



# curriculum for excellence: expressive arts

experiences and outcomes

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)



## Expressive arts Experiences and outcomes

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

My learning in, through and about the expressive arts:

- enables me to experience the inspiration and power of the arts
- recognises and nurtures my creative and aesthetic talents
- allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for me to deepen my understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

## Participation in performances and presentations

All aspects of learning in expressive arts include opportunities to present and perform, for example through preparation of artwork for display, presentation of a short improvised drama to members of the class or performance of dance or music to parents or in the community. At third level, as a culmination of learning within their broad general education each young person should have the opportunity to contribute to a significant presentation (such as an exhibition) or performance in at least one area of the expressive arts.

Early	First	Second	Third	Fourth
		<p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.  <b>EXA 0-01a / EXA 1-01a / EXA 2-01a</b></p>	<p>I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance.  <b>EXA 3-01a<sup>1</sup></b></p> <p>I have experienced the energy and excitement of being part of an audience for other people's presentations/performances.  <b>EXA 3-01b</b></p>	<p>I have experienced the energy and excitement of presenting/performing for different audiences.  <b>EXA 4-01a</b></p>

<sup>1</sup> Participation in this experience should occur in at least one area of the expressive arts. According to the context this will be either a performance or a presentation.

## Art and design

Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

Early	First	Second	Third	Fourth
<p>I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a</p>	<p>I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a</p>	<p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a</p>	<p>I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. EXA 3-02a</p>	<p>I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks. EXA 4-02a</p>
	<p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p>	<p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p>	<p>I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. EXA 3-03a</p>	<p>I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work. EXA 4-03a</p>
<p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a / EXA 1-04a</p>		<p>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a</p>	<p>Through observing and recording, I can create material that shows accuracy of representation. EXA 3-04a</p>	<p>Through creating a range of reference material, I can demonstrate my skills of observing and recording and apply them to work in other areas of the curriculum. EXA 4-04a</p>

## Art and design (continued)

Early	First	Second	Third	Fourth
<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.</p> <p style="text-align: right;"><b>EXA 0-05a / EXA 1-05a / EXA 2-05a</b></p>			<p>Having chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas, thoughts and feelings through 2D and 3D work.</p> <p style="text-align: right;"><b>EXA 4-05a</b></p>	
<p>Working on my own and with others, I use my curiosity and imagination to solve design problems.</p> <p style="text-align: right;"><b>EXA 0-06a</b></p>	<p>I can use exploration and imagination to solve design problems related to real-life situations.</p> <p style="text-align: right;"><b>EXA 1-06a</b></p>	<p>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.</p> <p style="text-align: right;"><b>EXA 2-06a</b></p>	<p>While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.</p> <p style="text-align: right;"><b>EXA 3-06a</b></p>	<p>By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions.</p> <p style="text-align: right;"><b>EXA 4-06a</b></p>
<p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</p> <p style="text-align: right;"><b>EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a</b></p>				<p>I can analyse art and design techniques, processes and concepts, make informed judgements and express considered opinions on my own and others' work.</p> <p style="text-align: right;"><b>EXA 4-07a</b></p>

## Dance

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.

Early	First	Second	Third	Fourth
<p>I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.</p> <p style="text-align: right;"><b>EXA 0-08a</b></p>	<p>I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.</p> <p style="text-align: right;"><b>EXA 1-08a</b></p>	<p>I can explore and choose movements to create and present dance, developing my skills and techniques.</p> <p style="text-align: right;"><b>EXA 2-08a</b></p>	<p>I have created and taken part in dance from a range of styles and cultures.</p> <p style="text-align: right;"><b>EXA 3-08a</b></p>	<p>I can apply my performance skills to dance with accuracy, control, body awareness, sensitivity and movement flow. I can communicate my artistic intention and take account of different audience groups.</p> <p style="text-align: right;"><b>EXA 4-08a</b></p> <p>I can apply theatre arts technology to add excitement and drama to performances.</p> <p style="text-align: right;"><b>EXA 4-08b</b></p>
<p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.</p> <p style="text-align: right;"><b>EXA 0-09a / EXA 1-09a / EXA 2-09a</b></p>			<p>I can select ideas from a range of stimuli to choreograph dance motifs in creative ways.</p> <p style="text-align: right;"><b>EXA 4-09a</b></p>	
<p>I have opportunities to enjoy taking part in dance experiences.</p> <p style="text-align: right;"><b>EXA 0-10a</b></p>	<p>I am becoming aware of different features of dance and can practise and perform steps, formations and short dance.</p> <p style="text-align: right;"><b>EXA 1-10a</b></p>	<p>I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features.</p> <p style="text-align: right;"><b>EXA 2-10a</b></p>	<p>I can participate in dance styles and activities which challenge and extend my repertoire of movement and my knowledge of the styles and cultures of dance.</p> <p style="text-align: right;"><b>EXA 4-10a</b></p>	

## Dance (continued)

Early	First	Second	Third	Fourth
<p>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</p> <p style="text-align: right;"><b>EXA 0-11a / EXA 1-11a / EXA 2-11a / EXA 3-11a</b></p>				<p>I can analyse technical aspects of dance, make informed judgements and express personal opinions on my own and others' work.</p> <p style="text-align: right;"><b>EXA 4-11a</b></p>

## Drama

Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

Early	First	Second	Third	Fourth
<p>I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.</p> <p style="text-align: right;"><b>EXA 0-12a</b></p>	<p>I enjoy creating, choosing and accepting roles, using movement, expression and voice.</p> <p style="text-align: right;"><b>EXA 1-12a</b></p>	<p>I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology.</p> <p style="text-align: right;"><b>EXA 2-12a</b></p>	<p>I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language.</p> <p style="text-align: right;"><b>EXA 3-12a</b></p>	<p>I can demonstrate sensitivity, precision and depth in the portrayal of a character, conveying relationships and situations in a variety of settings and to different audiences.</p> <p style="text-align: right;"><b>EXA 4-12a</b></p>
<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.</p> <p style="text-align: right;"><b>EXA 0-13a / EXA 1-13a / EXA 2-13a</b></p>			<p>In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience.</p> <p style="text-align: right;"><b>EXA 4-13a</b></p>	



## Drama (continued)

Early	First	Second	Third	Fourth
<p>I use drama to explore real and imaginary situations, helping me to understand my world.</p> <p style="text-align: right;"><b>EXA 0-14a</b></p>	<p>I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.</p> <p style="text-align: right;"><b>EXA 1-14a</b></p>	<p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.</p> <p style="text-align: right;"><b>EXA 2-14a</b></p>	<p>Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.</p> <p style="text-align: right;"><b>EXA 3-14a</b></p>	<p>Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts.</p> <p style="text-align: right;"><b>EXA 4-14a</b></p> <p>I can use theatre arts technology to enhance tension, mood and atmosphere in drama work.</p> <p style="text-align: right;"><b>EXA 4-14b</b></p>
<p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</p> <p style="text-align: right;"><b>EXA 0-15a / EXA 1-15a / EXA 2-15a / EXA 3-15a</b></p>				<p>I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work.</p> <p style="text-align: right;"><b>EXA 4-15a</b></p>

## Music

Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works.

Early	First	Second	Third	Fourth
<p>I enjoy singing and playing along to music of different styles and cultures.</p> <p><b>EXA 0-16a</b></p>	<p>I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.</p> <p><b>EXA 1-16a</b></p>	<p>I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation.</p> <p><b>EXA 2-16a</b></p>	<p>I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear.</p> <p><b>EXA 3-16a</b></p>	<p>I can give assured, expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear.</p> <p><b>EXA 4-16a</b></p>
<p>I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.</p> <p><b>EXA 0-17a</b></p>	<p>I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.</p> <p><b>EXA 1-17a</b></p>	<p>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.</p> <p><b>EXA 2-17a</b></p>	<p>I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure.</p> <p><b>EXA 3-17a</b></p>	<p>I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication.</p> <p><b>EXA 4-17a</b></p> <p>I can use music technology to compose, record and produce music and to enhance performance.</p> <p><b>EXA 4-17b</b></p>
<p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.</p> <p><b>EXA 0-18a / EXA 1-18a / EXA 2-18a</b></p>				<p>Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas.</p> <p><b>EXA 4-18a</b></p>

## Music (continued)

Early	First	Second	Third	Fourth
<p>I can respond to music by describing my thoughts and feelings about my own and others' work.</p> <p style="text-align: right;"><b>EXA 0-19a</b></p>	<p>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</p> <p style="text-align: right;"><b>EXA 1-19a / EXA 2-19a</b></p>	<p>I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals.</p> <p style="text-align: right;"><b>EXA 3-19a</b></p>	<p>Having reflected on my personal experiences, including participation and engagement with professionals, I can listen to a wide range of music and identify and analyse technical aspects, make informed judgments and express personal opinions on my own and others' work.</p> <p style="text-align: right;"><b>EXA 4-19a</b></p>	

## Appendix – Explanations and glossary

The following explanations of specific language are intended to help educators, parents, children and young people interpret the outcomes.

### Art and design

Opportunities to study design in the following contexts: graphic, product, fashion/textile, architecture, interior and jewellery should be made available across the five levels, taking balance and previous learning into consideration.

#### **Art and design concepts**

For example, space, scale, proportion and perspective.

#### **Art and design technology**

For example, computer software, photography, moving image media and screen printing.

#### **Design brief**

A written plan that identifies a problem to be solved, its criteria and its constraints. The design brief is used to encourage consideration of all aspects of a problem before attempting a solution.

#### **Design process**

A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve a problem. The process involves: investigation, development of ideas, production of solution and evaluation of solution.

#### **Expressive**

Activities involving the expression of personal ideas, thoughts and feelings in visual terms. This could include drawing, painting, sculpture, printmaking and photography.

#### **Form**

External three-dimensional outline, appearance or configuration of something that could be, for example, solid, transparent, rigid, flexible.

#### **Medium/Media**

Tool(s) for creating and presenting in art and design, such as chalks, drawing inks, gouache, acrylics, fabric dyes, printing inks, sculpting materials, jewellery metals and materials, and digital media, including photographs and moving image media.

#### **Visual elements**

The basic elements (building blocks) in art and design activities – line, shape, form, colour, tone, pattern, texture.

### Dance

#### **Choreographic form**

Ways of creating dance, for example repeating phrases of movement.

#### **Dance motif**

A short pattern of movement that expresses and communicates a mood, a feeling, an activity or an idea.

#### **Dance sequences**

Routines which may contain the body actions of travel, turn, jump, gesture, pause and fall within safe practice.

#### **Theatre arts technology**

For example lighting and sound equipment used to enhance performances.

## **Drama**

### **Drama forms**

For example a play, comedy or pantomime.

### **Drama conventions**

Alternative ways of presenting parts of a drama, for example mime, voice over, freeze frame.

### **Theatre arts technology**

For example lighting and sound equipment used to enhance performances.

## **Music**

### **Dynamics**

The varying degrees of loudness and quietness in sound.

### **Music concepts**

Terms that describe the ingredients of music, such as repetition, harmony, major key, syncopation.

### **Music technology**

The use of electronic devices and computer software in music compositions and performance.

### **Pitch**

The term used to describe how high or low/deep a note or sound is.

### **Timbre**

The tone colour or quality of tone which distinguishes one instrument from another.