

## The Arts

### Stage One

Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant. They may show simple reflex responses. Students show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

Students:

- experience a range of materials through their senses and explore them with support
- experience musical sounds from a variety of sources

### Stage Two

Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people events and object. They accept and engage in coactive exploration. Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognize familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time.

Students:

- respond to interactions with a range of materials
- show an interest in what they see, hear, smell, touch and feel e.g. enjoy scuffling through leaves, delighting in the noise they make and twirling round and round
- use their bodies to explore texture and space e.g. finger and foot painting
- respond to a range of musical sounds and experiences
- experience live and recorded performances

### Stage Three

Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods. Students greet known people and may initiate interactions. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods.

Students:

- begin to differentiate between colours
- differentiate marks and movements on paper
- experiment with a range of materials and processes including paint, collage or mixed media
- focus attention on visual and tactile elements in their own work
- experience the various ways in which music is part of their daily life e.g. at birthday parties
- listen and respond to a variety of different musical stimuli with increasing personal involvement
- explore how sounds can be made
- imitate the actions of others

**Stage Four**

Students show some awareness of cause and effect in a creative process. They explore materials and equipment systematically. With some support they listen and attend to familiar musical activities and follow and join in familiar routines. They repeat an activity to make the same or similar effect. They make marks intentionally on a surface with fingers or tools e.g. pressing objects into clay or putting paint on paper.

Students:

- differentiate between colours
- recognise and name the primary colours of pigment (red, blue and yellow)
- manipulate materials / equipment with a de.g. ree of control
- use materials / equipment within a defined area
- experience a variety of techniques and materials e.g. roller printing
- sing to themselves
- repeat / imitate actions, sounds or words in songs
- echo simple rhythmic patterns when playing a percussion instrument
- participate in music activities that develop their sense of tempo (fast / slow) and dynamics (loud and soft)
- remember gestures and actions for a simple song / dance
- perform simple dances and action songs
- participate in performances at community venues with support e.g. Music Festival
- role play during a story e.g. mimic the movements of a character in a story with support
- complete locomotive movements in all levels of space

**Stage Five**

Students handle or use tools and materials purposely. They show preferences for activities and begin to carry out simple processes. They choose tools, materials and equipment appropriate to the activity. They show they can create and apply familiar techniques to a task. They take part in simple musical performances.

Students:

- make 3D structures
- develop preferences for different forms of creative expression
- make collages, paintings and drawings
- use lines to enclose space and begin to use these to represent objects
- begin to build up a repertoire of favourite songs
- sing a few simple familiar songs
- imitate playing loudly, quietly, quickly or slowly
- match a sound to a correct instrument
- begin to identify some instruments
- explore the sounds of instruments
- perform dances and action songs
- role play a variety of actions during a shared story
- be aware of themselves as performers e.g. at Christmas Concert or Music Festival

**Stage Six**

Students show an intention to create. They start to use tools, materials and simple actions to produce a piece of work. They initiate the use of tools, materials and simple actions. They practise new skills with less support, developing their knowledge of the process of making. Students respond to other students in music sessions. They join in and take turns in songs and play instruments with others.

Students:

- recognise and name the secondary colours of pigment (purple, orange and green)
- manipulate a variety of materials and tools with a degree of control
- use materials within a given boundary
- copy simple patterns and designs
- produce simple representations that are recognisable
- recognise differences between a range of art forms e.g. painting, collage and box art
- identify specific sounds heard in their classroom environment e.g. sound of closing door
- explore the range of effects that can be made by an instrument
- copy simple rhythms and musical patterns or phrases
- pick out a specific musical instrument when asked e.g. a drum or a triangle
- accompany songs using appropriate rhythm instruments e.g. percussion
- imitate a model, moving accurately to the beat
- move to music expressively using changes in time and energy
- perform dances in pairs and in groups, imitating and repeating movements
- engage in role play based on stories, rhymes and first hand experiences
- participate in performances in a variety of venues, within the school and community e.g. concerts at school, shopping centre and primary school

### **Stage Seven**

Students communicate ideas, events or experiences through their use of colour, form, line or tone. They may intentionally represent an object or emotion. They purposefully choose colours or techniques. They show confidence in using a variety of processes and make appropriate use of tools and materials. Students listen to music and can describe it in simple terms. They respond to musical instructions when playing instruments.

Students:

- choose particular colours for a purpose and explore what happens when they mix colours
- look at and talk about own and other's art works
- recognise and identify the elements in a range of art forms e.g. collage using wool, bottle tops, leaves, etc
- use a range of materials creatively and inventively
- distinguish between different kinds of instrumental sounds
- follow a simple musical score, with picture or symbol cues
- play simple patterns or sequences of music
- participate in simple improvisation, making choices about the appropriate instruments to be used
- respond to prompts to play fast, slow, loud, soft
- move in space, using a range of pathways, patterns and levels
- use appropriate movement in response to different rhythmic patterns
- maintain a beat by moving to live or recorded music
- experiment with dramatic forms such as puppetry and plays

- use dramatic elements, such as voice and movement
- take pride in public performances

### Stage Eight

Students demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts. They work alone or in groups to produce music, art, drama and dance.

Students:

- describe how the secondary colours can be created by mixing the primary colours e.g. blue and yellow make green
- experiment with more complex techniques and materials with support e.g. quilting
- show skill in cutting, pasting and painting
- use pictures, sculptures and collages to represent ideas e.g. select happy faces for a collage
- use familiar material in new ways e.g. paint with natural materials
- share materials in visual art activities
- distinguish between the lighter and darker tones of colour
- identify the shapes and colours in familiar environments e.g. shapes and colours in wrapping paper
- work in a group to produce an art work e.g. mural
- name different movements they can do to music
- demonstrate understanding of rhythmic patterns e.g. clapping to the beat
- identify familiar instruments by sound e.g. drum, piano, guitar
- perform movement sequences / short dances of increasing complexity
- perform dances to each other and familiar audiences
- move in response to the tempo of music e.g. fast, slow, dreamy, or scary music
- play the parts of characters from nursery rhymes and stories
- communicate their responses to a variety of stimuli such as nursery rhymes, picture books by using elements of drama and dance e.g. chanting in a group, movement
- demonstrate control of their bodies when moving like different objects and animals e.g. floppy clown, stretching cat
- make simple props and settings from appropriate materials

### Stage Nine

Students produce recognisable art works that demonstrate their control over tools and materials. They show an awareness of colour, line, shape, form, space and texture. Students demonstrate an understanding of some basic elements of music, drama and dance.

Students:

- describe the texture of things
- experiment to create different textures
- choose particular colours to use for a purpose
- use vocabulary to compare and talk about what is happening e.g. lighter, darker, thicker, thinner and shade
- understand that different media can be combined e.g. watch a program on dinosaurs, then make a model dinosaur from boxes and textured materials
- work as a group member to plan and produce a completed art work e.g. sets for a play, giant mural

- express their responses to various kinds of music by means of appropriate movements e.g. marching to a loud beat
- sing expressively, showing awareness of the meaning of familiar songs
- create simple music patterns e.g. colour coded keyboard
- identify ways in which music is part of their daily life e.g. in the media, at parties and family celebrations
- develop preferences for particular musical styles and artists
- engage in imaginative and role play based on first hand experience
- perform movement sequences / short dances of increasing complexity
- work in groups to plan, rehearse and present a dramatic work or role play

### Stage Ten

Students demonstrate an understanding of the basic elements of the performing arts through listening, performing and creating. They produce two and three dimensional works of art that communicate ideas for specific purposes using appropriate elements of design (colour, line, shape, space, texture).

Students:

- describe different ways in which a variety of art materials, tools and techniques can be used e.g. construction paper can be fringed with scissors
- identify strengths and areas for improvement in their work and explain their choice e.g. 'I did a great job of cutting the circles.' 'Next time I will choose a background colour that stands out'
- describe the relationship between an artwork and their own experience
- organise and present own visual artwork to an audience
- organise media elements such as words, sounds and images to create stories
- identify, in a plan, their specific choices of subject matter, tools, materials and techniques e.g. plan to make picture of their family in which they would use paint and fabric
- sing in unison as a member of a school choir
- produce a specific effect using various sound sources e.g. the voice, the body, instruments
- plan for all aspects of a performance such as music, costumes and props
- describe and discuss features of a performance they have seen
- attend concerts and performances of their favourite artist