

Ellie the Enterprising Elephant

ENTERPRISING CREATIVE CONTRIBUTORS

*I use good ideas to make things
I solve different problems in different ways
I make the most of every opportunity
I take sensible risks to make things better
I can be a leader AND let others lead
I can explain my ideas in different ways
I help others
I can work and play in a team*



Harold the Healthy Hamster

HEALTHY CONFIDENT INDIVIDUALS

*I have firm values and develop my own beliefs
I respect myself and others - making and keeping friends
I understand that mistakes help me learn
I am happy, healthy and safe
I think before I say or do something
I am becoming more confident - I perform in front of others
I try to do things independently*



Edna the Ethical Eagle

ETHICAL INFORMED CITIZENS

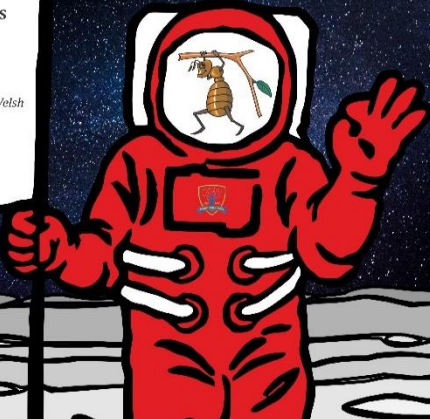
*I can make up my own mind
I know that there are good and bad things happening
I care about the rights of all children
I understand that my actions impact on others
I know about people and places around the world
I believe that we are all different but equal
I care for the environment
I am a citizen of Wales
I know my views are important*



Arty the Ambitious Ant

AMBITIOUS CAPABLE LEARNERS

*I always try to be the best I can
I always use what I have learnt
I ask questions and work things out
I talk about what I know in English and Welsh
I explain what I have learnt
I use numbers in different activities
I use numbers to understand data
I use different technology*



PENGELLI PRIMARY SCHOOL

REACH FOR THE STARS CURRICULUM 2022

EXPRESSIVE ARTS OVERVIEW

Talaat, Helen

Specific considerations for EXPRESSIVE ARTS

The statements of what matters in this Area represent the **creative process**. Through the creative process, learners explore, respond to stimuli and create and reflect on their own work while engaging in rich, **authentic experiences**.

This Area spans the five disciplines of art, dance, drama, film and digital media, and music. These disciplines share the creative process, and each contributes transferable skills and knowledge to a learner's experience. In addition, each discipline has its own discrete **body of knowledge** and **skills**; this learning supports progression and offers greater depth to learning. This Area is designed to support the development of a more integrated approach to learning.

There is flexibility to choose how to structure the curriculum, such as through an integrated, multidisciplinary, interdisciplinary or disciplinary approach. Across the learners' journey on the 3 to 16 continuum, it is important to offer broad and balanced opportunities for art, dance, drama, film and digital media and music. The delivery should be adaptive, versatile and change depending on the learners and their context.

Regardless of the approach chosen, it is important to note that the statements of what matters are interlinked and should not be taught in isolation. Together they allow learners to engage fully with the **creative process** which each of the expressive arts' disciplines has in common.

Considerations when designing your curriculum

- equitable opportunities to include the five disciplines of art, dance, drama, film and digital media, and music
- progression along the continuum – complexity, control, depth and independence
- experience, knowledge and skills inherent to and across each discipline
- opportunities to work independently and collaboratively
- a range of stimuli, techniques, materials and resources, tools and technologies
- **styles, genres** and **creative texts** across all disciplines and spanning people, places, cultures and time
- **discipline-specific vocabulary** and skills
- experience of actual and virtual venues, and local, national and international arts events and festivals
- critical appreciation and response
- input from creative professionals and industry experience
- access to local, national and international contexts
- access to practical and theoretical exploration
- opportunities for learners to take on a range of roles and responsibilities within the **creative process**.

Illustrating breadth

The following are provided as examples of how you could explore different topical learning in this Area. These are illustrations only.

This Area could include exploring not only the artistic techniques and impact of creative work by Bob Dylan, Joseph Parry and The Joy Formidable, but engaging with the social influences, context and narrative of those works to inspire learners' own work. The art of Ceri Richards, Martin Parr and Mary Lloyd Jones has a distinct relationship to Wales, this could be an inspiration for learners developing their own understanding and creative skills. The films Tiger Bay, House of America, and Solomon a Gaenor each portray different Welsh experiences and communities, learners could use these to recognise and analyse character, identity and place, as they challenge and develop their own identities and imagination through the arts.

Discipline-specific considerations

Experience, knowledge and skills inherent to each discipline are included in progression steps 1 to 5 with increasing levels of complexity. These include but are not limited to the following:

Art

Art includes the experimentation and development of an almost limitless range of resources, materials, techniques and processes across all types of art, craft and design to produce a range of outcomes and to demonstrate a personal and **creative response**.

You should consider:

- line, shape, texture, colour, design, **form** (2D, 3D, 4D), pattern, tone, shading, space, contrast, proportion, composition, scale, perspective
- architectural design, advertising, animation, constructed textiles (knitting/weaving/embellishment), ceramics, craft, design, drawing, environmental/landscape art, fashion, fine art, communication graphics, jewellery and body adornment, illustration, interactive design (including web, app and game), interior design, installation, live art, making, mixed media, moving image, multi-media, package design, painting, photography, print-making (relief/intaglio/screen processes/lithography), signage, sculpting, sound art, surface pattern, textiles, typography, video.

Dance

Dance includes performing, choreography and appreciation across a range of **styles**.

You should consider:

- movement framework (body actions, space, dynamics, relationships), time (rhythm and phrasing), improvisation, character, motifs/phrases
- choreographic devices (unison and canon, repetition, variation and development, complementary and contrasting, climax, highlights)
- compositional structures (beginning, middle and end, binary, ternary, rondo, theme and variation, narrative, unity, logical sequence, transitions)
- dance compositions (pure, abstract, lyrical, dramatic, comic, dance-drama)
- performance/refinement including physical elements (actions, posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation)
- expression (projection, spatial awareness, musicality, phrasing, facial expression, interpretation, communication)
- technical considerations (timing, reproduction of movement in a stylistically accurate way).

Drama

Drama includes acting, directing, design, technical theatre and arts administration.

You should consider:

- plot, character, thought, relationships (which encompasses interaction), tension, focus, place, time, language, voice (which encompasses accent, diction, pitch, tempo, pauses), movement (which encompasses gesture, facial expressions), proxemics, atmosphere, mood, symbols, design which encompasses stage lighting, sound, set, hair, make-up, costume, script writing, directing and stage management
- comedy, tragedy, tragicomedy, farce, musical theatre, melodrama, mime, physical theatre.

Film and digital media

Film and digital media includes television, film, radio, games design, photography, live events and theatrical production skills, print media, social media, sound and audio production.

You should consider:

- editing, post production, 3D space, 2D space, sound, lighting, camera, narrative, **style**, **genre**, audience, composition (visual, virtual and **sonic**), **form** (animation, live action, audio, written), virtual reality
- sound, video/film (animation, documentary, narrative, music video), print media, radio/podcast, photography, graphics, virtual forms, linear forms, non-linear forms, interactive media, social media, audio production and design, lighting design, stage design, social media, game design, event design, production design.

Music

Music includes performing, improvising and composing, listening and appreciation.

You should consider:

- pitch, melody, dynamics, texture, tempo, timbre, rhythm, metre, **form** and structure, tonality, musical devices (e.g. repetition, ostinato, sequence), harmony, intonation
- binary, ternary, rondo, round, minuet and trio, strophic, theme and variation, through-composed, sonata
- performing (including vocal, instrumental, technology e.g. DJ-ing), improvising and composing (including vocal, instrumental, acoustic, electric and digital, editing/production), listening (including analysing, evaluating, and appreciating a range of musical forms and **styles** across **genres** and periods of time).

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Progression step 1	Progression step 2	Progression step 3
I can explore and experiment with a variety of creative techniques , materials, processes, resources, tools and technologies .	I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies	I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience. I can explore the effects that a range of creative techniques , materials, processes, resources, tools and technologies have on my own and others' creative work .
I can ask questions to discover how creative work is made.	I can explore how and why creative work is made by asking questions and developing my own answers.	I can explore how creative work can represent , document, share and celebrate personal, social and cultural identities.
I am beginning to explore ideas, feelings and moods in a variety of creative work.	I can explore and describe how artists and creative work communicate mood, feelings and ideas.	I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.

Progression step 4
I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.
I can explore creative work, understanding the personal, social, cultural and historical context, including the conventions of the period in which it was created.
I can investigate and understand how meaning is communicated through the ideas of other artists and performers.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts

Progression step 1	Progression step 2	Progression step 3
I can listen to and respond to views about my own creative work and that of others.	I can give and accept feedback as both artist and audience.	I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.
I am beginning to compare my own creative work to the creative work of others.	I can compare my own creative work to creative work by other people and from other places and times.	I can apply knowledge and understanding of context, and make connections between my own creative work and creative work by other people and from other places and times.
I am beginning to talk about my moods and emotions and use these to impact upon my creative work.	I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others.	I can reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work.

Progression step 4
I can effectively evaluate my own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve.
I can apply knowledge and understanding of context when evaluating my own creative work and creative work by other people and from other places and times.
I can evaluate the effectiveness of a wide range of artistic techniques in producing meaning.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Progression step 1	Progression step 2	Progression step 3
I can communicate my ideas, feelings and memories in my creative work.	I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.	I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.
I can imitate established artistic techniques in the creation of my own work.	I am beginning to apply techniques in my creative work with guidance and direction.	I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.
I am beginning to design my own creative work.	I can create my own designs and work collaboratively with others to develop creative ideas.	I can draw upon my design knowledge and make connections with greater independence to modify and develop my creative designs.
I can share my creative work.	I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.	I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.
	I am beginning to demonstrate resilience and flexibility in approaching creative challenges.	I can identify and respond creatively to challenges with resilience and flexibility.
I am beginning to use creative materials safely with guidance and direction.	I can use creative materials safely and with some control under supervision.	I can safely choose and use the correct creative tools and materials with some consideration for others.

Progression step 4
I can use my experimentation and investigation to manipulate creative work with purpose and intent when communicating my ideas.
I can apply specialised technical skills in my creative work.
I can purposefully use my design skills and apply a range of solutions to clarify and refine final creative ideas.
I can perform, produce, design, exhibit and share my creative work showing an awareness of artistic intent and of audience.
I can draw upon my experiences and knowledge to inform and develop strategies to overcome creative challenges with imagination and resilience.

PROGRESSION STATEMENTS

Increasing effectiveness as a learner - Progression is demonstrated in moving from doing something with the support of an adult towards autonomy and sophistication. Progression is likely to grow out of gradual use and re-use of known skills, but could also, on occasion, present as a big qualitative jump.

As learners make progress they increasingly evaluate and create more and more sophisticated creative work independently and with increased collaboration with others. They gain greater confidence by being able to explore, experience, interpret, create and respond through the expressive arts' disciplines within a safe environment. Their evaluation of their own and others' work reflects a developing understanding of process as well as product, and resilience in receiving, and persistence in acting upon, feedback

Increasing breadth and depth of knowledge - Learners demonstrate progression in the Expressive Arts Area by exploring, experiencing and creating increasingly complex meaning. Linking new learning to existing knowledge develops an increased sophistication of conceptual understanding. Moreover, learners learn and refine different types of knowledge and skills including the techniques, processes and skills required to create and interpret in each field of the arts. Additionally the integral skills of creativity; synthesis; critical thinking; and understanding of social and cultural contexts are crucial to this Area.

Deepening understanding of the ideas and disciplines within areas of learning and experience - Progression is demonstrated through the continuing development of the knowledge, skills and capacities required to appreciate, create, explore, respond and reflect both within specific disciplines and in combinations of disciplines. In the early stages, learning is characterised by a growing curiosity for being creative and innovative by exploring with a range of resources and materials in various domains. Combining disciplines occurs purposefully but remains organic. As learning progresses, learners become increasingly aware of the expressive arts' disciplines and their key features, including (though not necessarily limited to) art, dance, drama, film and digital media, and music. Learners make links in the creative process across the disciplines to explore, create, interpret and respond.

Refinement and growing sophistication in the use and application of skills - Levels of control, accuracy and fluency in using a range of arts' skills will grow as learners progress. For example, in early stage learning this might be characterised by using simple body movements in composing a dance and identifying fundamental aspects such as speed, direction and levels when evaluating one's own work and the work of others. At a more advanced stage of progress, learners might create and evaluate the success of interaction among various aspects of movement in a complex choreographed dance. As they progress, learners continually develop in depth and refine with a growing sophistication these key arts' skills in different disciplines and/or in interdisciplinary activity.

Making connections and transferring learning into new contexts - Learners increasingly appreciate the possibility of combining disciplines within the Area in order to appreciate and to achieve/produce creative outcomes. Progression is also characterised by more sophisticated use of relevant skills within individual disciplines and the growing ability to transfer existing skills and knowledge into new contexts within this Area and across other Areas.