**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 0-02a  I can create a range of visual information through observing and recording from my experiences across the curriculum.  EXA 0-04a  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.  EXA 0-05a  Working 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. |  |
| 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 |  |
| 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 0-10a  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.  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. |  |
| **Drama** | I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.  EXA 0-12a  Inspired 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 0-14a  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.  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 0-16a  I 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 0-17a  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.  EXA 0-18a  I 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. |  |