**Expressive Arts Planner- Early - Incorporating Benchmarks**

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| **Curriculum Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| **Art and Design** | I have the freedom to discover and choose ways to create images and objects using a variety of materials.EXA 0-02aI can create a range of visual information through observing and recording from my experiences across the curriculum.EXA 0-04aInspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.EXA 0-05aWorking on my own and with others, I use my curiosity and imagination to |   | * Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the seashore, the countryside, a forest.
* Solves simple design problems, working on their own and with others, using a degree of trial and error, for example, designs a simple container for an agreed purpose.
* Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture.
* Shares thoughts and feelings in response to the work of at least one artist and one designer, giving reasons for likes and dislikes.
* Shares views and listens appropriately to the views of others on their own or others' work.
* When creating images and

objects to express ideas, |  |

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|  | solve design |  | thoughts and feelings: uses a variety of available materials and technology;* shows understanding that line can have different qualities, for example, thick, thin, broken, wavy.
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| problems. |
| EXA 0-06a |
| 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.EXA 0-07a |
| **Dance** | I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.EXA 0-08a |  | * Performs a range of simple, repeated, intentional movements and gestures.
* Uses space and resources creatively.
* Chooses and explores ways of moving rhythmically, expressively and playfully.
* Participates in dance that is taught and/or creative movement invented by peers.
* Shows understanding that dance consists of combined movements and gestures, usually performed with music or a beat.
* Shares their responses to stimuli through movement
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| Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.EXA 0-09a |

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|  | I have opportunities to enjoy taking part in dance experiences.EXA 0-10aI 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.EXA 0-11a |  | with, for example, peers or practitioner.* Shares thoughts and feelings in response to dance experiences, either as a performer or as part of an audience, giving reasons for likes and dislikes.
* Shares views and listens appropriately to the views of others on their own or others' work.
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| **Drama** | I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.EXA 0-12aInspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.EXA 0-13a |  | * Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re­ enactment of a story or traditional tale.
* Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity.
* Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture.
* Communicates ideas and

feelings using facial |  |

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|  | I use drama to explore real and imaginary situations, helping me to understand my world.EXA 0-14aI 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.EXA 0-15a |  | expressions , for example, to show happy, sad, surprised, angry, scared.* Conveys through drama what characters in real or imaginary situations might say, do or feel, for example, being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel.
* Communicates their ideas through improvised drama i.e. making it up as they go along.
* Shares thoughts and feelings about drama experiences, for example, during a discussion about characters or events in a drama, giving reasons for likes and dislikes.
* Shares views and listens appropriately to the views of others on their own or others'

work. |  |
| **Music** | I enjoy singing and playing along to music of different styles and cultures.EXA 0-16aI have the freedom to use my voice, musical instruments and music technology to discover and enjoy |  | * Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions.
* Uses instruments such as drum, claves, chime bar to play along to a range of music styles.
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|  | playing with sound and rhythm.EXA 0-17aInspired 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.EXA 0-18aI can respond to music by describing my thoughts and feelings about my own and others' work.EXA 0-19a |  | * Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes.
* Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet.
* When communicating ideas and feelings through creative music activities:
	+ uses voice to explore sound and rhythm, for example, hums, whispers, sings;
	+ chooses different musical instruments to play such as chime bar, drum or body percussion , exploring sound and rhythm by, for example, clapping, tapping;
	+ uses technology to capture sound, for example, audio recorders,

microphones, apps and other software. |  |