

Expressive Arts Cover Paper

Purpose

This paper explains some of the thinking behind the draft experiences and outcomes in expressive arts. The expressive arts include experiences and outcomes in art and design, dance, drama and music. It is intended to support discussion in early years settings, schools and local authorities. It provides questions to support professional reflection and engagement.

Introduction

Learning in, through and about the expressive arts helps children and young people recognise and appreciate their own and others' creative and artistic abilities. The magic, wonder and power of the arts play a vital role in enabling children and young people to enhance their creative talent, appreciation and skills that, in turn, will inform and enrich their working and recreational lives. The expressive arts foster imagination and creativity, and provide opportunities for children and young people to develop a wide range of technical, presentational and performance skills, to think creatively and be proactive and enterprising within meaningful and relevant contexts. A variety of technologies can be drawn on to enhance and develop creative work further and to extend the range of audiences to whom they can present.

By engaging in and reflecting on experiences within the expressive arts, children and young people can recognise and represent their feelings and emotions and those of others.

The expressive arts play a central role in shaping our sense of personal, social and cultural identity. They also play an important role in acknowledging and valuing the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables children and young people to:

- 'express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to the expressive arts and also transferable skills
- 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.'

Building the Curriculum 1

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. It is therefore important that all teachers and educators look for opportunities within their own teaching approaches, through inter-disciplinary projects and studies and through fostering partnerships with professional arts companies, creative adults and cultural organisations. These opportunities can provide rich experiences and, where appropriate, give children and young people the opportunity to experience the energy and excitement of performing for different audiences and of being part of an audience for others.

Connections with other areas of the curriculum

The expressive arts offer unique opportunities for interdisciplinary work across art and design, dance, drama and music and across and beyond other areas of the curriculum. Opportunities for such experiences can be provided through formal, informal, planned and spontaneous tasks. Opportunities to study design through such contexts as architecture, fashion/textile, and jewellery offers, for example, provide scope for collaboration with aspects of technology and social studies.

Children and young people will develop, enhance and apply skills gained in the expressive arts in a very broad range of activities. Role play, organising and participating in whole school events and in community events and outdoor learning all contribute to and reflect learning in the expressive arts. Such activities will promote the experiences and skills of children and young people in areas such as talking, working with others, and personal, social and emotional wellbeing.

Learning and teaching

The expressive arts experiences and outcomes are designed to stimulate interest, promote creativity and innovation and to support staff in planning and delivering challenging, inspirational and enjoyable learning and teaching activities.

They are intended to support teachers and educators in meeting the needs of children and young people through providing a wide range of carefully planned, well-paced learning experiences.

It will be important for teachers and educators to allow time, space and opportunity for spontaneity in activities and experiences.

Within a rich and supportive learning environment, effective and enjoyable practice will draw upon a skilful mix of approaches, including:

- active learning and planned, purposeful play
- problem-solving activities
- opportunities to develop creative thinking
- opportunities to practise presentation skills
- partnerships with professionals and other creative adults
- use of relevant contexts, familiar to young peoples' experiences
- exploring less familiar contexts
- appropriate, effective use of technology
- building on the principles of Assessment is for Learning
- collaborative and independent learning
- making links across the curriculum.

Teachers and educators at all stages should recognise that children and young people will come to the expressive arts with a range of different types and levels of experiences gained within and beyond the life of the school. It is important therefore to plan activities that take into account prior learning, achievement and interests.

Teachers and educators will also be responsible for ensuring those with gifts, talents and interests in one or more of the expressive arts have access to, or can participate in, arts experiences that accelerate, enrich and extend their learning.

The expressive arts draft experiences and outcomes

Drawing on the best of current practice, the experiences and outcomes build on the strengths of previous documents including: A Curriculum Framework for Children 3 to 5, 5–14 Expressive Arts Guidelines; relevant Standard Grade and National Qualifications Arrangements. Attention has been paid to matching with the Scottish Credit and Qualifications Framework (SCQF) expectations and core skills. Outcomes at fourth level broadly equate to SCQF Level 4.

Fourth level experiences and outcomes provide a sound basis for more advanced study, within which there is scope for depth, challenge, enjoyment, personalisation and choice. Establishments should consider how they might design different combinations of experiences and outcomes, both within and between aspects of the expressive arts, to meet the needs and interests of young people who choose to progress beyond third level.

The expressive arts comprise generic and discrete experiences and outcomes. The generic experiences and outcomes suggest possible direction for activities and experiences that are common to all areas of the expressive arts.

The great majority of activities will involve creating and presenting and will be practical and experiential. Evaluating and appreciating will enhance enjoyment and understanding of creating and presenting.

Teachers and educators should look for opportunities to integrate experiences and outcomes from each of these lines of development, as they are interrelated, complementary and interactive and should be considered together when planning for learning.

The expressive arts experiences and outcomes provide children and young people with insights and experiences of Scotland's distinctive cultural identities. They help to develop their knowledge, understanding and appreciation of contemporary and historical arts within their own communities, Scotland and beyond. Furthermore, they provide numerous and diverse opportunities for children and young people to contribute to, reflect on and respond to the arts within their own and other cultures.

Further exemplification and support for staff

Additional guidance will be given to support planning, recording and assessing the outcomes. Where necessary, further explanation or exemplification will be offered to ensure that teachers across the country interpret the statements in a consistent way.

Questions for reflection and response

1. Understanding the outcomes

- How do the outcomes build upon your current practice?
- What knowledge, experiences, capacities, activities, and skills could be developed within the outcomes?
- What learning and teaching activities and approaches do they suggest to you?
- How could the principles of *Curriculum for Excellence* be developed through the outcomes?

2. Progression

- Within each line of development which words, concepts or contexts indicate the progression from one level to the next?
- What are the prior knowledge, experiences and skills which have been developed in earlier outcomes?
- Within a level, can you see opportunities for depth and breadth and for providing rich, challenging experiences for all learners, including those who may progress more slowly through a level?
- How appropriate do you consider the gradient of progression across all the levels to be?
- How do you envisage recording and transferring information about progress in learning?

3. Collaboration

- What opportunities can you identify for integrating the expressive arts with other areas of the curriculum?
- How would you plan to collaborate with colleagues to develop links between expressive arts and other areas of the curriculum?
- In what ways will a leadership role, by yourself and others, be needed to take these outcomes forward?

Annex

The following exemplification of specific language is intended to help educators, parents, children and young people interpret the draft outcomes.

Media	Tools 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.
Moving image media	The equipment, materials and techniques used to create moving images in, for example, video, films and animations, such as cameras and digital editing software.
Form	External three-dimensional outline, appearance or configuration of something that could be, for example, solid, transparent, rigid, flexible.
Creative industry sectors	For example television, video, music, computer game design, publishing.
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.
Theatre arts technology	For example make up, props, lighting and sound equipment used to enhance performances.
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.
Music technology	The use of electronic devices and computer software in music compositions and performance.
Music concepts	Terms that describe particular aspects of music, such as ornament, major key, syncopation.
Dynamics	The varying degrees of loudness and softness in sound.
Timbre	The tone colour or quality of tone which distinguishes one instrument from another.
Pitch	The frequency of a sound.

For arrangement documents for each area, visit www.sqa.org.uk