highlight the seven design principles
* refer to the **Aberdeenshire frameworks**
* read the **Assessing Progress and Achievement** curricular papers

***A range of appropriate evidence***

**Evidence**

**Product – artwork, report, project**

**Learners’ Records of Assessment**

It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners’ preferences about how to show what they have learned.

Evidence will come from day-to-day learning as well as from specific assessment tasks. The National Assessment Resource can help practitioners when deciding on what learners would need to say, write, do or make to demonstrate success.

Consideration should be given on how to reflect, share, discuss and agree these expectations with learners and with colleagues.

**Written Responses**

**Observation**

**Dialogue**

Professional **Action**

Professional **Practice**

**Collegiate discussions (moderation)**

* with a colleague, look at evidence you have gathered for a learning experience and agree if it fits with the original planning outline
* discuss whether or not the evidence is valid, reliable and proportionate (balanced)
* with a colleague, plan a variety of possible evidence

**Evidence of learning**

* match planned evidence with kind of learning being assessed
* engage pupils with Es and Os
* pupils help identify learning focus
* pupils select appropriate methods of assessment to inform range of evidence: *make-say-write-do*
* evidence should match Es and Os

**Assessment Approaches**

***Assess: Progress***

***Assess: Breadth, challenge and application***

Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do.

The range and variety of assessment approaches should take account of the relevance of contexts to learners’ prior experiences, interests and aspirations and should link across learning where possible.

Teachers need to consider learning in terms of breadth, challenge and application.

Professional **Practice**

Professional **Action**

**Assessment across learning**

Ensure your planning takes account of

* **Progression** across levels
* **Breadth**  
  the number and range of experiences and outcomes encountered by learners
* **Challenge**the attributes, capabilities and skills (including higher order thinking skills) which are embedded in learning and may be planned through personalisation and choice
* **Application**   
  application refers to how knowledge and understanding, attributes, capabilities and skills (including higher-order thinking skills) are used in new and unfamiliar contexts so that they become transferable and secure - it is about learners becoming flexible and adaptable in the way they apply their learning

**Using Assessment Approaches**

* with a colleague, look at assessment approaches you have used and identify how breadth, challenge and application have been taken into account
* with a colleague, plan for breadth, challenge and application for a group of experiences and outcomes you plan to teach
* when planning, devise LIs and SC that will span across a level(s) in order to allow for progression
* to support differentiation, provide learners with opportunities to express how challenged they feel in their learning and how they think they are progressing

***Collaborative approaches to evaluate   
the evidence of learning***

**Evaluate Learning**

Evaluating the learning involves you in both considering the progress of each learner and considering the impact of the learning on the whole class/group.

Consistent judgements are made when staff have been collaboratively planning at all of the steps in the process.

When learners reflect on their own learning, they come to understand what they have achieved, what they can do to improve and how to go about it.

Professional **Practice**

Professional **Action**

**Approaches to evaluating learning**

* use examples of completed (anonymous) work as a focus for group or class discussion
* train, support and encourage learners to develop the skills of **self-assessment**
* train, support and encourage learners to develop the skills of **peer-assessment**
* plan self/peer-assessment opportunities alongside the curriculum learning and teaching
* adapt teaching to take account of learner feedback
* ensure learning is evaluated effectively and collaboratively against SC

**Reflecting on learning**

* learners can be helped to reflect on what they have understood and where they still need help or further explanation
* learners should be helped and carefully monitored as they learn how to self-assess
* learner self-assessment should not be a ‘bolt-on’ activity
* learner feedback from self-assessment informs planning
* other people in the learning community should be involved in evaluating progress in learning

**Feedback and Next Steps**

**Timely and effective feedback is essential for effective learning and teaching because it helps the planning of pupils’ next steps in learning.**

The quality of dialogue in feedback is very important and oral feedback can be more effective than written feedback.

Written feedback is more helpful to learning if it is in the form of comments and not marks or grades.

**Feeding back and next steps**

* with a colleague, discuss examples of your practice where learners were given time to reflect, use their feedback and identify next steps
* plan time for learners and peers to reflect on the advice and guidance received and identify next steps
* teach pupils how to be reflective   
  ~ use questions to focus feedback  
  ~ encourage rather than praise   
   e.g. *tell m*e *more/for instance?/so?  
  ~* prompt and probe to extend thinking  
  ~ keep comments positive and specific

Professional **Action**

Professional **Practice**

**Effective feedback**

* is part of a supportive ethos in which pupils ask for help when they feel they need it
* indicates positive aspects of work
* provides time to discuss with learners the links between their work and the LIs and SC
* helps learners to move on in their learning
* gives suggestions for improvement
* encourages learners to think things through for themselves

**Aberdeenshire**

**Progression Framework**

**Expressive Arts**

**Section 4**

**Appendices**

INTERIM December 2015

**APPENDIX 1**

**Art Glossary**

**Abstract:** artwork where objects have been changed or modified so they no longer look realistic. An abstract work of art does, however, use a recognizable object or thing as its reference or origin.

**Acrylic paint:** a water-based paint with a polymer binder; dries to a permanent finish.

**Analogous:** colours that are next to each other on the colour wheel and are related by a single hue; e.g., red, red-orange, orange, and red-violet.

**Armature:** basic structure on which to build a sculpture.

**Collage:** artwork made by attaching pieces of paper or other materials to a flat surface.

**Collograph**: a collage of materials glued on to a "printing plate," which is a square of cardboard. When glue is dry, it is varnished so that it can be painted with acrylics. Paper is then pressed on to the surface to produce a print.

**Colour wheel:** a tool for organizing colour that shows the visible light spectrum organized in a circular format; a tool that helps to chart the relationships between colours (hues). On a colour wheel, the primary colours of magenta red, yellow, and cyan (turquoise) blue are the fundamental hues from which a great number of other colours can be mixed. For instance, mixing combinations of two of the primary colours results in the secondary colours of green, purple, and orange. Similarly, the mixture of a primary colour and a secondary colour can result in the creation of a tertiary colour such as yellow-orange or blue-green. These relationships, as well as the concepts of **warm/cool colours** and **analogous colours** are easily illustrated on a colour wheel chart.

There are also definitions (or categories) of colours based on the colour wheel. We begin with a 3-part colour wheel.



**Complementary colours:** pairs of colours that are opposite one another on the colour wheel.

**Composition:** the arrangement of the elements of art and the principles of design within a given work of art.

**Contrast:** design principle that emphasises differences between the art elements. For example, a painting may have bright colours that contrast with dull colours or angular shapes that contrast with rounded shapes. Sharp contrast draws attention and can direct a viewer to a focal point within a work of art.

**Depth:** the actual dimension of depth within a work of art or the illusion of showing distance in a work of art.

**Design:** plan, organization, or arrangement of elements in a work of art.

**Dimensional:** measurement in one direction. A two-dimensional (2-D) work of art has the two dimensions of length and width; a three-dimensional (3-D) work of art has the three dimensions of length, width, and depth.

**Elements of art:** the basic components or tools of visual communication; include line, space, shape/form, value, colour, and texture.

**Form:** element of art that refers to the three-dimensional quality/qualities of an artwork.

**Harmonious:** Four or five colours that are close to each other on the colour wheel are harmonious. On this colour wheel we have chosen four colours that are harmonious: blue, blue-green, green and yellow-green. They all have blue as a common primary colour in them.

**Line:** element of art which refers to the mark(s) made on a surface by a moving point e.g. pencil, felt-tip, crayon, pen & brush each of which possesses individual line-making characteristics. The element of line has a wide range of qualities and expressive possibilities: curved lines, diagonal lines, dotted lines, straight lines, thin, thick etc.

**Media:** the material used by the artist to produce art (i.e., paint, clay, fibres).

**Monochromatic:** a colour scheme that uses one colour and all of the tones, tints, and shades that can be derived from it.

**Neutral colours:** Black, white, grey, and brown are considered to be “neutral” colours because they are (theoretically) neither warm nor cool colours. Some neutral colours may be achieved by mixing a complementary colour pair—which “neutralizes” them.

**Papier-mâché:** sculpture medium that uses paper or rags dipped in wheat paste (wallpaper paste) over an armature.

**Oil pastels:** media with similar colour pigments as chalk pastels, but an oil-and-wax composition.

**Pastels:** pigments pressed into sticks and used as a dry medium on paper; sometimes referred to as hard or soft *chalk pastels.*

**Pattern:** repetition of an element of art (i.e., shapes, lines, or colours) to achieve decoration or ornamentation.

**Perspective:** system of representing three-dimensional objects on a two-dimensional surface, giving the illusion of depth in space. Linear perspective deals with drawing, and atmospheric perspective attempts to use colour and value changes to get the effect of distance.

**Portrait:** subject matter category in which the main purpose of the art work is to communicate a likeness of an individual or group of individuals.

**Primary Colours**: Red, yellow and blue-the 3 pigment colours that cannot be mixed or formed by any combination of other colours. All other colours are derived from these 3 hues.

**Printmaking:** the process of reproducing images on a flat surface; three types are relief block (linoleum, wood), intaglio (etching, engraving), and stencil (silkscreen).

**Proportion:** the relationship in size of one component of a work of art to another.

**Secondary Colours**: Green, orange and purple-the colours formed by mixing the primary colours. Magenta red and cyan (turquoise) blue make violet. Yellow and cyan blue make green. Magenta red and yellow make orange.

**Shades:** colours created when black is added to a hue to darken a colour.

**Shape:** element of art that refers to an enclosed area of 2-D or 3-D space that is defined by its external edge. Almost everything you see has one main shape. A shape can be created within an artwork by enclosing an area with a line, or it can be achieved by making changes in value, colours, forms, or one of the other elements of art.

**Space:** element of art that refers to the perceived distance or area between, around, above, below, or within a given area. Artworks can deal with actual physical space or the illusion of space (depth), depending on the aims of the artist; major divisions within the composition of an artwork include areas of positive and negative space.

**Tertiary Colours:** Yellow-orange, red-orange, red-purple, blue-purple, blue-green & yellow-green. These are the colours formed by mixing a primary and a secondary colour. That's why the hue is a two word name, such as blue-green, red-violet, and yellow-orange.

**Textiles:** art works that are created from natural or manmade fibres. Weaving, basketry, stitchery, and knitting are just a few of the processes involved in textile design.

**Texture:** element of art that refers to the perceived surface quality or “feel” of an object—its roughness, smoothness, softness, etc. Artworks can deal with the actual physical texture of a surface or the illusion of texture, depending on the aim of the artist.

**Tints:** colours obtained by adding white to the hue to lighten it.

**Tones:** degree of lightness or darkness of any colour and is used to create various effects e.g. light and shadow, depth, form, mood and atmosphere.

**Watercolour:** transparent water-based paint

**Weaving:** fibre construction predicated on a right-angle relationship. In a weaving, the warp is a unit of strong taut cords running vertically on a loom, and the flexible weft fibres are “woven” in and out horizontally of the warp strings. When the weaving is completed, the warp strings are cut from the loom, and warp and weft fibres have created a solid piece of woven cloth.

**APPENDIX 2**

**Glossary of Musical Terms to be used in conjunction with Expressive Arts – Music.**

|  |  |
| --- | --- |
| **TERM** | **MEANING** |
| **Alto** | the second highest of the singing voices |
| **Bass** | the lowest male singing voice |
| **Beat** | the pulse of a piece of music |
| **Crescendo (cres)** | **musical term** meaning gradually get louder |
| **Diction** | the clearness of words when sung in a song |
| **Diminuendo** (dim) | **musical term** meaning gradually get softer |
| **Dynamics** | * a way of communicating volume and intensity in music *e.g. soft/loud* * a way of showing expression in music |
| **Forte** **(f)** | **musical term** meaning loud |
| **Harmony** | musical notes that are sung or played together and make a pleasing sound |
| **Melody** | a series of musical notes that form the main part of a song or piece of music *i.e. the tune* |
| **Ostinato** | a continually repeated musical phrase or rhythm |
| **Piano (p)** | **musical term** meaning soft |
| **Pitch** | how high or low a note sounds |
| **Rhythm** | a regular, repeated pattern of sounds |
| **Soprano** | the highest of the singing voices |
| **Tempo** | the timing or speed of music |
| **Tenor** | the highest of the male voice types when singing |
| **Timbre** | the tone or unique quality of a sound – play the same note on a piano or guitar, each will have its own timbre |
| **Tone** | the quality of a sound produced by a musical instrument or singing voice |