

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	2			
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 Year 2, Pupils will learn about... <ul style="list-style-type: none">Exploring art forms from a specific culture/country.Investigating Historical based art forms.Exploring and investigating the use of charcoal and oil pastels in drawing and painting; including line and tone within drawing.Creating 3D art including clay to create sculptures and images.Evaluating and creating Music from the past and from Wales, and using this within their own expressive work.Exploring strategies of still image and soundscapes within dramaUnderstanding the elements of action, plot and content as well as characterisation.Perform dances using simple movement patterns		In Year 3, Pupils will learn about... <ul style="list-style-type: none">Exploring art forms from a specific culture/country.Use of 3D art forms including Clay and mosaic to create a sculpture or image.Developing an awareness of wider art mediums and forms used in creative work including Watercolour painting, Pointillism and Portraits.Inspiration taken from the Natural worldExploring and composing Music inspired from Wales including Folk Music from Wales and the wider world.Features of different instruments and use this expressively within their own work.Exploring dramatic strategies of hot-seating and narration within performanceUnderstanding the element of symbolism in dramaCommunicating drama through voice.Perform dances using a range of movement patterns		In Year 4 Pupils will learn about... <ul style="list-style-type: none">Investigating Historical based art forms.Developing an awareness of wider art mediums and forms used in creative work including Observational art, PaintingUse of 3D art forms including Junk modellingExploring the world of creative animation, focusing on the medium of Stop motion and use of this in storytellingCreating and appraising Music from the past, as well as music from WalesDeveloping an appreciation of modern ways of expression through music medium including Pop musicAppreciate different forms of creativity in spoken word such as Rap.Exploring dramatic strategies of thought tracking and narration within performanceUnderstanding the element of convention in dramaCommunicating drama through spoken language.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 an 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	Through opportunities to; developing artistic	Descriptions of Learning	What this looks like in YEAR 2:	What this looks like in YEAR 3:	What this looks like in YEAR 4:
Exploring the expressive arts is essential to		2.1 I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies	<ul style="list-style-type: none">Explore the works of other artists and select simple techniques identified from the artist, within their own work.Use a variety of ICT resources/packages independently to create artistic pieces.Safely use an increased range of artistic tools, beginning to identify risks with support.	<ul style="list-style-type: none">Explore the works of other artists and use, with growing confidence, techniques identified within their own work.Use appropriate ICT resources/packages independently to create artistic pieces.Safely use an increasing range of artistic tools, identifying risks with some support.	<ul style="list-style-type: none">Explore the works of other artists and use, with confidence, techniques identified within their own work.Use appropriate ICT resources/packages independently to create and enhance their artistic pieces.Safely use an increasing range of artistic tools, identifying risks with little support, and begin to identify some simple measures that can overcome these risks.



TAFF BARGOED LEARNING PARTNERSHIP

School Curriculum – Whole School Progression



		<p>2.2 I can explore how and why creative work is made by asking questions and developing my own answers.</p>	<ul style="list-style-type: none">With some support, explore the work of other artists and develop their own simple questions about creative piecesWith support, discover how creative work is made using research techniques	<ul style="list-style-type: none">Begin to explore the work of other artists and develop their own questions about creative piecesWith increasing independence, experiment to discover how creative work is made using simple research techniques	<ul style="list-style-type: none">Explore the work of other artists and develop their own questions about creative piecesSimply experiment to discover how creative work is made using their own research techniques
		<p>2.3 I can explore and describe how <i>artists</i> and creative work communicate mood, feelings and ideas</p>	<ul style="list-style-type: none">Explore simple ideas, feelings and moods in their own creative work	<ul style="list-style-type: none">Explore an increasing range of ideas, feelings and moods in their own creative work, beginning to describe in simple terms how these have been achieved	<ul style="list-style-type: none">Explore a range of ideas, feelings and moods in their own creative work, describing how these have been achieved



TAFF BARGOED LEARNING PARTNERSHIP

School Curriculum – Whole School Progression



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 2:	What this looks like in YEAR 3:	What this looks like in YEAR 4:
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Through opportunities to;	2.4 I can give and accept feedback as both artist and audience.	<ul style="list-style-type: none"> Respond to a range of stimuli provided including through movement and medium. Evaluate creative pieces with increasing independence, both as an artist and audience member 	<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 	<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, with increasing detail, begin to offer some simple improvements/ways forward
		2.5 I can compare my own creative work to creative work by other people and from other places and times.	<ul style="list-style-type: none"> With some support, compare own work with that of others; <ul style="list-style-type: none"> Which piece is your favourite? How is it similar/different to yours? Begin to explore creative pieces from different cultures/countries, identifying some basic differences 	<ul style="list-style-type: none"> With increasing independence, compare own work with that of others; <ul style="list-style-type: none"> Which piece is your favourite? How is it similar/different to yours? Explore creative pieces from different cultures/countries, and periods of time, identifying some differences 	<ul style="list-style-type: none"> With independence, compare own work with that of others; <ul style="list-style-type: none"> Which piece is your favourite? What makes is similar to your own work? How is different to yours? Explore an increasing range of creative pieces from different cultures/countries, and periods of time, identifying simple differences and similarities
		2.6 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.	<ul style="list-style-type: none"> Use an increasing range of media with growing independence, to explore and convey basic feelings emotions, as a basis for creative work. With support, begin to explore the purposes and emotions behind the creative work of others 	<ul style="list-style-type: none"> Use an increasing range of media with increased independence, to explore and convey feelings emotions, as a basis for creative work. With growing confidence behind the creative work of others 	<ul style="list-style-type: none"> Use an increasing range of media with independence, to explore and convey feelings emotions, as a basis for creative work. Explore the purposes and emotions behind the creative work of others



TAFF BARGOED LEARNING PARTNERSHIP

School Curriculum – Whole School Progression



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 2 :	What this looks like in YEAR 3 :	What this looks like in YEAR 4 :
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Through opportunities to;	2.7 I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.	<ul style="list-style-type: none"> Through arrange of contexts and opportunities, explore and experiment with creative processes and forms of expression to communicate ideas Begin to perform and present in front of peers With support, choose the most appropriate technique for sharing creative work 	<ul style="list-style-type: none"> Through arrange of contexts and opportunities, explore and experiment with creative processes and forms of expression to communicate ideas & feelings Begin to perform and present in front of small groups With increasing independence, choose the most appropriate technique for sharing creative work 	<ul style="list-style-type: none"> Through arrange of contexts and opportunities, explore and experiment with creative processes and forms of expression to communicate ideas, feelings & memories Begin to perform and present in front of increasing groups including external audiences With independence, choose from a range of techniques for sharing creative work, according to outcome
		2.8 I am beginning to apply techniques in my creative work with guidance and direction.	<ul style="list-style-type: none"> With some support, experiment using techniques used by professionals in their field, within their own work. Begin to develop their level of challenge in selecting techniques to include in creative work 	<ul style="list-style-type: none"> With growing independence, experiment using techniques used by professionals in their field, within their own pieces. Begin to increase the level of challenge in selecting techniques to include in creative work 	<ul style="list-style-type: none"> With some confidence, identify and experiment using techniques used by professionals in their field, within their own pieces. Vary the levels of difficulty when selecting techniques to include in creative work
		2.9 I can create my own designs and work collaboratively with others to develop creative ideas.	<ul style="list-style-type: none"> With growing confidence, select ideas to form the basis of creative pieces Work with a partner in establish creative pieces collaboratively, beginning to develop some awareness of compromise and adaptation 	<ul style="list-style-type: none"> With some confidence, select ideas to form the basis of creative pieces Work within a small grouping to establish creative pieces collaboratively, developing an awareness of compromise 	<ul style="list-style-type: none"> Confidently select ideas to form the basis of creative pieces, sometimes beginning to use the abstract Work as a group to establish creative pieces collaboratively, developing an awareness of compromise and adaptation of ideas
		2.10 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.	<ul style="list-style-type: none"> With growing independence Pupils are able to share their work both physically and digitally and, with support, begin to consider the audience Be provided with a range of stimuli in order to form the basis of creative work. Be provided with an opportunity to showcase and exhibit work to a given audience. 	<ul style="list-style-type: none"> With independence, Pupils are able to share their work both physically and digitally, giving consideration to the audience Be provided with an increasing range of stimuli in order to form the basis of creative work. Be provided with an opportunity to showcase and exhibit work to a given audience. 	<ul style="list-style-type: none"> Confidently share their work both physically and digitally, giving consideration to the audience and purpose of task Be provided with a wide range of stimuli and experience in order to form the basis of creative work. Be provided with an opportunity to showcase and exhibit work to a given audience., for a range of purposes
		2.11 I am beginning to demonstrate resilience and flexibility in approaching creative challenges.	<ul style="list-style-type: none"> With support, Pupils make alterations and adapt their way of working as a result of the creative process With encouragement, Pupils refine and alter creative work in order to promote their flexibility 	<ul style="list-style-type: none"> With increasing independence, Pupils make alterations and adapt their way of working as a result of the creative process With increasing confidence, Pupils refine and alter their creative work in order to promote their flexibility Pupils are developing their resilience in approaching creative work 	<ul style="list-style-type: none"> Pupils independently make alterations and adapt their way of working as a result of the creative process With confidence, Pupils begin to refine and alter their creative work in order to promote their flexibility of approach Pupils are developing their resilience in approaching their creative work, applying new processes or techniques within their work
		2.12 I can use creative materials safely and with some control under supervision.	<ul style="list-style-type: none"> With increasing independence, use appropriate additional resources/equipment safely 	<ul style="list-style-type: none"> With independence, use appropriate additional resources/equipment safely Begin to identify basic risks when using equipment 	<ul style="list-style-type: none"> With confidence, use appropriate additional resources/equipment safely Identify some risks when using selected equipment and begin to identify some measure that can reduce this.