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DRAFT STATUTORY GUIDANCE
AREA OF LEARNING AND EXPERIENCE

Expressive Arts



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INTRODUCTION TO THE EXPRESSIVE ARTS AREA OF LEARNING AND EXPERIENCE

The dynamic nature of the Expressive Arts can engage and motivate learners and so encourage them to develop their creative, artistic and performance skills to the full.

The Expressive Arts Area of Learning and Experience centres on the five disciplines of art, dance, drama, film and digital media, and music. While these disciplines have a common creative process and share transferable skills, each has its own discrete body of knowledge and set of discernible skills. This area of learning and experience will ensure that learners are entitled to access all five disciplines.

The Expressive Arts Area of Learning and Experience will afford learners meaningful experiences through which they can gain an understanding and an appreciation of the diverse communities of Wales as well as the wider world. Whether as attendees or creators of exhibitions and performances in art, dance, drama, film and digital media, or music, learners will come to know about their own culture and society as well as those of other people. This will enable them to explore cultural differences between themselves and others, through time and place. In addition, the knowledge, skills and values they develop through these activities will enable them to engage with issues that arise in their lives.

During Expressive Arts experiences, learners will be physically, socially and emotionally engaged, and as a result their well-being, self-esteem and resilience will be nurtured. This in turn will enhance their self-confidence.

The Expressive Arts Area of Learning and Experience will also foster creativity and critical thinking skills which will aid learners' capacity to question, make connections, innovate, solve problems, communicate, collaborate and reflect critically. These are higher-order skills in demand by employers and essential for learners to become active twenty-first century citizens.

Importantly, the area of learning and experience will make the Expressive Arts accessible to all and through this inclusive approach expand the horizons of every learner.

A transformational curriculum

The White Paper *Our National Mission: A Transformational Curriculum*¹ set out the detailed legislative proposals for Curriculum for Wales 2022.

The proposal is that funded non-maintained settings and schools will be required to provide a broad and balanced curriculum that meets the four purposes of the curriculum, and comprises the six areas of learning and experience. There will be statutory duties to teach Welsh, English, religious education, relationships and sexuality education, and the three cross-curricular responsibilities of literacy, numeracy and digital competence. Further information on how the Expressive Arts Area of Learning and Experience can support this is provided in the 'Developing a broad and balanced curriculum' section of this document.

Funded non-maintained settings and schools will have discretion as to how they design their school-level curriculum to meet their curriculum duties. However, in considering the exercise of that discretion, they must have regard to statutory guidance issued by Welsh Ministers. In practice, that means they should follow the statutory guidance unless they have good reason not to.

This statutory guidance for the Expressive Arts Area of Learning and Experience, which forms part of the wider Curriculum for Wales 2022 statutory guidance, is intended to provide a national framework that funded non-maintained settings and schools can build on to develop their own curriculum. It is not intended to be a comprehensive or exhaustive syllabus, nor a guide for organising timetables. It sets out:

- what funded non-maintained settings and schools should take into account in designing their curriculum and how it could be structured
- the broad expectations for learners for the Expressive Arts Area of Learning and Experience at each progression step.

¹ beta.gov.wales/our-national-mission-transformational-curriculum

How the area of learning and experience supports the four purposes of the curriculum

Through the Expressive Arts Area of Learning and Experience, teachers/practitioners will encourage learners to develop not only their ability to appreciate creative works but also their creative talents, their artistic and performance skills. It provides opportunities to explore, refine and communicate ideas while thinking creatively and engaging the imagination and the senses. It also promotes exploration of issues of personal and cultural identity. Engagement with this area of learning and experience requires application, perseverance and close attention to detail; capacities that have benefits across learning more widely.

The Expressive Arts Area of Learning and Experience provides inspiration and motivation as it brings learners into contact with creative processes and enables them to access the creative works of other people. It also sparks their own experimentation and creativity. It provides many opportunities for experiences such as visits to theatres and galleries, and for bringing the specialist expertise of external practitioners into the classroom. Engagement in the Expressive Arts Area of Learning and Experience also provides a basis for lifelong learning, entry into careers and work-related experiences, and can ultimately contribute to a thriving economy. Learners will develop talents and skills that are fundamental to Wales' future and prosperity.

The Expressive Arts Area of Learning and Experience supports **ambitious, capable learners, ready to learn throughout their lives** by encouraging them to explore new challenges and aim for success. The provision of rich, authentic contexts within which learners can work collaboratively develops their ability to lead and play different roles in teams effectively and responsibly. This strengthens their employability skills, as does the need to manage themselves and their resources in enterprising ways.

The knowledge and skills gained through the Expressive Arts develop not only learners' creativity as artists but also develop learners more generally by enhancing their creative thinking. Critical appraisal, key to the creative process, also supports them to become **enterprising, creative contributors, ready to play a full part in life and work** and this too develops their resilience, which in turn supports them to become **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**. In addition, the evaluation involved in the creative process enables learners to explore complex issues. It enables them to challenge perceptions and identify solutions which lead to a better understanding of their own cultural identity and those of other people, places and times. From this experience they are supported to become **ethical, informed citizens of Wales and the world**. Finally, through the enjoyment and personal satisfaction they gain from creative expression learners become more confident, all of which contributes directly to enriching the quality of their lives.

WHAT MATTERS STATEMENTS FOR THE EXPRESSIVE ARTS

Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.

The Expressive Arts offer a powerful medium for learners to explore not only their own cultural heritage but also that of different people, places and times. The area of learning and experience will make the most of this. It will ensure that, through the Expressive Arts, learners are enabled to explore different identities and societies from all corners of the world, and appreciate the significance of the diverse cultures of Wales, her unique traditions and heritage.

Experiencing the Expressive Arts embraces two fundamental processes: on the one hand, the exploration of other people's creative works and, on the other, the creation of one's own works. In order to engage with both these processes, this area of learning and experience will give learners opportunities to explore genres, techniques, tools, materials and practices which in turn will enable them to become both curious and creative individuals.

They will explore how the Expressive Arts are used to shape and express their personal, social and cultural identities. They will also explore how the Expressive Arts can be used to question and challenge accepted viewpoints and be a force for personal and societal change.

By exploring art forms and disciplines, whether through play or more formal research and inquiry, learners will develop an understanding of how the Expressive Arts communicate meaning through the use of visual, physical, verbal, musical and technological means. This exploration will in turn enable them to develop their own work.

In addition, in the Expressive Arts Area of Learning and Experience learners will develop an understanding of how the Expressive Arts shape, express and share ideas and feelings. They will develop their imagination and draw upon their own experiences, skills and talents to become creative artists themselves.

Responding and reflecting, both as artist and audience, is a fundamental part of learning about and through the Expressive Arts.

Responding to the Expressive Arts and responding through the Expressive Arts engage our emotions and intellect. Response may be a simple sensory reaction to artistic stimulus or a critical analysis of creative works. The ability to reflect is deepened as learners increase their knowledge and understanding of how and why the Expressive Arts are created. Responding to and through the Expressive Arts challenges learners to reflect and consider the effectiveness of their own work and that of others. In order to respond effectively they will need to form positive relationships with others.

Sharing the processes through which they have realised their artistic intentions contributes to learners' creative development. Through reflecting on their own work and that of others, they learn the important skills of refinement and analysis. This, in turn, helps them to investigate creative solutions to problems and take calculated risks. An important part of creative response is the ability to evaluate one's own learning, and so learners will be encouraged to identify how they can improve their work and respond to the feedback from others. In doing this they become more resilient and develop confidence in their creative ability.

Learners will respond to and reflect on the work of others, including that of their peers as well as established creative practitioners from Wales and beyond. By doing this they use and extend their own knowledge, skills and understanding of the Expressive Arts.

Learning about the Expressive Arts requires not only discipline-specific knowledge and skills but also interdisciplinary knowledge and skills. Thus, learners will be equipped with the critical vocabulary and understanding they require to consider contemporary and historical work in a range of media, forms, genres and styles.

Creative work combines knowledge and skills using the senses, inspiration and imagination.

Creating in the Expressive Arts embraces a range of activities including planning, drafting, devising, making, choreographing, shaping, composing and editing as well as performing, presenting, sharing, exhibiting and producing. Creating enables learners to consider what they know about the Expressive Arts and how they can apply their skills. Creating also harnesses the power of imagination across all disciplines.

Creating requires learners to develop and demonstrate control of a range of skills across the disciplines. The creative process empowers all learners to engage with and communicate through a variety of art forms or disciplines. These can be approached as individual disciplines or interdisciplinary forms related to the learners' own interests, skills and talents.

Through creating, learners will work independently and collaboratively as co-creators within and across disciplines. In doing so, they will be given opportunities to be innovative and bold, to create individual work and to develop their own identity as artists in Wales. When their original ideas require new approaches, learners will need to show versatility, taking risks to adapt and improvise.

In terms of entrepreneurship, through engaging with the creative process, learners will recognise opportunities to transform their ideas into commercial and cultural value. They will use their creative skills to realise ambitions. They will also develop perseverance and resilience in order to refine their creative skills and appreciate that these are important parts of the creative process. In short, learners will develop talents and skills that are fundamental to Wales' future prosperity.

Relationships between what matters statements in the Expressive Arts

What matters in the Expressive Arts is the creative process, i.e. exploration, response, reflection, and creation. This is expressed as three separate what matters statements in the Expressive Arts Area of Learning and Experience; however, these statements are interlinked and this should be borne in mind when planning for learning and teaching.

Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies – this statement is primarily about inquiry.

Responding and reflecting, both as artist and audience, is a fundamental part of learning about and through the Expressive Arts – this statement is mainly about response, reflection and evaluation.

Creative work combines knowledge and skills using the senses, inspiration and imagination – this statement is primarily about creation.

What matters statements are not linear. They are interlinked. Together they enable learners to engage fully with the creative process which each of the Expressive Arts' disciplines has in common.

As part of the creative process learners are able to explore, respond to and create their own work while engaging in rich, authentic experiences. For instance, through exploring a genre, style, artist, etc., learners begin to form an opinion and appreciation of the creative works of others, as well as through experimenting with different materials and processes, etc. The knowledge and skills gained as part of this exploring can then be used to inspire their own creative work, to which they will continue to respond as part of the creative process.

Progression within this area of learning and experience

Progression in the Expressive Arts is not a linear process and there is not one common pathway. Learners may easily move backwards and forwards as they experience Expressive Arts activities and different learners are likely to progress in markedly different ways.

It is clear that the environment in which they are learning, including the quality of teaching, is an important factor in facilitating learner progression so increasing challenge and sophistication of Expressive Arts contexts are important factors.

Funded non-maintained settings and schools will develop their own Expressive Arts curricula in line with the guidance, responding to their learners and locality. It is understood that while individual learners develop at a different pace, they should all have access to all aspects of the Expressive Arts Area of Learning and Experience.

The four principles of progression in Expressive Arts are helpful in describing learner progression in broad terms, while also capturing something of the 'spiral' nature of learning in Expressive Arts. The principles of progression below should be considered alongside the experience, knowledge and skills related to each progression step in each what matters statement.

Complexity: Issues dealt with by younger learners can be revisited by older learners in more complex and sophisticated ways.

Control: Learners should acquire increasing control of the means of expression in the Expressive Arts.

Depth: Learners move from a broad range of experiences in the Expressive Arts to exploring their learning in more depth.

Independence: Learners become increasingly autonomous.

Developing a broad and balanced curriculum

Literacy, numeracy and digital competence

The cross-curricular responsibilities of literacy, numeracy and digital competence support almost all learning and are essential for learners to be able to participate successfully and confidently in the modern world.

Literacy

Expressive Arts provides a range of rich contexts where learners' literacy skills can be reinforced, developed, applied and extended.

Exploration and exposure to a variety of texts will enable the development of reading strategies and, in turn, deepen artistic knowledge by comparing works or performances in a written format, reading and writing scripts, and reading about the works of others. Script writing can be used to support the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects.

Oracy in all its forms will also be developed through acting, discussing, responding and reflecting on works, role play, song, performance and presentation, planning processes and questioning.

Numeracy

Expressive Arts provides learners with opportunities to innovate, as well as creative opportunities to develop numeracy skills in a range of engaging contexts.

Within dance, learners can be supported as they become more comfortable in demonstrating concepts such as shape, space and measure, pattern and sequencing, pathway, position, relationships, viewpoint dimension, patterns, repetition, variation and counting rhythm, thus gaining a stronger understanding of these concepts. Digital media and drama can provide rewarding and real-world learning experiences, such as timings and budgets.

A love of music and songs may be learners' first encounter with numbers and, as they begin to understand the relationships with numbers through songs with greater maturity, music will also see the development of structure and form, patterns and rhythm, repetition, phrasing, section, round and canon.

Visual arts will also provide the context for concepts such as shape, pattern appreciation, spatial awareness and measurements.

Digital competence

In an ever-changing world, digital competence plays an increasingly powerful role in the lives of our learners. The Expressive Arts afford many opportunities for learners to bring the arts to life using digital skills.

Digital media has its own wealth of opportunities to develop digital competence and provide the contexts for ideas to evolve. Learners can develop and change an algorithm for film production sequencing to show filming in location order rather than chronological order.

Opportunities such as collaboration, digital rights, drama, constructive feedback, licensing, music technology, ownership, production, saving and sharing digital works will naturally arise across the area of learning and experience.

Welsh dimension and international perspective

Wales has a rich and diverse Expressive Arts tradition. As an integral part of the Expressive Arts curriculum, learners will experience all aspects of our diverse Welsh culture at a local and national level. Learning about the Expressive Arts in Wales is the entitlement of all learners. Value will be placed on historical and contemporary Welsh creative practitioners from across disciplines in the area of learning and experience. From this, learners will appreciate the significance of Wales and Welsh culture and strengthen the understanding of Welsh identity in the world. Learners will experience the Expressive Arts on a global level from an early age, developing a richness and diversity in their understanding and in their creative works. In an increasingly interconnected world, learners will draw upon a wide range of global creative works to influence their own work and appreciate and respond to cultural diversity.

Consideration should be given to the following.

- A focus on Welsh culture and the traditions of Wales to ignite further learning through experiencing artists, creative works, musicians, performers, performances and venues, from both a contemporary and traditional perspective.
- Exploration of creative works, knowing why they were created and developing learners' understanding of local, national and global matters.
- The understanding that Wales has a strong musical heritage, a reputation as the land of song and has a constantly evolving Welsh music scene.
- Participation in skills-based workshops or demonstrations with creative practitioners from the local community and nationally.
- Development of learners' own identity as artists born in Wales, and the development of talents and skills that are fundamental to Wales' future prosperity.
- Seeking advice and feedback from creative practitioners when planning and undertaking new projects.
- Taking part in arts-based community projects.
- View, listen to and respond to live performances or presentations in learners' own local area and/or on digital platforms.
- Enable learners to experience all of the above in Welsh, English and community languages.
- Utilise traditional and contemporary Welsh language resources.

Wider skills

Learners will gain important transferable skills in critical thinking and problem-solving, planning and organising, creativity and innovation, and personal effectiveness.

Critical thinking and problem-solving

Refining work is highlighted in the what matters statement '*Responding and reflecting, both as artist and audience, is a fundamental part of learning about and through the Expressive Arts*' and is also

present as part of creating. It is encouraged throughout what matters statements in the Expressive Arts, thus building skills in self-evaluation and reflection. The evaluation involved in the creative process enables learners to develop reflective, questioning and problem-solving skills, as well as to challenge perceptions and identify solutions. Learners will demonstrate resilience in applying critical appraisal of their work and be expected to respond positively to critical feedback. Learners will develop problem-solving skills by experimenting with a variety of arts and artistic techniques. They will actively reflect on their own learning and experiences, draw on personal knowledge, ask questions and challenge assumptions.

Planning and organisation

Learners will plan creative works. They will apply reflective, critical and creative processes to make sense of ideas and experiences. Through the Expressive Arts, learners are encouraged to plan, set their own goals and manage resources. The ability to generate ideas, develop curiosity, explore and bring ideas into action is fundamental to the Expressive Arts

Creativity and innovation

Creativity and innovation is the essence of what matters statement '*Creative work combines knowledge and skills using the senses, inspiration and imagination*'. Learners are expected to influence and shape their own creativity, develop their creative knowledge and combine resources to enhance their own creative process.

Personal effectiveness

Learners will become enterprising, resourceful and resilient by managing themselves and their resources, thus enhancing their employability skills. They will tolerate failure, developing resilience and celebrating the failures from which they learn. Through what matters statements in the Expressive Arts, learners will develop self-confidence, self-esteem, independence, communication skills, social and cultural awareness.

Careers and work-related experiences

Learning from careers and labour market information

It is vital for learners to access high-quality careers and labour market information and have an understanding of what this means to them in order to make well-informed, sustainable career decisions.

According to figures released at the end of 2017, the UK creative sector is growing at twice the rate of the national economy. One in eleven jobs in the UK is within the creative industries. The sector has seen a 20 per cent growth since 2011 and is currently generating £84.1bn for the UK economy. In Wales 84,000 people work in the creative sector and as such the sector represents an identified priority for the Welsh Government. The creative industries in Wales comprise advertising and marketing; architecture; crafts; product, graphic and fashion design; film, television, video and radio; photography; IT, software and computer services; publishing; museums, galleries and libraries; music, performing and visual arts.

Linking the area of learning and experience to careers and work-related experiences

Learners should be encouraged to undertake research and to explore the links between the Expressive Arts and the career paths that are open to them. The Expressive Arts equip learners

with the necessary skills to pursue careers within the creative industries. There is a plethora of careers available in these creative environments, from architectural and design careers, technical support careers, traditional and emerging craft careers, performance and production careers, and management careers. There are also careers in marketing creative products, sales, archive and curation, research and development, writing and composing music. More importantly, the transferable skills which sit at the heart of Expressive Arts will contribute to preparing the future workforce for professions and jobs which do not yet exist, to meet the needs of new and emerging creative industries.

It is important to emphasise that the skills developed through Expressive Arts are entirely transferable and are much sought after in the wider employment market. There is clear evidence that skills in Expressive Arts contribute to the wider economy's need for leadership, creativity and innovation, design thinking, and an ability for collaboration and teamwork. Other aspects include an approach to conceptual practice centred on values and ethical creation, while meeting deadlines to achieve meaningful work and, perhaps most importantly, an ingrained capacity for appreciative inquiry to lead and develop change. In this regard, Expressive Arts can and do contribute greatly and directly to the skills of a dynamic and agile workforce which will be essential for the twenty-first century economy.

Learner progression relating to careers and work-related experiences is part of a continuum of learning for learners aged 3 to 16. Success for a primary school learner could include:

- acting a variety of different jobs through role play
- belief that they can do any job – tackling gender stereotyping
- communicating with people in their community about the different jobs they do and the rewards that a job can bring.

By progressing learning, success for 16-year-old learners could include:

- demonstrating and applying the skills learnt in relation to the world of work
- identifying interests, strengths and skills to make informed post-16 choices
- understanding and demonstrating the behaviours an employer looks for in a good employee
- evaluating risks when developing a business idea and exploring different methods of setting up and sustaining an enterprise.

Work-related experiences

Learners develop interests, strengths, knowledge, skills and aspirations through their experiences within and beyond school. A range of partners support these exciting journeys through co-design and co-delivery, and together they shape learners' decisions about their future and the pathways they follow. Opportunities such as visits, guest speakers and practical activities can help to enhance and contextualise learning.

Collaboration and access to individuals and employers, e.g. arts practitioners, industry professionals, film and drama production companies, digital and broadcast media professionals, musicians and dancers, can provide learners with opportunities to learn about work, employment and the skills valued in the workplace.

Learners can use the knowledge and skills gained in taking part in work-related experiences to develop successful enterprise activities. In Expressive Arts these can provide an authentic learning

experience which leads to sustainability for Expressive Arts and develops learners as creative, enterprising contributors, forming links to the world of work.

Understanding post-16 and higher education opportunities

It is essential for learners to be aware of all opportunities available to them post-16. Therefore, as well as understanding about employment, training and apprenticeships, learners should be provided with information and the opportunity to engage with a range of learning providers. Opportunities for engagement should include attending careers and skills fairs, talks from and visits to further and higher education providers, as well as presentations from students in further or higher education. Learners should be directed to online research tools that provide course and progression information to support their understanding of the range of learning opportunities available, to help raise their aspirations and form a basis on which informed decisions can be made.

Relationships and sexuality education

Relationships and sexuality education is collective, holistic and continuous throughout the learner's education journey and beyond. The Expressive Arts promote an understanding of rights, including the United Nations Convention on the Rights of the Child (UNCRC) and universal human rights. Through exploration, creation and response to various creative works, challenging issues will be tackled and learners will be empowered to make informed decisions and communicate effectively.

Relationships

Learners will develop an understanding of relationships through drama, music, role play, dance and film, and explore relationships portrayed in visual arts as well as the relationships between creator and audience.

Values, rights, culture and sexuality

Expressive Arts offer rich and diverse learning experiences which enable learners to explore their own and others' cultures. Knowledge and understanding are further developed by creating and responding to creative works from different cultures.

Understanding gender

Learners will review and reflect upon the way creators portray gender in creative works and the way in which it has changed over time.

Violence and staying safe

By exploring creative works born out of conflict and changes in society, learners gain knowledge and understanding about the world. Through film and digital media, learners will be expected to learn about the positive and harmful effects of digital images and how they portray themselves online.

Skills for health and well-being

Learners will experience differences in gender roles and relationships through film and drama. They will be expected to face more complex issues of sexuality and boundaries through drama in styles such as forum theatre. They will explore the effect of digital media and how the media portray relationships.

The human body and development

Throughout Expressive Arts learners will explore feelings about the body and self-image and how the Expressive Arts industry influence these. By identifying key issues, learners can use film, music, visual arts, dance and drama to explore issues in a safe supportive environment.

Enrichment and experiences

The Expressive Arts curriculum and enrichment and experiences are intrinsically linked. Learner voice is considered and learners are empowered to take ownership of their learning by helping to plan the nature of their experiences.

Learning inside and outside the classroom provides a wealth of material and experiences that stimulate creative works. Learners will engage in learning experiences that take them out of their classrooms into arts venues, such as museums, theatres, film studios and galleries.

Community arts programmes and local arts companies can provide experiences that provide learners with valuable and vibrant creative experiences which connect all the areas of learning and experience.

Putting the area of learning and experience into practice

The curriculum framework outlined for the Expressive Arts supports and encourages a combination of the following modes of delivery.

Interdisciplinary approach

In an interdisciplinary arts approach, the learning is focused on one discipline at a time with all areas connected by the creative process, theme or context. Through linking the creative process across the disciplines, learners connect their skills while developing a deeper level of discipline-specific knowledge and understanding.

Integrated approach

An integrated Expressive Arts curriculum is one which is distinguished by the teaching of a combination of art, dance, drama, film and digital media, and music in one lesson and not in isolation. The blending of a combination of the disciplines encourages learners to make connections and unify concepts, which enables them to engage in relevant, meaningful activities that can be connected to rich, authentic contexts. All the disciplines can be taught within one lesson by one person with a linking theme enabling learners to transfer skills and collaborate in authentic contexts. This mirrors the world of work in the creative and cultural industries.

In all delivery models there should be opportunities for independent learning, enabling learners to become self-directed and to have more autonomy and control over their learning.



WHAT MATTERS IN THE EXPRESSIVE ARTS

Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.

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Experiencing the Expressive Arts embraces two fundamental processes: on the one hand, the exploration of other people's creative works and, on the other, the creation of one's own works. In order to engage with both these processes, this area of learning and experience will give learners opportunities to explore genres, techniques, tools, materials and practices which in turn will enable them to become both curious and creative individuals.

They will explore how the Expressive Arts are used to shape and express their personal, social and cultural identities. They will also explore how the Expressive Arts can be used to question and challenge accepted viewpoints and be a force for personal and societal change.

By exploring art forms and disciplines, whether through play or more formal research and inquiry, learners will develop an understanding of how the Expressive Arts communicate meaning through the use of visual, physical, verbal, musical and technological means. This exploration will in turn enable them to develop their own work.

In addition, in the Expressive Arts Area of Learning and Experience learners will develop an understanding of how the Expressive Arts shape, express and share ideas and feelings. They will develop their imagination and draw upon their own experiences, skills and talents to become creative artists themselves.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Research suggests that progression in Expressive Arts, and in creativity more generally, is likely to grow out of gradual use and reuse of known skills, but also could on occasion present as a big qualitative jump. It is not a linear process and there is not one common pathway. Learners may easily move backwards and forwards as they experience Expressive Arts activities and different learners are likely to progress in markedly different ways.

It is clear that the environment in which learners are learning, including the quality of teaching, is an important factor in facilitating progression. Above all there is a strong message from research that qualitative, descriptive approaches to assessing achievements and progression are the most appropriate. Factors relevant to progression in Expressive Arts include the following.

Complexity: Issues dealt with by younger learners can be revisited by older learners in more complex and sophisticated ways.

Control: Learners should acquire increasing control of the means of expression in the Expressive Arts.

Depth: Learners move from a broad range of experiences in the Expressive Arts to exploring their learning in more depth.

Independence: Learners become increasingly autonomous.

Progression step 1

Achievement outcomes

I can explore a range of materials and resources, tools and technologies in art, dance, drama, film and digital media, and music for their sensory and productive qualities as a basis for my work.

I can experiment with a variety of creative techniques, materials and resources, tools and technologies, and using my imagination I can explore their potential to achieve different outcomes.

I can ask questions to discover how and why creative works are made and can use my knowledge to develop original ideas.

I can explore how the ideas, feelings, moods and opinions of others are communicated and shared through the Expressive Arts.

I can investigate a range of traditions, forms, styles and genres, independently and collaboratively, not only from my personal experiences but also from the wider world around me, to develop my creative responses.

Progression step 2

Achievement outcomes

I can experiment with and then select appropriate practices, materials and resources, tools and technologies in art, dance, drama, film and digital media, and music to explore ideas inspired by my imagination and curiosity.

I can explore the creative works of others and can use my experiences to influence and shape my own original ideas.

I can identify the main purpose of a creative work through exploration of aural, oral, physical, written, visual and technological approaches.

I can use appropriate discipline-specific vocabulary when experimenting with creative practices and techniques, materials and resources, tools and technologies.

I can explore how artists and creative works communicate mood, feelings and ideas.

I can explore how the Expressive Arts are used to represent, document, share and celebrate the personal, social and cultural identities found in my community, in Wales and in the wider world.

Progression step 3

Achievement outcomes

I can experiment with and select materials and resources, tools and technologies in art, dance, drama, film and digital media, and music to develop ideas inspired by my imagination and curiosity.

I can experiment with different materials and resources, tools and technologies, and consider the effect they have on my creative work.

I can accurately and confidently use and understand a range of discipline-specific terminology when experimenting with techniques, materials and resources, tools and technologies.

I can investigate and explain how meaning is communicated in order to inform my creative works.

I can investigate and explain how the Expressive Arts represent and celebrate personal, social and cultural identities.

I can explore the ideas of others and experiment with my own ideas to develop my creative works and to give myself the confidence to take risks.

I can explore the impact of creative work on an audience.

I can explore how the Expressive Arts are used to represent, document, share and celebrate the personal, social and cultural identities found in my community, in Wales and in the wider world.

Progression step 4

Achievement outcomes

I can investigate how other creators and performers in art, dance, drama, film and digital media, and music develop and use different practices and techniques, materials and resources, tools and technologies in their work.

I can deepen my discipline-specific knowledge and I can use this to influence my creative works through exploration of traditions, forms, styles and genres.

I can experiment with my own and others' creative ideas, demonstrating innovation, independent thinking and originality, and showing confidence to take risks and to develop resilience in order to overcome challenges.

I can explore how symbolic representation or technical effects communicate personal, social and cultural identity across the Expressive Arts disciplines.

I can examine how different meaning is portrayed and communicated through a variety of creative works.

I can explore and analyse the importance of specific roles and functions within the creative and cultural industries.

I can independently and collaboratively explore and research how different creative works from Wales and from different cultures and times influence my own work.

I can explore and examine how the Expressive Arts are used to represent and celebrate the personal, social and cultural identities found in my community, in Wales and in the wider world.

Progression step 5

Achievement outcomes

I can research and investigate the ideas of other creators and performers in art, dance, drama, film and digital media, and music.

I can experiment with my own creative ideas and those of others, demonstrating innovation, independent thinking and originality to develop my work, and showing the confidence to take risks and demonstrate resilience to overcome challenges.

I can identify relevant research during practical exploration and use this to inform theoretical knowledge.

I can research a range of contrasting traditions, forms, styles and genres using a wide range of discipline-specific terminology.

I can extend and integrate my knowledge of aesthetic techniques when experimenting with creative ideas across a range of contrasting and challenging creative works.

I can independently research the purpose of a wide range of creative works and consider how they can impact on different audiences.

I can independently research specific roles and functions in the creative and cultural industries and understand their importance and contribution to the creative and cultural sector.

I can explore ways of pursuing careers in the creative and cultural industries.

I can investigate how symbolic representation or technical effects can be used to communicate meaning.

I can explore creative work, understanding the personal, social, cultural and historical context, including the conventions of the period in which they were created.

I can research and analyse how artists and creative works have an impact on society locally, nationally and globally.

Planning for learning

Links within this area of learning and experience

This section shows that what matters statements in the Expressive Arts are not linear, they are interlinked. Taken together they enable learners to engage fully with the creative process which each of the five Expressive Arts disciplines has in common.

As part of the creative process, represented in what matters statements, learners should be able to explore, respond to and create their own work while engaging in rich, authentic experiences. For instance, through exploring a genre, style, artist, etc., learners begin to form an opinion and appreciation of the creative works of others, as well as through experimenting with different materials and processes, etc. The knowledge and skills gained as part of this exploring can then be used to inspire their own creative work, to which they will continue to respond as part of the creative process.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Health and Well-being

- Relationships between artist and audience.
- Developing confidence, building resilience and mental health.
- Physical activity – body awareness.
- Relationships and risk-taking.
- Communicating ideas and feelings.
- Developing emotional well-being through participation in Expressive Arts activities.

Humanities

- Exploration of the arts from various times, cultures and societies.
- Exploration of our own and other cultures.
- Through the arts we are able to explore society, ethical concepts, inquiry skills, environment, confidence of expression, skills of critical evaluation.
- Research and exploration of sustainability, business and responsible citizenship.
- How artists and creative practitioners have responded to societal change, religious festivals; how dance is used for festivals and observances; use of the environment as performance space.
- How different people interpret things.

Languages, Literacy and Communication

- Exploring drama techniques, e.g. role play, performance, drama.
- Identity – exploring the languages of Wales and the artistic traditions of song writing, creative writing, poetry, eisteddfoddau, songs.
- Visual literacy; creative writing; understanding audience and purpose (adapting language for audience); literature; performance poetry; literacy and drama; film; multimedia; role play (communication and oracy).
- The role of the creative process in creative writing.

Mathematics and Numeracy

- Exploration of timelines through periods of history.
- Exploration of counting, sequencing, patterns, symmetry, shape, positions.
- Exploration of sense of time, timing, time constraints.
- Spatial awareness – explore how practitioners use space to create impact and recognise the effect it has on the audience.

Science and Technology

- Design thinking and design process.
- Use of digital technology when creating and designing.
- Developing technological skills to research.
- Developing fine motor skills in using tools and gross motor skills to coordinate movements.
- Exploring materials and equipment.
- The creative processes of design and investigation.

Experiences, knowledge and skills

Progression step 1

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone.

Dance: body, space, time, dynamics, relationship, form.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written).

Drama: character, thought, place, plot, movement, diction, tone, pitch, tempo, gesture, interaction.

Music: pitch, dynamics, texture, tempo, timbre, rhythm and pulse, structure.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, design.

Dance: direction, dynamics, action, relationship, shape.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary form, rounds.

Learners need to experience:

- different types of play and a range of creative activities which are both child-initiated and adult led
- experimentation with a range of practical and technological skills creatively within purposeful play
- purposeful and creative play activities that provide access to a range of creative tools and technologies, resources and materials
- stimuli that inspire and enthuse them to explore, discover and question, and that spark their curiosity and imagination
- visits to both actual and virtual venues and input from creative experts to develop and broaden their depth of experience in the Expressive Arts

- a range of **elements, forms**, styles, genres, creative text and celebrations from different times and cultures through art, dance, drama, film and digital media, and music including those from their community, Wales and the wider world.

Learners need to know:

- that the ideas, feelings, moods and opinions of others can be shared through physical, sonic, verbal, visual and technological means
- an appropriate range of **elements** and discipline-specific vocabulary from across the disciplines of art, dance, drama, film and digital media, and music
- that people across time and from different cultures have produced creative work to celebrate their culture and identity.

Learners need to be able to:

- investigate, through practical improvisation and experimentation ways in which art, dance, drama, film and digital media, and music can be used to communicate meaning
- use and select a range of creative techniques, processes, materials, tools and technologies to create an effect for an audience
- develop their discipline-specific skills through creative and purposeful play
- share their discipline-specific skills with an audience
- work independently and collaboratively to investigate the potential of the Expressive Arts as a means of communication
- explore space and measurement within creative contexts.

Progression step 2

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast.

Dance: body, space, time, dynamics, relationship, form, movement principles.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written).

Drama: character, time, place, plot, tension, levels, blocking, movement, tone, pitch, tempo, accent, body language, expression, gesture, interaction, reaction.

Music: pitch, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, design.

Dance: direction, dynamics, action, relationship, shape, motif.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, rounds, ternary.

Learners need to experience:

- stimuli that inspire and enthuse them to explore, discover and question, and that spark their curiosity and imagination
- a range of **elements**, **forms**, styles, genres and creative texts from different times and cultures through art, dance, drama, film and digital media, and music including those from their community, Wales and the wider world
- a range of creative tools and technologies, resources and materials
- visits to both actual and virtual venues and input from creative experts to develop and broaden their depth of experience in the arts.

Learners need to know:

- that the ideas, feelings, moods and opinions of others can be shared through aural, oral, physical, sonic, verbal, visual, and technological means
- a range of discipline-specific vocabulary from across the disciplines of art, dance, drama, film and digital media, and music
- how creative practitioners from across the disciplines use **elements**, **forms**, styles, techniques, and tools and technologies to create meaning
- that people across time and from different cultures have produced creative work to celebrate their culture and identity
- how the Expressive Arts use symbolism to communicate meaning.

Learners need to be able to:

- investigate through practical improvisation and experimentation the way in which specific **elements**, **forms**, styles and genres of art, dance, drama, film and digital media, and music can be used to communicate meaning
- use and select a range of creative techniques, processes, materials, tools and technologies to create an effect for an audience
- develop their discipline-specific skills through creative and purposeful play
- share their discipline-specific skills with an audience to test how they communicate meaning and intention
- work independently and collaboratively to investigate the potential of the Expressive Arts as a means of communication
- explore space and measurement within creative contexts
- develop increasing control in their use of creative tools and technologies, resources and materials.

Progression step 3

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast, repetition, proportion, rhythm, balance, variety, value, emphasis, harmony, design, structure, perspective, composition.

Dance: body, space, time, dynamics, relationship, movement principles, choreographic devices.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality.

Drama: character, time, place, plot, tension, mood, focus, contrast, silence, proxemics, levels, blocking, movement, tone, pitch, tempo, accent, pauses, body language, expression, gesture, interaction, reaction.

Music: pitch, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody, tonality, musical devices (e.g. riff, ostinato, sequence).

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, design.

Dance: direction, dynamics, action, relationship, shape, choreographic devices.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, rounds, ternary, strophic.

Learners need to experience:

- stimuli that inspire and enthuse them to explore, discover, question and challenge, and that spark their curiosity and imagination
- a range of creative **elements**, **forms**, styles, genres and creative texts of art, dance, drama, film and digital media, and music, including those from their community, Wales and the wider world

- a range of creative tools and technologies, resources and materials
- activities that help them explore how they can create meaning using their knowledge and skills in the Expressive Arts
- visits to both actual and virtual venues and input from creative experts to develop and broaden their depth of experience in the Expressive Arts.

Learners need to know:

- a range of appropriate discipline-specific vocabulary from across the disciplines of art, dance, drama, film and digital media, and music
- how creative practitioners from across the disciplines use **elements**, **forms**, styles, techniques, and tools and technologies to create meaning
- how the Expressive Arts use symbolism to communicate meaning
- that the Expressive Arts encompass different genres and styles across all disciplines.

Learners need to be able to:

- investigate through practical improvisation and exploration the way in which specific **elements**, **forms**, styles and genres of art, dance, drama, film and digital media, and music can be used to communicate meaning across the disciplines
- find out how sequences, images, movements and sounds, either individually or in combination, can be used to create an effect for an audience through exploring a range of creative techniques, processes, materials, tools and technologies
- develop their discipline-specific skills through persistent experimentation and practice
- share their discipline-specific skills with an audience to test how they communicate meaning and intention
- work independently and collaboratively, taking responsibility for exploring aspects of the Expressive Arts
- explore space and measurement within creative contexts
- investigate the potential of the Expressive Arts as a means of communication
- be objective when faced with opposing opinions in relation to their own and others' views.

Progression step 4

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast, repetition, proportion, rhythm, balance, variety, value, emphasis, harmony, design, structure, perspective, composition.

Dance: body, space, time, dynamics, relationship, form, movement principles, choreographic devices.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality.

Drama: character, time, place, plot, tension, mood, focus, contrast, silence, proxemics, levels, blocking, movement, tone, pitch, tempo, accent, pauses, body language, expression, gesture, interaction, reaction, motivation.

Music: pitch, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody, tonality, musical devices (e.g. riff, ostinato, sequence), harmony.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, graphics.

Dance: direction, dynamics, action, relationship, shape, choreographic devices.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, canon, ternary, strophic, rondo.

Learners need to experience:

- stimuli that inspire and enthuse exploration, discovery, questioning and challenge to spark their curiosity and imagination
- a range of creative **elements**, **forms**, styles, genres and creative texts of art, dance, drama, film and digital media, and music, including those from their community, Wales and the wider world

- a range of creative tools and technologies, resources and materials in art, dance, drama, film and digital media, and music
- how combining different **elements, forms**, styles, techniques, tools and technologies can be used to create mood, tone and atmosphere
- visits to both actual and virtual venues and input from creative experts to develop and broaden their depth of experience in the Expressive Arts.

Learners need to know:

- a range of appropriate discipline-specific vocabulary from across the disciplines of art, dance, drama, film and digital media, and music
- how creative practitioners from across the disciplines use **elements, forms**, styles, techniques, and tools and technologies to create meaning
- how the Expressive Arts use symbolism, connotation and denotation to communicate meaning
- that the Expressive Arts encompass different genres and styles across all disciplines
- that by combining different **elements, forms**, styles, techniques, tools and technologies they're able to discover how meaning, mood, tone and atmosphere can be created
- and understand the relationships between performer, producer and audience.

Learners need to be able to:

- investigate through practical exploration the way in which specific **elements, forms**, styles and genres of art, dance, drama, film and digital media, and music can be used to communicate meaning
- find out how sequences, images, movements and sounds, either individually or in combination, can be used to create an effect for an audience through exploring a range of creative techniques, processes, materials, tools and technologies
- develop their discipline-specific skills through persistent experimentation and practice
- share their discipline-specific skills with an audience to test how they communicate meaning and intention
- work independently and collaboratively, taking responsibility for exploring aspects of the Expressive Arts
- explore space and measurement within creative contexts
- investigate the potential of the Expressive Arts as a means of communication
- apply purposefully skills of research and investigation to extend and deepen their knowledge in the Expressive Arts.

Progression step 5

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast, repetition, proportion, rhythm, balance, variety, value, emphasis, harmony, design, structure, perspective, composition, unity.

Dance: body, space, time, dynamics, relationship, form, movement principles, choreographic devices.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality.

Drama: character, time, place, plot, tension, mood, focus, contrast, silence, proxemics, levels, blocking, movement, tone, pitch, tempo, accent, pauses, body language, expression, gesture, interaction, reaction, motivation, intention, reinterpretation.

Music: pitch, melody, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody, tonality, musical devices (e.g. riff, ostinato, sequence), harmony, intonation.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, graphics.

Dance: direction, dynamics, action, relationship, shape, choreographic devices.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, canon and fugue, ternary, strophic, rondo, theme and variation, through-composed, sonata.

Learners need to experience:

- stimuli that inspire and enthuse exploration, discovery, questioning and challenge sparking their curiosity and imagination
- a range of creative **elements**, **forms**, styles and genres of art, dance, drama, film and digital media, and music, including those from their community, Wales and the wider world

- a variety of national and international works of art, dance, drama, film and digital media, and music from diverse cultures, communities, times and places
- a range of creative tools and technologies, resources and materials in art, dance, drama, film and digital media, and music
- ways to create meaning using their knowledge and skills in the Expressive Arts
- how combining different **elements, forms**, styles, techniques and tools and technologies can be used to create mood, tone and atmosphere
- visits to both actual and virtual venues and input from creative experts to develop and deepen their experience in the Expressive Arts.

Learners need to know:

- a range of appropriate discipline-specific vocabulary from across the disciplines of art, dance, drama, film and digital media, and music
- how creative practitioners from across the disciplines use **elements, forms**, styles, techniques, and tools and technologies to create meaning
- how the Expressive Arts use symbolism, denotation and connotation to communicate meaning
- that the Expressive Arts encompass different genres and styles across all disciplines
- that by combining different **elements, forms**, styles, techniques, and tools and technologies they are able to discover how meaning, mood, tone and atmosphere can be created
- and understand the relationships between performer or producer and audience.

Learners need to be able to:

- investigate, through practical exploration, the way in which specific **elements, forms**, styles and genres of art, dance, drama, film and digital media, and music can be used to communicate meaning
- find out how sequences, images, movements and sounds, either individually or in combination, can be used to create an effect for an audience through exploring a range of creative techniques, processes, materials, tools and technologies
- develop their discipline-specific skills through experimentation and practice
- share their discipline-specific skills with an audience to test how well they communicate meaning and intention
- work collaboratively, taking responsibility for exploring aspects of the Expressive Arts
- work independently (either alone or within a group) to investigate the potential of the Expressive Arts as a means of communication
- explore space and measurement within creative contexts
- manipulate **elements, forms**, styles and genres, techniques, processes, materials, tools and technologies
- investigate how symbolism and metaphor deepen artistic meaning
- apply purposefully skills of research and investigation to extend and deepen their knowledge in the Expressive Arts.



WHAT MATTERS IN THE EXPRESSIVE ARTS

Responding and reflecting, both as artist and audience, is a fundamental part of learning about and through the Expressive Arts.

Responding to the Expressive Arts and responding through the Expressive Arts engage our emotions and intellect. Response may be a simple sensory reaction to artistic stimulus or a critical analysis of creative works. The ability to reflect is deepened as learners increase their knowledge and understanding of how and why the Expressive Arts are created. Responding to and through the Expressive Arts challenges learners to reflect and consider the effectiveness of their own work and that of others. In order to respond effectively they will need to form positive relationships with others.

Sharing the processes through which they have realised their artistic intentions contributes to learners' creative development. Through reflecting on their own work and that of others, they learn the important skills of refinement and analysis. This, in turn, helps them to investigate creative solutions to problems and take calculated risks. An important part of creative response is the ability to evaluate one's own learning, and so learners will be encouraged to identify how they can improve their work and respond to the feedback from others. In doing this they become more resilient and develop confidence in their creative ability.

Learners will respond to and reflect on the work of others, including that of their peers as well as established creative practitioners from Wales and beyond. By doing this they use and extend their own knowledge, skills and understanding of the Expressive Arts.

Learning about the Expressive Arts requires not only discipline-specific knowledge and skills but also interdisciplinary knowledge and skills. Thus, learners will be equipped with the critical vocabulary and understanding they require to consider contemporary and historical work in a range of media, forms, genres and styles.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Research suggests that progression in Expressive Arts, and in creativity more generally, is likely to grow out of gradual use and reuse of known skills, but also could on occasion present as a big qualitative jump. It is not a linear process and there is not one common pathway. Learners may easily move backwards and forwards as they experience Expressive Arts activities and different learners are likely to progress in markedly different ways.

It is clear that the environment in which learners are learning, including the quality of teaching, is an important factor in facilitating progression. Above all there is a strong message from research that qualitative, descriptive approaches to assessing achievements and progression are the most appropriate. Factors relevant to progression in Expressive Arts include the following.

Complexity: Issues dealt with by younger learners can be revisited by older learners in more complex and sophisticated ways.

Control: Learners should acquire increasing control of the means of expression in the Expressive Arts.

Depth: Learners move from a broad range of experiences in the Expressive Arts to exploring their learning in more depth.

Independence: Learners become increasingly autonomous.

Progression step 1

Achievement outcomes

I can respond with curiosity to a range of artistic stimuli by expressing my likes and dislikes.

I can give a response to my own creative works and the works of others by expressing likes and dislikes.

I can give reasons for my choice.

I can listen to others who are expressing views about my creative works.

Progression step 2

Achievement outcomes

I can give and accept feedback as both audience and participant in creative activities.

I can explain the choices I make as I develop my creative work by using appropriate discipline-specific terminology.

I can accept the opinions of others and can use these to make changes to my creative works.

I can reflect on how moods, emotions and ideas are communicated through Expressive Arts, both in my own work and in the creative works of others.

I can compare my work to the works of others, including my peers and works from other cultures.

I can reflect on the appropriateness of the techniques, materials and resources, tools and technologies I have used to communicate my ideas.

Progression step 3

Achievement outcomes

I can act upon constructive feedback about my creative work from my peers and others and can use this to make improvements where necessary.

I can improve and refine my creative work through rehearsal, editing and redrafting.

I can compare and contrast my own creative work with that from other places, times and cultures.

I can reflect on how ideas are presented in creative works showing an awareness of traditions, forms, styles and genres.

I can use discipline-specific terminology when talking and/or writing about the creative work with which I engage.

I can discuss and give reasons for my preferences when reviewing different disciplines in the Expressive Arts drawing on my knowledge of a range of creative works.

I can use discipline-specific terminology to describe my own creative work and begin to reflect on how established creative practitioners, including artists, directors, composers and choreographers, have achieved particular effects or communicated moods, emotions and ideas in their work.

Progression step 4

Achievement outcomes

I can make connections between my own creative work and that from wider traditions, forms, styles and genres in the Expressive Arts.

I can evaluate the effectiveness of creative works that I engage with as an audience using discipline-specific terminology.

I can reflect on the development and effectiveness of different techniques, materials and resources, tools and technologies, and consider how creative practitioners can be identified through the style of their creative work.

I can evaluate my own and others' creative work showing increasing confidence to recognise and articulate strengths and areas for improvement.

I can respond to evaluation of my own creative work thoughtfully, showing resilience and determination to improve.

I can reflect on decisions made during the creative process, offering solutions for improvements or alternative ways of working.

I can justify why particular creative decisions have been made and can explain the intention behind my decisions.

I can respond to contemporary issues and important questions, demonstrating my understanding through the Expressive Arts.

Progression step 5

Achievement outcomes

I have gained a secure knowledge and understanding of the personal, social and cultural identities found in my community, Wales and the wider world in the context of both historical and contemporary creative works.

I can apply knowledge and understanding of context when evaluating, appraising or reflecting on my own creative work and that of others.

I can use relevant discipline-specific terminology to extend and evaluate the effectiveness and quality of creative work.

I can critically evaluate the way creative practitioners use discipline-specific skills, techniques, materials and resources, tools and technologies to create and communicate ideas.

I can critically evaluate the effectiveness of my approach and that of others in response to a creative brief.

I can demonstrate resilience in applying critical and constructive feedback on my work.

I can critically and thoughtfully respond to the opinion and creative influence of others in shaping and developing my creative works.

I can develop, refine, document and critically appraise ideas, processes and discipline-specific skills.

I can reflect on the roles which art, dance, drama, film and digital media, and music play in contributing to cultural debate and citizenship.

I can interpret, either on my own or in a group, contemporary issues, cultural debate and important questions through the use of the Expressive Arts.

I can evaluate and judge the appropriateness of my work in relation to ethical considerations.

Planning for learning

Links within this area of learning and experience

This section shows that what matters statements in the Expressive Arts are not linear, they are interlinked. Taken together they enable learners to engage fully with the creative process which each of the five Expressive Arts disciplines has in common.

As part of the creative process, represented in what matters statements, learners should be able to explore, respond to and create their own work while engaging in rich, authentic experiences. For instance, through exploring a genre, style, artist, etc., learners begin to form an opinion and appreciation of the creative works of others, as well as through experimenting with different materials and processes, etc. The knowledge and skills gained as part of this exploring can then be used to inspire their own creative work, to which they will continue to respond as part of the creative process.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Health and Well-being

- Choosing, decision-making, developing positive relationships, critical thinking, giving constructive feedback, how we interpret things, individual opinions.
- Relationships between artist and audience; how the Expressive Arts convey emotion and what emotions they elicit from us.
- Developing confidence, building resilience and good mental health.
- Physical activity – body awareness, exploring how different movements convey different emotions.
- Relationships and risk-taking.
- Communicate ideas and feelings.
- Developing emotional well-being through participation in Expressive Arts activities.

Humanities

- Humanities used as a context to explore the arts from various times, cultures and societies, and to formulate individual responses.
- Exploring and responding to creative works from our own and other cultures.
- Through the Expressive Arts we are able to consider society, ethical concepts, inquiry skills, environment, confidence of expression, skills of critical evaluation.
- Develop an awareness of and form a response to issues of sustainability and business, and become responsible citizens.
- How artists and creative practitioners have responded to societal change, religious festivals.

- How dance is used for festivals and observances.
- Use of the environment as performance space.
- How different people interpret things.

Languages, Literacy and Communication

- How we use language to communicate our thoughts, feelings and ideas, and to express our critical appreciation.
- Exploring and responding to drama techniques, e.g. role play, performance, drama.
- Identity – responding to the languages of Wales and the artistic traditions of singing, song writing, recitation, creative writing, literature in all its forms, eisteddfodau.
- Visual literacy; creative writing; understanding audience and purpose (adapting language for audience); literature; performance poetry; literacy and drama; film; multimedia; role play – communication and oracy.
- Responding to and reflecting on our own creative work and that of others using appropriate language and terminology.

Mathematics and Numeracy

- Knowledge of counting, sequencing, patterns, symmetry, shape, positions.
- Spatial awareness – consider how practitioners use space to create impact and recognise the effect it has on the audience.

Science and Technology

- Design thinking and design process.
- Developing technological skills to research.
- Digital technology when creating and designing.
- Developing fine motor skills in using tools and gross motor skills to coordinate movements.
- Responding to the materials and technologies used by ourselves and artists.

Experiences, knowledge and skills

Progression step 1

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone.

Dance: body, space, time, dynamics, relationship, form.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written).

Drama: character, thought, place, plot, movement, diction, tone, pitch, tempo, gesture, interaction.

Music: pitch, dynamics, texture, tempo, timbre, rhythm and pulse, structure.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, design.

Dance: direction, dynamics, action, relationship, shape.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary form, rounds.

Learners need to experience:

- a range of live and authentic experiences in the Expressive Arts, including those that explore and represent the cultural identities found in their community, Wales and the wider world in order to form a response to them
- creating, performing and exhibiting their own work in order to prompt an audience response.

Learners need to know:

- how to reflect upon the success of their work
- how to share their ideas about others' creative works

- how to respond appropriately as an audience member.

Learners need to be able to:

- give opinions about their own creative work and the work of others
- identify **elements**, **forms** and techniques in their creative work.

Progression step 2

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast.

Dance: body, space, time, dynamics, relationship, form, movement principles.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written).

Drama: character, time, place, plot, tension, levels, blocking, movement, tone, pitch, tempo, accent, body language, expression, gesture, interaction, reaction.

Music: pitch, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, design.

Dance: direction, dynamics, action, relationship, shape, motif.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, rounds, ternary.

Learners need to experience:

- a range of live and authentic experiences in the Expressive Arts, including those that explore and represent the cultural identities found in their community, Wales and the wider world in order to form a response to them

- contexts that enable them to consider and evaluate the work of their peers in a structured and focused way
- the creation, performance and exhibition of their own work to enable reflection and evaluation on the outcome of the creative process
- a creative process that expects learners to respond to, reflect on and evaluate their own work and that of others in order to improve the work.

Learners need to know:

- that reflection, evaluation and refining are important parts of the creative process
- how to evaluate Expressive Arts work and learning using discipline-specific vocabulary
- how to provide feedback (appropriate to their developmental stage) on the quality of work to their peers.

Learners need to be able to:

- give opinions about their own creative work and the work of others
- identify key techniques, conventions, **elements**, features, **forms**, styles, tools and technologies, etc., in creative works
- compare their work with creative works from different times and cultures
- identify the ideas and themes that are represented in creative works
- compare different interpretations of the same theme across disciplines
- amend their own work in response to critical evaluation from their peers and teachers/practitioners.

Progression step 3

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast, repetition, proportion, rhythm, balance, variety, value, emphasis, harmony, design, structure, perspective, composition.

Dance: body, space, time, dynamics, relationship, movement principles, choreographic devices.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality.

Drama: character, time, place, plot, tension, mood, focus, contrast, silence, proxemics, levels, blocking, movement, tone, pitch, tempo, accent, pauses, body language, expression, gesture, interaction, reaction.

Music: pitch, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody, tonality, musical devices (e.g. riff, ostinato, sequence).

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, design.

Dance: direction, dynamics, action, relationship, shape, motif, choreographic devices.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, rounds, ternary, strophic.

Learners need to experience:

- a range of live and authentic experiences in the Expressive Arts, including those that explore and represent the cultural identities found in their community, Wales and the wider world in order to form a response and reflect on them
- contexts that enable them to consider and evaluate the work of their peers in a structured and focused way

- the creation, performance and exhibition of their own work to enable reflection and evaluation on the outcome of the creative process
- reflecting and refining their own work as part of the creative process.

Learners need to know:

- that reflection, evaluation and refining are important parts of the creative process
- how to evaluate their own and others' creative work in a constructive way using discipline-specific vocabulary
- how to provide appropriate feedback on the quality of work to their peers.

Learners need to be able to:

- use discipline-specific vocabulary communicating their views or interpretations of their own artistic work or that of others
- identify key techniques, conventions, **elements**, features, **forms**, styles, tools and technologies, etc., in creative works
- relate, compare and contrast their creative work with work from different times, places and cultures
- compare different interpretations of the same theme, image, idea, concept and text within and across disciplines
- discuss the way that ideas and themes are represented using discipline-specific vocabulary
- use discipline-specific terminology to communicate their views or interpretations of their own artistic work or that of others
- analyse how artists, performers, directors, composers, dramatists, producers achieve specific effects, techniques, emotions or meaning in their creative work
- refine their own work in response to critical evaluation from their peers and teachers/practitioners
- take measured risks when appraising or evaluating creative work
- engage with contemporary issues.

Progression step 4

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast, repetition, proportion, rhythm, balance, variety, value, emphasis, harmony, design, structure, perspective, composition.

Dance: body, space, time, dynamics, relationship, form, movement principles, choreographic devices.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality.

Drama: character, time, place, plot, tension, mood, focus, contrast, silence, proxemics, levels, blocking, movement, tone, pitch, tempo, accent, pauses, body language, expression, gesture, interaction, reaction, motivation.

Music: pitch, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody, tonality, musical devices (e.g. riff, ostinato, sequence), harmony.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, graphics.

Dance: direction, dynamics, action, relationship, shape, choreographic devices.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, canon, ternary, strophic, rondo.

Learners need to experience:

- a range of live and authentic experiences in the Expressive Arts, including those that explore and represent the cultural identities found in their community, Wales and the wider world in order to deliver an informed response to them
- contexts that enable them to consider and evaluate the work of their peers in a structured and focused way

- the creation, performance and exhibition of their own work to enable reflection and evaluation on the outcome of the creative process
- opportunities to respond to creative work in formats recognised by the creative and cultural industries.

Learners need to know:

- how to interpret creative works in a constructive way using discipline-specific vocabulary
- how to provide appropriate feedback on the quality of work to their peers
- how to respond to and refine their work as a result of feedback
- that reflection, evaluation and refining are important parts of the creative process
- how to apply discipline-specific concepts to evaluate a piece of creative work
- how to produce appropriate evaluation for different audiences and challenge perceptions.

Learners need to be able to:

- relate, compare and contrast their work with creative work from different times and cultures, and explain how this has influenced their approach
- engage with and respond in a creative way to contemporary issues by using the Expressive Arts to understand issues, events and important questions
- critically evaluate, using discipline-specific vocabulary, the way that ideas and themes are represented, showing an awareness of artistic intention
- describe, interpret and evaluate performances, exhibits, productions and artefacts
- compare and contrast different interpretations of the same theme, image, idea, concept and text within and across disciplines, commenting on the impact of the interpretations
- use a range of **elements**, **forms** and discipline-specific vocabulary to confidently communicate their views or interpretations of their own creative work or that of others
- analyse how artists, performers, directors, composers, dramatists, producers achieve specific effects, techniques, emotions or meaning in their creative work showing an understanding of the influence of time, place and culture
- confidently recognise and articulate strengths and weaknesses in their own work and that of others, drawing on their knowledge of the disciplines to suggest areas for improvement
- refine their own work in response to critical evaluation from their peers, their teachers/practitioners and themselves.

Progression step 5

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast, repetition, proportion, rhythm, balance, variety, value, emphasis, harmony, design, structure, perspective, composition, unity.

Dance: body, space, time, dynamics, relationship, form, movement principles, choreographic devices.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality.

Drama: character, time, place, plot, tension, mood, focus, contrast, silence, proxemics, levels, blocking, movement, tone, pitch, tempo, accent, pauses, body language, expression, gesture, interaction, reaction, motivation, intention, reinterpretation.

Music: pitch, melody, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody, tonality, musical devices (e.g. riff, ostinato, sequence), harmony, intonation.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, graphics.

Dance: direction, dynamics, action, relationship, shape and choreographic devices.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, canon and fugue, ternary, strophic, rondo, theme and variation, through-composed, sonata.

Learners need to experience:

- a range of live and authentic experiences in the Expressive Arts, including those that explore and represent the cultural identities found in their community, Wales and the wider world in order to reflect critically on them

- contexts that enable them to consider and evaluate the work of their peers in a structured and focused way
- the creation, performance and exhibition of their own work to enable reflection and evaluation on the outcome of the creative process
- creative tasks that require them to respond to creative work in a formal way or to appraise the work of other artists, musicians, performers, theatre practitioners or digital media producers
- opportunities to respond to, refine, reflect on and evaluate their creative work and that of others so that their own work can be improved
- opportunities to critically evaluate creative work in formats recognised by the creative and cultural industries.

Learners need to know:

- how to evaluate creative work in a constructive way using discipline-specific vocabulary
- how to provide appropriate feedback on the quality of work to their peers
- how to respond to feedback with resilience and refine their work independently as a result of the feedback
- how to apply a critical framework or discipline-specific concepts to evaluate a piece of creative work
- how to produce a critical evaluation for different audiences using their knowledge about what constitutes effective creative work and drawing on their generic and discipline-specific skills
- how to provide reasoned arguments or justifications that support the choices they make when producing original creative work
- how ethical considerations about personal well-being and the well-being of others inform how to respond appropriately as a creator or member of an audience.

Learners need to be able to:

- describe, interpret, theorise and evaluate performances, exhibits, productions and artefacts
- analyse the effectiveness of key techniques, features, styles, **elements**, conventions, tools and technologies, and **forms**, etc., within specific disciplines
- relate, compare and contrast their creative work with work from different times and cultures and explain how this has influenced their approach – this might include interdisciplinary work or discipline-specific work
- respond and reflect to contemporary issues creatively
- think reflectively, reflexively, creatively, critically and technically to develop responses to creative art and construct arguments to critique work
- critically evaluate and appraise, using discipline-specific vocabulary, the way that ideas and themes are represented in all of the Expressive Arts disciplines, showing an awareness of artistic intention
- critique different interpretations of the same theme, image, idea, concept and text within and across disciplines, commenting on the impact of the interpretations
- routinely and fluently use a range of discipline-specific vocabulary to confidently communicate their views or interpretations of their own artistic work or that of others

- analyse how effectively artists, performers, directors, composers, dramatists, producers achieve and use specific effects, techniques or meaning in their creative work showing an understanding of the influence of time, place and culture
- confidently recognise and articulate strengths and weaknesses in their own work and that of others, and, drawing on their knowledge of disciplines in the Expressive Arts, provide reasoned arguments for ways to improve the work
- show judgement and self-reflection in the development of creative ideas through to the completion of a task, performance or production
- assess and refine their own work in response to critical evaluation from their peers and teachers/practitioners and based on their own evaluation of the work
- respond positively to critical self-evaluation and the critical evaluation of others while maintaining confidence in their own creative work
- defend, both orally and in writing, the choices they make while creating work, justifying why they approached it in a particular way
- draw on their knowledge of history, culture and styles, techniques, tools and technologies, and traditions to justify their choices when providing a reflection on or evaluation of their creative work.



WHAT MATTERS IN THE EXPRESSIVE ARTS

Creative work combines knowledge and skills using the senses, inspiration and imagination.

Creating in the Expressive Arts embraces a range of activities including planning, drafting, devising, making, choreographing, shaping, composing and editing as well as performing, presenting, sharing, exhibiting and producing. Creating enables learners to consider what they know about the Expressive Arts and how they can apply their skills. Creating also harnesses the power of imagination across all disciplines.

Creating requires learners to develop and demonstrate control of a range of skills across the disciplines. The creative process empowers all learners to engage with and communicate through a variety of art forms or disciplines. These can be approached as individual disciplines or interdisciplinary forms related to the learners' own interests, skills and talents.

Through creating, learners will work independently and collaboratively as co-creators within and across disciplines. In doing so, they will be given opportunities to be innovative and bold, to create individual work and to develop their own identity as artists in Wales. When their original ideas require new approaches, learners will need to show versatility, taking risks to adapt and improvise.

In terms of entrepreneurship, through engaging with the creative process, learners will recognise opportunities to transform their ideas into commercial and cultural value. They will use their creative skills to realise ambitions. They will also develop perseverance and resilience in order to refine their creative skills and appreciate that these are important parts of the creative process. In short, learners will develop talents and skills that are fundamental to Wales' future prosperity.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Research suggests that progression in Expressive Arts, and in creativity more generally, is likely to grow out of gradual use and reuse of known skills, but also could on occasion present as a big qualitative jump. It is not a linear process and there is not one common pathway. Learners may easily move backwards and forwards as they experience Expressive Arts activities and different learners are likely to progress in markedly different ways.

It is clear that the environment in which learners are learning, including the quality of teaching, is an important factor in facilitating progression. Above all there is a strong message from research that qualitative, descriptive approaches to assessing achievements and progression are the most appropriate. Factors relevant to progression in Expressive Arts include the following.

Complexity: Issues dealt with by younger learners can be revisited by older learners in more complex and sophisticated ways.

Control: Learners should acquire increasing control of the means of expression in the Expressive Arts.

Depth: Learners move from a broad range of experiences in the Expressive Arts to exploring their learning in more depth.

Independence: Learners become increasingly autonomous.

Progression step 1

Achievement outcomes

I can choose from a variety of creative techniques, materials and resources, tools and technologies to communicate my ideas, feelings and memories.

I can work collaboratively and independently to represent ideas inspired by experimentation and purposeful play.

I can work on my own and with others, to share or present my creative work.

I can recognise through play a variety of creative techniques, materials and resources, tools and technologies to express and communicate.

I can select techniques, materials and resources, tools and technologies in my creative work to achieve different outcomes giving reasons for my choices.

Progression step 2

Achievement outcomes

I can select and use a range of creative techniques, materials and resources, tools and technologies to communicate ideas, feelings and memories for a range of purposes.

I can perform, produce, exhibit and share my creative responses in a variety of ways for different audiences on my own and with others.

I can use a range of techniques, materials and resources, tools and technologies to achieve different outcomes.

I can experiment with visual, tactile and sensory qualities making suitable changes to my work where the need for modification is identified.

I can identify and respond creatively to challenges.

I can show resilience and flexibility in approaching aural, verbal, visual, musical, oral, physical and technological challenges.

I can perform and produce creative works which are inspired by a range of stimuli and experiences.

I can apply my experience of creative works of diverse cultural identities from my community, Wales and the wider world.

Progression step 3

Achievement outcomes

I can shape creative works to achieve different outcomes using a combination of disciplines, through the use of techniques, materials and resources, tools and technologies with increasing control.

I can demonstrate resilience and flexibility in approaching creative challenges.

I can adapt my work when necessary.

I can combine my knowledge and understanding of creative practices, **forms**, styles, and genres and conventions in art, dance, drama, film and digital media, and music confidently to create works for different purposes.

I can create and make for a purpose and consider the impact of my work on the audience.

I can give and accept suggestions during the creative process to develop my creative work and the work of others.

I can collaborate to create work that demonstrates increasing control in a range of skills across the Expressive Arts disciplines.

I can communicate creatively using symbolic representation, images, sounds or movement and consider the impact of my creative work on an audience.

I can perform and present my creative work that is inspired by a range of stimuli and experiences including the diverse cultural identities of my community, Wales and the wider world.

I can apply my knowledge and experience of creative works from cultural identities of my community, Wales and the wider world and from different places and times to create my own work.

Progression step 4

Achievement outcomes

I can use my experimentation and investigation to manipulate creative techniques, materials and resources, tools and technologies across a combination of disciplines, with purpose and intention.

I can work independently or collaborate with others to produce, perform and present the outcomes of creative experimentation, improvisation and investigation across art, dance, drama, film and digital media, and music.

I can communicate and express my ideas successfully to show that I am developing discipline-specific skills.

I can use the ideas, themes and techniques of creative practitioners imaginatively and conceptually in my own creative work.

I can show that I have an understanding of how I use the ideas, themes and techniques of creative practitioners in my own creative work.

I can use research of a range of techniques, materials and resources, tools and technologies to positively influence my creative works and demonstrate my understanding of traditions, forms, styles and genres.

I can use a range of techniques, materials and resources, tools and technologies to overcome challenges imaginatively.

I can draw upon my experiences and knowledge to inform and develop strategies to overcome creative challenges.

I can create, produce, share and perform work showing an awareness of artistic intention and of audience.

I can collaborate to create work from across the Expressive Arts disciplines and to share ownership of the creative process.

Progression step 5

Achievement outcomes

I can synthesise and apply knowledge and understanding to use creative techniques, materials and resources, tools and technologies across a combination of disciplines, with sophistication and intention.

I can individually and collaboratively produce original creative work that draws on the disciplines and the skills and the body of knowledge related to them.

I can create work across the Expressive Arts and in specific disciplines and demonstrate an understanding of the approaches taken by creative practitioners who have influenced me.

I can use effective strategies to take risks with my own work and display resilience to overcome creative challenges.

I can demonstrate technical control of different forms, styles and genres of creative work across the disciplines.

I can present my creative intention to communicate with a specific audience, and can work within the confines of a brief during the creative process.

I can consider purpose and audience in an informed way when performing, presenting and marketing my creative work.

I can show purposefully how my original creative works have been influenced by cultural identities found in my community, in Wales and in the wider world.

Planning for learning

Links within this area of learning and experience

This section shows that what matters statements in the Expressive Arts are not linear, they are interlinked. Taken together they enable learners to engage fully with the creative process which each of the Expressive Arts disciplines has in common.

As part of the creative process, represented in what matters statements, learners should be able to explore, respond to and create their own work while engaging in rich, authentic experiences. For instance, through exploring a genre, style, artist, etc., learners begin to form an opinion and appreciation of the creative works of others, as well as through experimenting with different materials and processes etc. The knowledge and skills gained as part of this exploring can then be used to inspire their own creative work, to which they will continue to respond as part of the creative process.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Health and Well-being

- Relationships between artist and audience, how they convey emotion and what emotions they elicit from us.
- Developing confidence, building resilience and mental health.
- Physical activity – body awareness, exploring how different movements convey different emotions.
- Relationships and risk-taking.
- Communicate ideas and feelings.
- Developing emotional well-being through participation in Expressive Arts activities.

Humanities

- Create different art forms representative of different times, cultures and societies.
- Make a variety of creative works using society, ethics, and environment to inspire and inform our work.
- Consider sustainability when making creative work.
- Making creative works for enterprise activities.
- How artists and creative practitioners have responded to societal change, religious festivals; how dance is used for festivals and observances.
- Use of the environment as performance space.
- How different people interpret things.

Languages, Literacy and Communication

- Use a range of drama techniques to create meaning.
- Use the languages, literature and the artistic traditions of Wales as a stimulus for their own work.
- Create for a range of purposes and audiences.

Mathematics and Numeracy

- Scale, proportion, ratio, counting, sequencing, patterns, symmetry, shape, positions.
- Fractions in music.
- Rhythm.
- Timing, timing constraints and how to use them appropriately to achieve the desired outcome.
- Spatial awareness – making effective use of the space when creating.

Science and Technology

- Design thinking and design process.
- Developing technological skills to research.
- Digital technology when creating and designing.
- Developing fine motor skills in using tools and gross motor skills to coordinate movements.
- Using materials and equipment to create effectively.

Experiences, knowledge and skills

Progression step 1

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone.

Dance: body, space, time, dynamics, relationship, form.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written).

Drama: character, thought, place, plot, movement, diction, tone, pitch, tempo, gesture, interaction.

Music: pitch, dynamics, texture, tempo, timbre, rhythm and pulse, structure.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, design.

Dance: direction, dynamics, action, relationship and shape.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary form, rounds.

Learners need to experience:

- a range of play and creative activities which are both child-initiated and adult-led
- traditions and celebrations from different times, places and cultures through art, dance, drama, film and digital media, and music from their community, Wales and the wider world through performing and creating
- performing live within and beyond the school setting
- sharing their work in formal and informal contexts
- the creative process individually and collaboratively as appropriate to the learning context

- a range of practical skills creatively within purposeful play
- participation in community events that celebrate and promote the Expressive Arts
- a range of resources and stimuli to create work inspired by the culture of Wales and the world
- activities which develop their visual, auditory and kinaesthetic skills.

Learners need to know:

- how to plan and prepare for the production of creative works
- how to share their creative intentions and express their own opinions
- how to draw on their learning from purposeful play, inquiry and imagination to inform their creative work
- how to communicate their ideas to others and solve problems
- how to contribute purposefully to individual and collaborative creative work expressing their own opinions
- how to develop, apply and extend their creative ideas in different media, including digital, and to use tools safely with an awareness of danger
- how to develop their visual, auditory and kinaesthetic skills
- how to show ownership of their created work.

Learners need to be able to:

- create work that represents their own ideas and feelings for performance or sharing
- produce creative works in response to stimuli using imagination, observation and invention with materials
- use a range of appropriate tools, resources and technologies safely and with control
- use a range of **elements** and **forms** in their creative works
- use a rich blend of stimulus materials which will stimulate creative interpretation, such as photographs, media texts, narratives and artefacts
- use media that suit their individual strengths, taking risks where necessary, and enabling them to communicate/respond most effectively
- develop, apply and extend their creative ideas in different media, including digital, and to use tools safely with an awareness of danger
- apply their visual skills, auditory skills and their practical kinaesthetic skills
- apply relevant concepts related to shape, number and space when creating work in the Expressive Arts.

Progression step 2

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast.

Dance: body, space, time, dynamics, relationship, form, movement principles.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written).

Drama: character, time, place, plot, tension, levels, blocking, movement, tone, pitch, tempo, accent, body language, expression, gesture, interaction, reaction.

Music: pitch, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, design.

Dance: direction, dynamics, action, relationship, shape, motif.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, rounds, ternary.

Learners need to experience:

- activities which help them develop a range of practical skills in art, dance, drama, film and digital media, and music
- art, dance, drama, film and digital media, and music from different times, places and cultures through performing and creating
- art, dance, drama, film and digital media, and music from their community and the wider world, through performing and creating
- performing live within and beyond the school setting
- sharing, performing, demonstrating, producing and exhibiting their work in formal and informal contexts

- the creative process, individually and collaboratively, within authentic contexts
- participation in community events that celebrate and promote the Expressive Arts
- resources that stimulate them to produce creative work inspired by the culture of Wales and the world
- activities that develop their visual, auditory and practical kinaesthetic skills.

Learners who have specific talents or interest in particular disciplines of the Expressive Arts may require access to specialist tuition to support the development of specific skills.

Learners need to know:

- how to plan and prepare for the production of creative works in art, dance, drama, film and digital media, and music
- how to draw on their learning from experimentation and investigation to inform their creative work
- how to make choices and express their own opinions about the most effective ways to communicate their ideas and emotions
- how to contribute purposefully to collaborative and individual creative works
- how to develop their visual, auditory and kinaesthetic skills
- how to develop, apply, take risks, and extend their creative ideas in different media, including digital
- how to use tools safely with an awareness of danger
- how to demonstrate ownership of their creative works and respect the work of others.

Learners need to be able to:

- create work that represents their own ideas, or imitates the ideas of others, for performance, sharing or publishing
- produce work for a specific purpose, demonstrating an ability to respond imaginatively
- select appropriate **elements, forms**, tools, technologies, resources and techniques to enable them to master skills or showcase their work
- use a variety of tools and technologies and resources safely and with increasing control
- produce art, dance, drama, film and digital media, and music in response to stimuli using materials with imagination, observation and invention
- use a rich blend of stimuli including those which come from the Expressive Arts, as well as material that will stimulate creative interpretation, such as photographs, media texts, narratives and artefacts
- apply their visual, auditory and kinaesthetic skills
- develop, apply, take risks and extend their creative ideas in different media, including digital
- use tools safely with an awareness of danger
- use media that suit their individual strengths and enable them to communicate/respond effectively
- apply relevant concepts related to shape, number and space when creating work in the Expressive Arts.

Progression step 3

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast, repetition, proportion, rhythm, balance, variety, value, emphasis, harmony, design, structure, perspective, composition.

Dance: body, space, time, dynamics, relationship, movement principles, choreographic devices.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality.

Drama: character, time, place, plot, tension, mood, focus, contrast, silence, proxemics, levels, blocking, movement, tone, pitch, tempo, accent, pauses, body language, expression, gesture, interaction, reaction.

Music: pitch, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody, tonality, musical devices (e.g. riff, ostinato, sequence).

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, design.

Dance: direction, dynamics, action, relationship, shape, choreographic devices.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, rounds, ternary, strophic.

Learners need to experience:

- performing, demonstrating, sharing and exhibiting their work in informal and formal contexts
- engagement with the creative process individually and collaboratively as appropriate depending on discipline and context of learning
- the application of a range of practical skills across the Expressive Arts disciplines

- participation in community events that celebrate and promote the Expressive Arts
- resources that stimulate them to produce creative work inspired by the culture of Wales and the world.

Learners who have specific talents in particular disciplines of the Expressive Arts may require access to specialist tuition to support the development of specific skills.

Learners need to know:

- how to build on their prior knowledge and skills, particularly in those areas where they will require strong foundations in technique and skill to develop mastery
- how to plan and prepare for the production of creative works
- how to draw on their learning from experimentation and investigation to inform their creative work
- how to make choices about the most effective ways to communicate their intention
- how to contribute purposefully to collaborative and individual creative work by taking responsibility for different roles
- how to engage an audience using their skills in specific disciplines or across disciplines.

Learners need to be able to:

- create original work from a given stimulus for performance, sharing or publishing
- refine and improve their discipline-specific skills, particularly in those areas where they will require strong foundations in technique and skills to develop mastery
- produce creative works within the parameters of a brief, demonstrating an ability to respond imaginatively and take risks
- develop discipline-specific skills including **elements** and **forms** in order to showcase their work
- create work that represents the culture of Wales and global cultures demonstrating a range of skills and disciplines
- continue to develop their discipline-specific vocabulary that helps them explain what their creative intentions are
- perform and share their work to a range of audiences in formal and non-formal settings
- use a rich blend of stimulus material including that which comes from the Expressive Arts disciplines, as well as material that will stimulate creative interpretation, such as photographs, media texts, narratives and artefacts
- cite sources of reference demonstrating respect for the creative work of others
- apply relevant concepts related to shape, number and space when creating work in the Expressive Arts.

Progression step 4

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast, repetition, proportion, rhythm, balance, variety, value, emphasis, harmony, design, structure, perspective, composition.

Dance: body, space, time, dynamics, relationship, form, movement principles, choreographic devices.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality.

Drama: character, time, place, plot, tension, mood, focus, contrast, silence, proxemics, levels, blocking, movement, tone, pitch, tempo, accent, pauses, body language, expression, gesture, interaction, reaction, motivation.

Music: pitch, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody, tonality, musical devices (e.g. riff, ostinato, sequence), harmony.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, graphics.

Dance: direction, dynamics, action, relationship, shape, choreographic devices.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, canon, ternary, strophic, rondo.

Learners need to experience:

- performing, demonstrating, sharing and exhibiting their work in informal and formal contexts
- engagement with the creative process individually and collaboratively, depending on discipline and context of learning
- practical workshops that focus on the development of interdisciplinary and discipline-specific skills

- resources that stimulate them to produce original creative work inspired by the culture of Wales and the world
- participation in community events that celebrate and promote the Expressive Arts.

Learners who are developing specific talents in particular disciplines of the Expressive Arts may require access to specialist tuition or provision to support their mastery of the required skills.

Learners need to know:

- appropriate ethical considerations and the importance of safety considerations when making creative works in the Expressive Arts and where to find this information
- the **elements, forms**, conventions, genres and styles associated with individual disciplines and across disciplines as appropriate
- processes, materials, techniques, tools and technologies and strategies to enable them to deepen their knowledge, understanding and skills in the Expressive Arts
- the importance of personal responsibility and collective responsibility when engaging with the creative process
- how to plan and prepare for the production of creative works
- how to draw on their learning from experimentation and investigation to inform their creative work
- how to select conventions, **elements, forms**, genres, techniques, tools and technologies to create work that has a specific artistic intention
- approaches to crafting, constructing, devising, generating and shaping creative work with intention
- how to contribute purposefully to collaborative and individual creative work
- how to take responsibility for different aspects of the creative process
- about group dynamics in order to operate within collective, creative and professional ways expressing their own opinions.

Learners need to be able to:

- create original work for performance, sharing or publishing with an awareness of how to achieve high production values
- produce creative works within the parameters of a brief, demonstrating an ability to respond imaginatively and plan effectively taking risks
- show awareness of group dynamics in order to operate within collective, creative and professional ways expressing their own opinions
- interpret a range of creative texts, **elements, forms** and styles demonstrating individuality and originality
- select and use the appropriate discipline(s) to develop their own creative work to inform, manipulate and affect an audience
- select and use appropriate discipline(s) to develop their own creative work that demonstrates their interpretation of Wales and the wider world
- create a range of representations, using the most effective medium and discipline

- blend ideas from different art forms using a range of stimuli from different places and cultures in local, national and global contexts
- use a working vocabulary and discipline-specific terminology to communicate with peers and teachers/practitioners about their creative work
- perform and present their work with a sense of individuality and ownership
- understand their rights as creators and explain legal and ethical dimensions of respecting creative works
- take responsibility for specific roles and tasks within the creative process
- use a rich blend of stimulus material including that which comes from the Expressive Arts, as well as material that will stimulate creative interpretation, such as photographs, music, media texts, narratives and artefacts
- apply relevant concepts related to shape, number and space when creating work in the Expressive Arts as appropriate to discipline-specific requirements.

Progression step 5

In this section, where references are made to **elements** and **forms** these include but are not limited to the following.

Elements

Art: line, shape, texture, colour, form (2D, 3D, 4D), pattern, tone, space, contrast, repetition, proportion, rhythm, balance, variety, value, emphasis, harmony, design, structure, perspective, composition, unity.

Dance: body, space, time, dynamics, relationship, form, movement principles, choreographic devices.

Film and digital media: 3D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality.

Drama: character, time, place, plot, tension, mood, focus, contrast, silence, proxemics, levels, blocking, movement, tone, pitch, tempo, accent, pauses, body language, expression, gesture, interaction, reaction, motivation, intention, reinterpretation.

Music: pitch, melody, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, melody, tonality, musical devices (e.g. riff, ostinato, sequence), harmony, intonation.

Forms

Art: painting, printing, sculpting, drawing, photography, textiles, craft, animation, illustration, graphics.

Dance: direction, dynamics, action, relationship, shape, choreographic devices.

Film and digital media: (Progression steps 1–5 but with increasing complexity) animation, documentary, narrative, print, radio/podcast, realism, naturalism, symbolism, video, photography, graphics, virtual forms, linear forms, non-linear forms, stage design, social media, video games, event design.

Drama: (Progression steps 1–5 but with increasing complexity) comedy, tragedy, tragicomedy, farce, musical, melodrama, mime, opera, ballet.

Music: binary, canon and fugue, ternary, strophic, rondo, theme and variation, through-composed, sonata.

Learners need to experience:

- performing, demonstrating, sharing and exhibiting their work in informal, formal, local and global contexts
- the creative process individually and collaboratively as appropriate depending on the discipline and context of learning

- learning experiences that enable them to initiate and complete work independently, either as a group or individually
- the combination of theoretical and practical study of the Expressive Arts and specific disciplines in the Expressive Arts
- practical workshops that focus on the development of specific creative skills such as instrumental skills, vocal skills, technical skills, performance skills and skills in using different mediums of art
- activities which enable them to develop a range of interrelated practical skills across the Expressive Arts disciplines
- resources that stimulate them to produce creative work inspired by the culture of Wales and from cultures across the world
- leading and participating in community events that celebrate and promote the Expressive Arts.

Learners who have specific talents or interest in particular disciplines of the Expressive Arts may require access to specialist tuition or provision to support their mastery of the required skills in art, dance, drama, film and digital media, and music.

Learners need to know:

- appropriate ethical considerations and the importance of safety considerations when making creative work and where to find this information
- the **elements**, **forms**, styles, genres and conventions associated with individual disciplines and across disciplines as appropriate
- processes, materials, tools and technologies, techniques and strategies to enable them to deepen their knowledge, understanding and skills in the Expressive Arts
- the importance of personal responsibility and collective responsibility when engaging with the creative process
- about group dynamics in order to operate within collective, creative and professional ways to generate and pursue shared goals
- how to plan and prepare for the production of creative works, including initiating creative work, setting their own milestones and completing the work in a self-directed way
- how to draw on their learning from experimentation and investigation to inform their creative work
- how to select tools and technologies, techniques, genres, **elements** and conventions to create work that has a specific artistic intention
- approaches to planning, devising, crafting, generating, constructing and shaping creative work with intention
- how to contribute purposefully to collaborative and individual creative work.

Learners need to be able to:

- create original work for performance, sharing or publishing in art, dance, drama, film and digital media, and music or a combination of these disciplines while striving for high production values
- produce creative works independently within the parameters of a brief, demonstrating an ability to respond imaginatively, use **forms** and **elements**, take risks, plan effectively and work within the confines of resources or budget

- reinterpret a range of texts, **forms** and styles expressing their own opinions and demonstrating individuality and originality
- select and use the most appropriate environment and location to showcase their specific skills in the Expressive Arts
- select and use a discipline or disciplines to enable them to master their creative skills, if appropriate
- use the appropriate discipline(s) to develop their own creative work to inform, manipulate and affect an audience
- use appropriate discipline(s) to develop their own creative work that demonstrates their interpretation of Wales and the wider world
- create a range of representations, using the most effective medium and discipline justifying their choices
- blend ideas from different art **forms** using a range of stimuli from different places and cultures
- use discipline-specific terminology to communicate with peers and teachers/practitioners about their creative work
- perform and present their work with a sense of individuality and ownership
- understand and reflect on the difference between taking inspiration from the creative works of others and appropriating that work without permission, e.g. copyright and fair use
- use a rich blend of stimulus material including that which comes from the Expressive Arts, as well as material that will stimulate creative interpretation, such as photographs, music, media texts, narratives and artefacts
- apply relevant concepts related to shape, number and space when creating work in the Expressive Arts as appropriate to discipline-specific requirements
- show awareness of group dynamics in order to operate within collective, creative and professional ways to generate and pursue shared goals.

GLOSSARY

Word/phrase	Definition
Authentic experiences	Real-life learning experiences and contexts.
Artists	People who create works in any of the disciplines, also including the learners themselves.
Connotation	The wider meaning of an object or statement.
Conventions	A set of cultural expectations that shape meaning for an audience.
Creative and cultural industries	Creative and cultural industries are sectors of the economy which use creative talent for commercial purposes.
Creative practitioners	Individuals or groups who facilitate and enable creativity.
Creative process	The means by which creative works (art, dance, drama, film and digital media, and music) are made.
Creative responses	A creative reaction to stimulus.
Creative text	An artistic object or product that provides a platform for meaning and expression (anything that is produced via creative means, not just written texts).
Creative works	The output of the creative process.
Denotation	The literal meaning of an object or statement.
Discipline-specific concepts	Knowledge, ideas, experiences and models that shape and inform the creative process and its analysis.
Discipline-specific knowledge	The knowledge that shapes and informs the creative process and its analysis.
Discipline-specific skills	The skills that shape and inform the creative process and its analysis.
Discipline-specific terminology	Specialist terms and concepts appropriate to each of the disciplines in the Expressive Arts. Common words may differ in meaning across the different disciplines.

Word/phrase	Definition
Elements	Components of art, dance, drama, film and digital media and music.
Ethical considerations	A consideration of the moral, legal and cultural consequence of a creative product in terms of both its production and its potential artistic impact. Ethical considerations vary across the disciplines within the Expressive Arts but could include, for example, intended or unintended issues in relation to: representation; plagiarism and the misuse of the intellectual property of others; notions surrounding offence, bias and exploitation; the safeguarding of producers, performers and audience in the production, performance or exhibition of creative products, or even the messages and values intended or perceived within the creative works themselves.
Exploration of the Expressive Arts	Involves inquiry into the nature of the Expressive Arts, knowledge about the Expressive Arts and the acquisition of skills necessary to engage with the range of disciplines in a practical and theoretical manner.
Exploration through the Expressive Arts	Actively applies the skills and knowledge of the Expressive Arts to inform and support creativity and creative work. It's 'through' this form of exploration we are able to make the interdisciplinary links within the Expressive Arts Area of Learning and Experience, as well as supporting links with the other areas of learning and experience.
Film and digital media	Television, film, radio, games design, photography, live events production, print media, social media.
Forms	Mediums and structures of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances.
Genres	Types or categories of artistic expression defined by convention and expectation in art, dance, drama, film and digital media, and music, e.g. romantic, realism, impressionism.
High production values	Professional approach with high-quality finish.
Interdisciplinary approach	An approach when the creative process links the learning that takes place in individual discipline areas.
Integrated approach	An approach distinguished by the teaching of a combination of art, dance, drama, film and digital media, and music, and not in isolation.
Mediums of art	The materials that are used to make creative works.

Word/phrase	Definition
Sonic	The nature of sound and audio production.
Styles	The way in which something is made, communicated or interpreted.
Symbolism	The use of symbols to create meaning in creative works.
Techniques	Specific methods of achieving a creative outcome.
Tools and technologies	A range of digital and non-digital devices and equipment that facilitate creativity.

