

Curriculum for Wales	AoLE Focus	EXPRESSIVE ARTS			
	Our School Curriculum Vision	Within the Taff Bargoed Learning Partnership, our learners will be provided with experiences that will allow them to nurture their individuality to achieve their potential, showcasing their personalities and talents. They will appreciate the diversity that expressive arts provide and become creative individuals, inspired by a wide range of authentic, artistic experiences. Learners will have opportunities to engage with a wide range of creative platforms, appreciating how the arts contribute to their role as global citizens; and become confident, independent learners; applying their creative skills to other aspects of their everyday lives.			
	Progression Step	I			
Knowledge – “Learn ABOUT”					Experience – “Learn FROM”
Within our Curriculum, a focus is given to Pupil interest in contributing to the learning that is taking place, in order to develop a child-centred approach. However there is a range of expected knowledge that we aim to develop Pupils Skills through...					Through their learning, Pupils will be provided with an opportunity to experience:-
In Nursery Pupils will learn about...		In Reception Pupils will learn about...		In Year 1 Pupils will learn about...	<ul style="list-style-type: none">Explore, investigate and use the indoor and outdoor learning environmentBe involved in different types of play and a range of planned activities, including those that are child initiated.Engage in role play activities as a form of early drama skill developmentBe involved in activities that allow them to work as individuals and in groups.Use a wide range of resources and stimuli.Experience art, craft, design, music and dance from Wales and other cultures.
<ul style="list-style-type: none">Creating artwork from layering images through collage in order to achieve a desired purposeEngaging in 3D artwork from using recycled materials to create Junk models.Using paints to create a chosen image in response to a stimulusThe world of nature and creating artist pieces which incorporate natural art.Develop their appreciation of music from the Welsh culture including songs and rhymesListen to and recite Nursery Rhymes and traditional songsExplore basic moves and patterns as part of a dance routine.		<ul style="list-style-type: none">Exploring, investigating and creating 3D artwork, including creating pieces through the use of clayInvestigating a range of artistic mediums, including charcoalCreating artwork from layering images through collage in order to achieve a desired purposeThe world of nature and creating artist pieces which incorporate natural art.Engaging in 3D artwork from using recycled materials to create Junk models.Exploring a wide range of art forms including PortraitsExplore and respond to Music from Wales and the wider worldBegin to appreciate modern forms of music including mixing music.The world of dance and movement developing an increasing sense of rhythm.Begin to appreciate the medium of drama and use this within role play activities.		<ul style="list-style-type: none">Exploring, investigating and creating 3D artwork, including creating pieces through the use of clayCreating images and artwork from observations, including through dance and drama as well as traditional art formsEngaging in 3D artwork from using recycled materials to create Junk models.Painting using a range of different paint forms.Exploring Portraits and how emotions are portrayed in various waysDeveloping an appreciation for Music from Wales and responding through compositions with simple tuned instrumentsExploring and responding to traditional and contemporary music, both through dance and dramaDeveloping an increasing awareness of expression through drama, beginning to consider how we show emotionsEngage in regular drama opportunities.Perform dances using simple movement patterns.	
SKILLS – “Learn TO”					
Through our Curriculum for Expressive Arts , our pupils will develop as Ambitious, Capable Learners , Healthy confident Individuals , Ethical, informed Citizens & Enterprising, Creative contributors . Enrichment and Experiences within this AoLE, at our School, will include opportunities for Pupils to;					
What Matters Statement		Descriptions of Learning	What this looks like in NURSERY :	What this looks like in RECEPTION :	What this looks like in YEAR 1 :
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to	Through opportunities to;	I, I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies	<ul style="list-style-type: none">Explore and develop basic forms of expression through various medium and form which demonstrate basic emotions and feelingsBegin to develop an awareness of how technology can be used to support the creative process.Begin to develop an awareness of safety when using a range of tools and processes.	<ul style="list-style-type: none">Explore and develop forms of expression, with increasing control, through a range of medium and form which demonstrate emotions & feelingsUse a variety of ICT equipment with support to create creative pieces through using simple art packages and basic technological mediaSafely use a growing set of tools with support.	<ul style="list-style-type: none">Begin to explore the work or other artists and experiment with similar techniques observed within their own work, conveying emotions and feelingsUse a variety of ICT packages with growing independence to create artistic pieces.Safely use a growing set of tools.

		I.2 I can ask questions to discover how creative work is made.	<ul style="list-style-type: none"> Begin to talk about, using basic vocabulary, pieces of creative work explored in the Classroom. Begin to make simple observations about pieces explored. Explore, with support, various given pieces asking basic questions; who created this? How was it created? How could we make this? 	<ul style="list-style-type: none"> Talk about pieces of creative work with increasing vocabulary, exploring likes and dislikes in relation to feelings and emotions in simple terms. Begin to question how creative work is made including; who, what, why, when and how. 	<ul style="list-style-type: none"> Be able to describe the creative works of others, giving their thoughts/opinions on creative pieces Begin to ask their own simple questions to discover how creative work is made using simple research
		I.3 I am beginning to explore ideas, feelings and moods in a variety of creative work	<ul style="list-style-type: none"> Be provided with some simple examples of expressive pieces which convey basic emotions/moods 	<ul style="list-style-type: none"> Explore simple examples of expressive pieces which explore an increasing range of emotions/moods. 	<ul style="list-style-type: none"> Explore simple examples of expressive pieces which explore a range of emotions/moods.

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Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Through opportunities to;	I.4 I can listen to and respond to views about my own creative work and that of others.	<ul style="list-style-type: none"> Respond, in simple forms, to a range of stimuli provided including through movement and medium. Talk about likes and dislikes in simple terms; <ul style="list-style-type: none"> I like this.... I don't like this... 	<ul style="list-style-type: none"> Respond, in a range of forms, to different stimuli provided including through movement and medium Communicate ideas about their creative work Reflect on their own and others work asking; <ul style="list-style-type: none"> What I did well 	<ul style="list-style-type: none"> Respond to a range of stimuli provided including through movement and medium Begin to evaluate creative pieces highlighting strengths and weaknesses through simple vocabulary <ul style="list-style-type: none"> What I liked was... What I felt could be better Next time I would...
		I.5 I am beginning to compare my own creative work to the creative work of others	<ul style="list-style-type: none"> Begin to explore existing stimuli of expressive pieces, as created by various artists (<i>including Dance and Drama</i>) 	<ul style="list-style-type: none"> Using simple terms, compare own work with that of others; which piece is your favourite? Which is most like yours? 	<ul style="list-style-type: none"> Compare, with support own work with that of others; which piece is your favourite? How is it similar/different to yours?
		I.6 I am beginning to talk about my moods and emotions and use these to impact upon my creative work	<ul style="list-style-type: none"> Use resources/equipment to explore and convey basic feelings and emotions 	<ul style="list-style-type: none"> Use an increasing range of media to explore and convey likes and dislikes, and, with support, talk about how these make children feel. 	<ul style="list-style-type: none"> Use various media with some independence, to explore and convey simple likes and dislikes and talk about how these make children feel.

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Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Through opportunities to;	I.7 I can communicate my ideas, feelings and memories in my creative work	<ul style="list-style-type: none"> Engage in unstructured opportunities to explore and experiment with simple creative processes and forms of expression (e.g. Role play, creative areas) 	<ul style="list-style-type: none"> Through structured and unstructured opportunities, explore and experiment with simple creative processes and forms of expression (e.g. Role play, creative areas) 	<ul style="list-style-type: none"> Through arrange of contexts (<i>both structured and unstructured</i>) and opportunities, explore and experiment with creative processes and forms of expression
		I.8 I can imitate established artistic techniques in the creation of my own work	<ul style="list-style-type: none"> With adult guidance, experiment using simple techniques used by professionals in their field, within their own work. 	<ul style="list-style-type: none"> With support, experiment using techniques used by professionals in their field, within their own work. 	<ul style="list-style-type: none"> With little support, experiment using techniques used by professionals in their field, within their own work.
		I.9 I am beginning to design my own creative work	<ul style="list-style-type: none"> Create basic ideas that form the basis of creative pieces, with adult guidance 	<ul style="list-style-type: none"> Create simple ideas, that form the basis of creative pieces, with support 	<ul style="list-style-type: none"> With increasing independence, create ideas, that form the basis of creative pieces
		I.10 I can share my creative work	<ul style="list-style-type: none"> Pupils are beginning to understand that they are able to share their work both physically and digitally 	<ul style="list-style-type: none"> With support, Pupils are beginning to share their work both physically and digitally 	<ul style="list-style-type: none"> With developing independence Pupils are able to share their work both physically and digitally
		I.11 I am beginning to use creative materials safely with guidance and direction.	<ul style="list-style-type: none"> Through adult supervision, use appropriate additional resources/equipment safely with help from an adult 	<ul style="list-style-type: none"> With support, use appropriate additional resources/equipment safely 	<ul style="list-style-type: none"> With little support, use appropriate additional resources/equipment safely