


TAFF BARGOED LEARNING PARTNERSHIP

School Curriculum – Whole School Progression

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| 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 | 3 | | | | |
| 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. | | | Pupils will be provided with an opportunity to experience:- | | | |
| In Year 5, Pupils will learn about... <ul style="list-style-type: none">Investigating Historical based art forms.Exploring the world of creativity, including modern and expressive formsCreate and evaluate 3D forms of artwork including collage, 3D art and Junk modellingTake part in opportunities to use Green screen and technology in performance.Develop an early understanding of, and engage in activities relating to Movie editingExplore, appraise and compose Music from a range of eras including the past, traditional music, cultural music and contemporary musicExploring dramatic strategies including ‘marking the moment’Understanding the element of rhythm, pace and tempo in dramaCommunicating drama through movement, mime and gesture.Perform dances using a range of movement patterns | | | In Year 6, Pupils will learn about... <ul style="list-style-type: none">Exploring the world of creativity, including art from a specific cultureEvaluating and creating artwork which is Observational and draws on a range of styles including watercolour, charcoal, line & toneUnderstand the world of technology in the arts, exploring the concepts of Stop motion and Photography.Explore, appraise and compose Music from a range of contexts including cultural music and the music of WalesCompose pieces expressively using a variety of simple tuned instrumentsExploring dramatic strategies including ‘cross-cutting’.Understanding the element of contrasts and form in drama; and exploring climax and anti-climax within dramatic work.Communicating drama through space and levels.Perform dances using a range of movement patterns | | | <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.Be 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.Engage in performance and experience live theatre/performance for themselves (including film).Explore and appreciate the unseen creative world, such as make-up, lighting, special effects, sound and music, costume, sets and props.Take part in opportunities to use Green screen and technology in performance. |
| SKILLS – “Learn TO” | | | | | | |
| Within 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; | | | | | | |
| What Matters Statement | | Descriptions of Learning | What this looks like in YEAR 5: | What this looks like in YEAR 6: | On to YEAR 7 | |
| Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables | Through opportunities to; | 3.1 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. | <ul style="list-style-type: none">Explore the works of other artists and confidently use, with increasing control, techniques identified within their own creative work, adapting these to fit their workBe able to identify any unexpected elements to their creative work, making simple adjustments as necessary.Use a wide range of ICT resources/packages independently to create and enhance their artistic pieces.Safely use a range of artistic tools, identifying risks, and identifying simple measures that can overcome these risks. | <ul style="list-style-type: none">Explore the works of other artists and use, with confidence and control, techniques identified within their own creative work,Adapt similar artistic styles to meet their own needs and to apply these in meeting the purpose of their pieceBe able to identify any unexpected elements to their creative work, refining as necessary.Select appropriate ICT resources/packages independently to create and enhance their artistic pieces.Safely use a range of artistic tools, identifying risks, and identifying measures that can overcome these risks. |  | |



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| | | 3.2 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. | <ul style="list-style-type: none"> Explore the work of own and other artists and develop their own questions about creative pieces Use simple techniques for varying effects within creative work. Experiment to discover how creative work is made using their own research techniques | <ul style="list-style-type: none"> Explore the work of own and other artists and develop their own questions about creative pieces Use various techniques for varying effects within creative work. Experiment to discover how creative work is made using their own research techniques | |
| | | 3.3 I can explore how creative work can represent, document, share and celebrate personal, social and cultural identities. | <ul style="list-style-type: none"> Explore a wider range of ideas, feelings and moods in their own creative work, describing how these have been achieved Explore a range of creative pieces from various cultures and identify how these differ from own culture Begin to understand the impact of society on creative work | <ul style="list-style-type: none"> Explore a wide range of ideas, feelings and moods in their own creative work, describing how these have been achieved Explore a range of creative pieces from various cultures and identify how these differ from own and others' cultures. Understand the impact of society on creative work, including the use of metaphorical work in creative pieces. | |
| | | 3.4 I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience. | <ul style="list-style-type: none"> Explore a wide range of ideas, feelings and moods in their own creative work, describing how these have been achieved Begin to understand the impact that creative pieces have on an audience' feelings/thoughts. | <ul style="list-style-type: none"> Explore a wide range of ideas, feelings and moods in their own creative work, describing how these have been achieved Understand the impact that creative pieces have on an audience, and how various approaches can impact on these feelings/thoughts. | |

Within 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;

| What Matters Statement | Descriptions of Learning | What this looks like in YEAR 5 : | What this looks like in YEAR 6 : | On to YEAR 7 |
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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: 3.5 I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary. | <ul style="list-style-type: none"> Respond to a range of stimuli provided including through movement and medium. Evaluate creative pieces with independence, both as an artist and audience member, and offer improvements/ways forward according to purpose of task Make simple adaptations to creative pieces as a result of feedback given Carry out their own evaluations of their final piece. | <ul style="list-style-type: none"> Respond to a range of stimuli provided including through movement and medium. Evaluate creative pieces with independence, both as an artist and audience member, and offer improvements/ways forward according to purpose of task Make adaptations to creative pieces as a result of feedback given, including changing elements or removing elements completely. Carry out their own evaluations of their final piece. | |





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| | | <p>3.6 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.</p> | <ul style="list-style-type: none"> With independence, compare own work with that of others Explore a range of creative pieces from different cultures/countries, and periods of time, identifying some differences and similarities Respond to a range of creative contexts as a basis for creative pieces | <ul style="list-style-type: none"> With independence, compare own work with that of others Explore a wide range of creative pieces from different cultures/countries, and periods of time, identifying differences and similarities Select a creative context for their creative work appropriate to the task | |
| | | <p>3.7 I can reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work.</p> | <ul style="list-style-type: none"> Explore the purposes and emotions behind the creative work of others Begin to reflect on how an artist uses creative processes to convey emotions/feelings/moods within their pieces | <ul style="list-style-type: none"> Explore the purposes and emotions behind the creative work of others Reflect on how an artist uses creative processes to convey emotions/feelings/moods within their pieces Reflect on how they are able to relate to a creative piece explored | |

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|---|---------------------------|--|---|---|---------------------|
| Creating combines skills and knowledge, drawing on the senses, inspiration and imagination. | Through opportunities to; | <p>3.8 I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.</p> | <ul style="list-style-type: none"> Utilise a range of resources in order to explore and develop creative work, including planning for creative pieces Begin to consider the impact of creative work on the audience and adapt to meet the purpose Use previous knowledge and experience to create creative pieces. Create pieces for a range of outcomes/purposes | <ul style="list-style-type: none"> Utilise a wide range of different resources in order to explore and develop creative work, including planning for complex creative pieces Consider the impact of creative work on the audience and adapt to meet the purpose, including the use of abstract approaches Use previous knowledge and experience to create creative pieces. Create pieces for a range of outcomes/purposes, including those with metaphorical meanings | |
| | | <p>3.9 I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.</p> | <ul style="list-style-type: none"> With confidence, identify and experiment using techniques used by professionals in their field, within their own pieces. Begin to consider the context specific styles in their approach to creative work. | <ul style="list-style-type: none"> Be able to identify and experiment using techniques observed and used by professionals in their field, within their own creative pieces. Consider the context specific styles in their approach to creative work, using their familiarity of various expressive disciplines | |
| | | <p>3.10 I can draw upon my design knowledge and make connections with greater independence to modify and develop my creative designs.</p> | <ul style="list-style-type: none"> Confidently select ideas to form the basis of creative pieces, sometimes considering the abstract Begin to make connections between their own creative work and the world around them, considering how various topics can be promoted through their creative work | <ul style="list-style-type: none"> Confidently select ideas to form the basis of creative pieces, at times including the abstract Make connections between their own creative work and the world around them, considering how various topics/issues can be promoted through their creative work | |





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| | | 3.11 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. | <ul style="list-style-type: none"> Confidently share their work both physically and digitally, giving consideration to the audience and purpose of task, including formal contexts Be provided with an opportunity to showcase and exhibit work to a given audience, for an increasing range of purposes. | <ul style="list-style-type: none"> Confidently share their work both physically and digitally, giving consideration to the audience and purpose of task, including both informal and formal contexts Be provided with an opportunity to showcase and exhibit work to a given audience, for a wide range of purposes and contexts, considering impact on audience | |
| | | 3.12 I can identify and respond creatively to challenges with resilience and flexibility. | <ul style="list-style-type: none"> Pupils independently make alterations and adapt their way of working as a result of the creative process Pupils are able to refine and alter their creative work in order to promote their flexibility of approach Pupils are more resilient in approaching their creative work, applying new processes or techniques within their work | <ul style="list-style-type: none"> Pupils independently and purposefully make alterations and adapt their way of working as a result of the creative process Pupils are able to refine and alter their creative work in order to promote their flexibility of approach Pupils are resilient in approaching their creative work, applying new processes or techniques within their work | |
| | | 3.13 I can safely choose and use the correct creative tools and materials with some consideration for others | <ul style="list-style-type: none"> Confidently choose and use appropriate additional resources/equipment safely in order to create pieces Identify risks when using selected equipment and identify some measure that can reduce this. Begin to consider impact on others when applying various approaches to creative work | <ul style="list-style-type: none"> Confidently choose and use appropriate additional resources/equipment safely in order to create pieces Identify risks when using selected equipment and identify some measure that can reduce this. Begin to consider impact on others when applying various approaches to creative work | |