

Aims:

- To be creative and express themselves in different ways
- To experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- To develop important skills, both those specific to the expressive arts and those which are transferable
- To develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Rationale:

By engaging in experiences within the Expressive Arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity.

Audience:

All staff

Quality

Indicators:

2.2, 2.3, 2.7, 3.3

Principles for Curriculum Design

Challenge and enjoyment

- Set learners challenging goals
- Make learners think hard about their learning
- Ensure that learning is active and engaging to motivate all learners

Breadth

- Use a variety of contexts through which to develop and demonstrate learning
- Give all pupils the opportunity to be involved in all aspects of school life

Progression

- Ensure that all learners have the opportunity to achieve appropriate success
- Ensure that all learners have the opportunity to share and celebrate their achievements
- Share expectations and standards with learners
- Review and evaluate learners' progress
- Provide timely, accurate verbal and written feedback on their learning

Depth

- Give learners the opportunity to develop and apply greater intellectual rigour
- Give pupils the opportunity to develop secure understanding

Personalisation and choice

- Take account of their prior learning
- Ensure that all learners have ownership of their learning
- Take account of different learning styles

Coherence

- Help learners see the link between different aspects of learning
- Provide opportunities for learners to transfer and apply learning in different contexts

Relevance

- Ensure learners understand the purpose of the activity
- Make links with learners experiences, learning and interests within and beyond the school

Learning Experiences

Within a rich, supportive environment teachers will draw upon a skilful mix of approaches to promote a climate of creativity and innovation, including:

- active involvement in creative activities and performances
- tasks or performance opportunities which require a creative response
- opportunities to perform or present to an audience
- partnerships with professional performers or artists and other creative adults
- raising awareness of contemporary culture and connecting with young people's experiences
- appropriate, effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- establishing links within the expressive arts subjects and with the wider curriculum
- opportunities to analyse, explore and reflect

The majority of activities in the Expressive Arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are an integral part of the creative process and are linked to developing creative skills, knowledge and understanding and enhancing enjoyment.

Experiences and Outcomes Overview

The framework begins with experiences and outcomes for presentation and performance across the Expressive Arts, followed by the experiences and outcomes in:

- art and design
- dance
- drama
- music

Contexts for Learning

Expressive Arts are taught both as a component of cross curricular themes and/or Interdisciplinary and also as discrete subjects.

Aberdeen City's Expressive Arts Progression Planner is used to plan learning.

Annual calendar events which incorporate Expressive Arts:

Dance

As part of Scottish Heritage celebrations, we annually plan a ceilidh where every class, from Nursery – P7, chooses a Scottish dance to perform to everyone.

Drama & Music

We have strong partnership working with Scottish Opera and annually (unless there is no clear curricular link to planned learning) participate in their workshops. Year groups involved depend on strong links with planned learning.

Assessment

Assessment in the Expressive Arts will focus on pupils' skills and abilities to express themselves through creating, presenting, evaluating and appreciating. Approaches to assessment will also include a focus on their abilities to recognise, present and discuss their own feelings and emotions and those of others.

Teachers will gather evidence of progress as part of pupils' day-to-day learning in art and design, dance, drama and music. They will also make use of specific assessment tasks in assessing some aspects of learning. From the early years through to the senior stages, pupils will demonstrate their progress in developing their skills as they work individually and with others in creative activities including, for example, presentations to others. Discussions with learners and observations of their responses can support teachers and practitioners in the challenge of assessing learners' creative and aesthetic processes. Evidence of progress will also be demonstrated through learners' abilities and skills in communicating in different ways and settings, solving problems creatively, and justifying their opinions of their own and others' work.

Approaches to assessment should identify the extent to which pupils can apply these skills in their learning and their daily lives and in preparing for the world of work. For example:

- How well do they demonstrate appreciation and understanding of cultural identity?
- Do they show awareness of the role and impact of creative arts on people's lifelong interest and enjoyment of the expressive arts?

Pupils can demonstrate their progress in skills, knowledge and understanding as they develop their practical skills and express increasingly complex concepts and ideas. For example, they:

- apply their creative skills to produce and perform more complex pieces of work and to recognise creativity and skill in the work of other people
- demonstrate increasing skills and confidence in presentations and performances, and in appreciation of how the expressive arts relate to the wider world and different cultures
- show enjoyment of the expressive arts, for example through evaluating constructively their own work and that of others, and suggesting how it can be improved.

Assessment should also link with other areas of the curriculum within and outside the classroom and, for example, offer pupils opportunities to become aware of the role of professional arts companies and cultural organisations in society and the economy.

Further information can be found by accessing the Benchmarks for Expressive Arts on the Education Scotland website.

Engaging with the Wider Community

Every year, the school raises the profile of specific subjects by planning cross curricular learning themed worlds. This allows for strong links with the local and wider community to be established and strengthened. There may be people listed in the school's Parental Skills Database to contact for support with planned activities. This also allows pupils to make real life connections between a curricular area and the wider world.

The school has historically worked collaboratively with:

- Aberdeen Art Gallery
- Gray's School of Art
- Aberdeen Music School
- Arts Across Learning
- Dance schools in Aberdeen
- Scottish Opera

Resources

There is a wealth of resources in school for all aspects of Expressive Arts. Resources include programmes of study, stimulus materials, and instruments. There are also a number of peripatetic teachers who offer piano, woodwind, brass, strings and percussion tuition. Furthermore, master classes have also been used as a vehicle to deliver aspects of music and art to multi stage year groups.