

All Saints RC Primary School



Expressive Arts

All Saints Roman Catholic Primary School Expressive Arts Curriculum 2023

Overview:

This curriculum has been designed with flexibility in mind. The five disciplines (**music, art, drama, dance, film, and digital media**) have not been explicitly prescribed for specific academic periods to ensure practitioners have the freedom to choose learning experiences that are based on current or relevant topics, themes, and concepts.

It is important to note that whichever discipline has been chosen, they must all follow the creative process of **exploring, responding, and creating** work based on a given stimulus. Learners must have opportunities to explore all disciplines in their own learning environments; provision from any outside agency must be viewed as supplemental.

For convenience, progression has been broadly categorised into the following year groups:

Progression Step 1 – Nursery, Reception and Year 1

Progression Step 2 – Year 2, Year 3, and Year 4

Progression Step 3 – Year 5 and Year 6

Progression Step 1

WMS1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

***DoL:** I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools, and technologies.*

Nursery	Reception	Year 1
<ul style="list-style-type: none"> • Explore and develop basic forms of expression through various mediums and forms which demonstrate basic emotions and feelings. • Begin to develop an awareness of how technology can be used to support the creative process. 	<ul style="list-style-type: none"> • Explore and develop forms of expression, with increasing control, through a range of mediums and forms which demonstrate emotions & feelings. • Use a variety of ICT equipment with support to create creative pieces through 	<ul style="list-style-type: none"> • Begin to explore the work of other artists and experiment with similar techniques observed within their own work, conveying emotions and feelings. • Use a variety of ICT packages with growing independence to create artistic pieces.

<ul style="list-style-type: none"> • Begin to develop an awareness of safety when using a range of tools and processes. 	<p>using simple art packages and basic technological media.</p> <ul style="list-style-type: none"> • Safely use a growing set of tools with support. 	<ul style="list-style-type: none"> • Safely use a growing set of tools.
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DoL: *I can ask questions to discover how creative work is made.*

Nursery	Reception	Year 1
<ul style="list-style-type: none"> • Begin to talk about, using basic vocabulary, pieces of creative work explored in the classroom. • Begin to make simple observations about pieces explored. • Explore, with support, various given pieces asking basic questions; who created this? How was it created? How could we make this? 	<ul style="list-style-type: none"> • Talk about pieces of creative work with increasing vocabulary, exploring likes and dislikes in relation to feelings and emotions in simple terms. • Begin to question how creative work is made including who, what, why, when, and how. 	<ul style="list-style-type: none"> • Be able to describe the creative works of others, giving their thoughts/opinions on creative pieces. • Begin to ask their own simple questions to discover how creative work is made using simple research.

DoL: *I am beginning to explore ideas, feelings, and moods in a variety of creative work.*

Nursery	Reception	Year 1
<ul style="list-style-type: none"> • Be provided with some simple examples of expressive pieces which convey basic emotions/moods. 	<ul style="list-style-type: none"> • Explore simple examples of expressive pieces which explore an increasing range of emotions/moods. 	<ul style="list-style-type: none"> • Explore simple examples of expressive pieces which explore a range of emotions/moods.

Progression Step 1

WMS2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

DoL: *I can listen to and respond to views about my own creative work and that of others.*

Nursery	Reception	Year 1
<ul style="list-style-type: none"> • Respond, in simple forms, to a range of stimuli provided including through movement and medium. • Talk about likes and dislikes in simple terms: <ul style="list-style-type: none"> ○ I like this... ○ I don't like this... 	<ul style="list-style-type: none"> • Respond, in a range of forms, to different stimuli provided including through movement and medium. • Communicate ideas about their creative work. • Reflect on their own and others work asking "what I did well". 	<ul style="list-style-type: none"> • Respond to a range of stimuli provided including through movement and medium. • Begin to evaluate creative pieces highlighting strengths and weaknesses through simple vocabulary: <ul style="list-style-type: none"> ○ What I liked was... ○ What I felt could be better... ○ Next time I would...

DoL: *I am beginning to compare my own creative work to the creative work of others.*

Nursery	Reception	Year 1
<ul style="list-style-type: none"> • Begin to explore existing stimuli of expressive pieces, as created by various artists (including Dance and Drama). 	<ul style="list-style-type: none"> • Using simple terms, compare own work with that of others; which piece is your favourite? Which is most like yours? 	<ul style="list-style-type: none"> • Compare, with support own work with that of others; which piece is your favourite? How is it similar/different to yours?

DoL: *I am beginning to talk about my moods and emotions and use these to impact upon my creative work.*

Nursery	Reception	Year 1
<ul style="list-style-type: none"> • Use resources/equipment to explore and convey basic feelings and emotions. 	<ul style="list-style-type: none"> • Use an increasing range of media to explore and convey likes and dislikes, and, with support, talk about how these make children feel. 	<ul style="list-style-type: none"> • Use various media with some independence, to explore and convey simple likes and dislikes and talk about how these make children feel.

Progression Step 1

WMS3: Creating combines skills and knowledge, drawing on the senses, inspiration, and imagination.

DoL: *I can communicate my ideas, feelings, and memories in my creative work.*

Nursery	Reception	Year 1
<ul style="list-style-type: none">Engage in unstructured opportunities to explore and experiment with simple creative processes and forms of expression (e.g., Role play, creative areas).	<ul style="list-style-type: none">Through structured and unstructured opportunities, explore and experiment with simple creative processes and forms of expression (e.g., Role play, creative areas).	<ul style="list-style-type: none">Through arrange of contexts (both structured and unstructured) and opportunities, explore and experiment with creative processes and forms of expression.

DoL: *I can imitate established artistic techniques in the creation of my own work.*

Nursery	Reception	Year 1
<ul style="list-style-type: none">With adult guidance, experiment using simple techniques used by professionals in their field, within their own work.	<ul style="list-style-type: none">With support, experiment using techniques used by professionals in their field, within their own work.	<ul style="list-style-type: none">With little support, experiment using techniques used by professionals in their field, within their own work.

DoL: *I am beginning to design my own creative work.*

Nursery	Reception	Year 1
<ul style="list-style-type: none">Create basic ideas that form the basis of creative pieces, with adult guidance.	<ul style="list-style-type: none">Create simple ideas, that form the basis of creative pieces, with support.	<ul style="list-style-type: none">With increasing independence, create ideas, that form the basis of creative pieces.

DoL: *I can share my creative work.*

Nursery	Reception	Year 1
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<ul style="list-style-type: none"> • Pupils are beginning to understand that they can share their work both physically and digitally. 	<ul style="list-style-type: none"> • With support, Pupils are beginning to share their work both physically and digitally. 	<ul style="list-style-type: none"> • With developing independence Pupils can share their work both physically and digitally.
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DoL: *I am beginning to use creative materials safely with guidance and direction.*

Nursery	Reception	Year 1
<ul style="list-style-type: none"> • Through adult supervision, use appropriate additional resources/equipment safely with help from an adult. 	<ul style="list-style-type: none"> • With support, use appropriate additional resources/equipment safely. 	<ul style="list-style-type: none"> • With little support, use appropriate additional resources/equipment safely.

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It is important to note that whichever discipline has been chosen, they must all follow the creative process of **exploring, responding, and creating** work based on a given stimulus. Learners must have opportunities to explore all disciplines in their own learning environments; provision from any outside agency must be viewed as supplemental.

For convenience, progression has been broadly categorised into the following year groups:

Progression Step 1 – Nursery, Reception and Year 1

Progression Step 2 – Year 2, Year 3, and Year 4

Progression Step 3 – Year 5 and Year 6

Progression Step 2

WMS1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

DoL: *I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools, and technologies.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • Explore the works of other artists and select simple techniques identified from the artist, within their own work. • Use a variety of ICT resources/packages independently to create artistic pieces. • Safely use an increased range of artistic tools, beginning to identify risks with support. 	<ul style="list-style-type: none"> • Explore the works of other artists and use, with growing confidence, techniques identified within their own work. • Use appropriate ICT resources/packages independently to create artistic pieces. • Safely use an increasing range of artistic tools, identifying risks with some support. 	<ul style="list-style-type: none"> • Explore the works of other artists and use, with confidence, techniques identified within their own work. • Use appropriate ICT resources/packages independently to create and enhance their artistic pieces. • Safely use an increasing range of artistic tools, identifying risks with little support,

		and begin to identify some simple measures that can overcome these risks.
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DoL: *I can explore how and why creative work is made by asking questions and developing my own answers.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • With some support, explore the work of other artists and develop their own simple questions about creative pieces. • With support, discover how creative work is made using research techniques. 	<ul style="list-style-type: none"> • Begin to explore the work of other artists and develop their own questions about creative pieces. • With increasing independence, experiment to discover how creative work is made using simple research techniques. 	<ul style="list-style-type: none"> • Explore the work of other artists and develop their own questions about creative pieces. • Simply experiment to discover how creative work is made using their own research techniques.

DoL: *I can explore and describe how artists and creative work communicate mood, feelings, and ideas.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • Explore simple ideas, feelings, and moods in their own creative work. 	<ul style="list-style-type: none"> • Explore an increasing range of ideas, feelings, and moods in their own creative work, beginning to describe in simple terms how these have been achieved. 	<ul style="list-style-type: none"> • Explore a range of ideas, feelings, and moods in their own creative work, describing how these have been achieved.

Progression Step 2

WMS2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

DoL: *I can give and accept feedback as both artist and audience.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • Respond to a range of stimuli provided including through movement and medium. • Evaluate creative pieces with increasing independence, both as an artist and audience member. 	<ul style="list-style-type: none"> • Respond to a range of stimuli provided including through movement and medium. • Evaluate creative pieces with independence, both as an artist and audience member. 	<ul style="list-style-type: none"> • Respond to a range of stimuli provided including through movement and medium. • Evaluate creative pieces with independence, both as an artist and audience member and, with increasing

		detail, begin to offer some simple improvements/ways forward.
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DoL: *I can compare my own creative work to creative work by other people and from other places and times.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • With some support, compare own work with that of others: <ul style="list-style-type: none"> ○ Which piece is your favourite? ○ How is it similar/different to yours? • Begin to explore creative pieces from different cultures/countries, identifying some basic differences. 	<ul style="list-style-type: none"> • With increasing independence, compare own work with that of others: <ul style="list-style-type: none"> ○ Which piece is your favourite? ○ How is it similar/different to yours? • Explore creative pieces from different cultures/countries, and periods of time, identifying some differences. 	<ul style="list-style-type: none"> • With independence, compare own work with that of others: <ul style="list-style-type: none"> ○ Which piece is your favourite? ○ What makes is like your own work? ○ How is different to yours? • Explore an increasing range of creative pieces from different cultures/countries, and periods of time, identifying simple differences and similarities.

DoL: *I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • Use an increasing range of media with growing independence, to explore and convey basic feelings emotions, as a basis for creative work. • With support, begin to explore the purposes and emotions behind the creative work of others. 	<ul style="list-style-type: none"> • Use an increasing range of media with increased independence, to explore and convey feelings emotions, as a basis for creative work. • With growing confidence behind the creative work of others. 	<ul style="list-style-type: none"> • Use an increasing range of media with independence, to explore and convey feelings emotions, as a basis for creative work. • Explore the purposes and emotions behind the creative work of others.

Progression Step 2

WMS3: Creating combines skills and knowledge, drawing on the senses, inspiration, and imagination.

DoL: *I can communicate ideas, feelings, and memories for an audience and for purposes and outcomes in my creative work.*

Year 2	Year 3	Year 4
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<ul style="list-style-type: none"> • Through arrange of contexts and opportunities, explore and experiment with creative processes and forms of expression to communicate ideas. • Begin to perform and present in front of peers. • With support, choose the most appropriate technique for sharing creative work 	<ul style="list-style-type: none"> • Through arrange of contexts and opportunities, explore and experiment with creative processes and forms of expression to communicate ideas & feelings. • Begin to perform and present in front of small groups. • With increasing independence, choose the most appropriate technique for sharing creative work 	<ul style="list-style-type: none"> • Through arrange of contexts and opportunities, explore and experiment with creative processes and forms of expression to communicate ideas, feelings & memories. • Begin to perform and present in front of increasing groups including external audiences. • With independence, choose from a range of techniques for sharing creative work, according to outcome.
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DoL: *I am beginning to apply techniques in my creative work with guidance and direction.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • With some support, experiment using techniques used by professionals in their field, within their own work. • Begin to develop their level of challenge in selecting techniques to include in creative work. 	<ul style="list-style-type: none"> • With growing independence, experiment using techniques used by professionals in their field, within their own pieces. • Begin to increase the level of challenge in selecting techniques to include in creative work. 	<ul style="list-style-type: none"> • With some confidence, identify and experiment using techniques used by professionals in their field, within their own pieces. • Vary the levels of difficulty when selecting techniques to include in creative work.

DoL: *I can create my own designs and work collaboratively with others to develop creative ideas.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • With growing confidence, select ideas to form the basis of creative pieces. • Work with a partner in establish creative pieces collaboratively, beginning to develop some awareness of compromise and adaptation. 	<ul style="list-style-type: none"> • With some confidence, select ideas to form the basis of creative pieces. • Work within a small grouping to establish creative pieces collaboratively, developing an awareness of compromise. 	<ul style="list-style-type: none"> • Confidently select ideas to form the basis of creative pieces, sometimes beginning to use the abstract. • Work as a group to establish creative pieces collaboratively, developing an awareness of compromise and adaptation of ideas.

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DoL: *I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • With growing independence, pupils can share their work both physically and digitally and, with support, begin to consider the audience. • Be provided with a range of stimuli to form the basis of creative work. • Be provided with an opportunity to showcase and exhibit work to a given audience. 	<ul style="list-style-type: none"> • With independence, pupils can share their work both physically and digitally, considering the audience. • Be provided with an increasing range of stimuli to form the basis of creative work. • Be provided with an opportunity to showcase and exhibit work to a given audience. 	<ul style="list-style-type: none"> • Confidently share their work both physically and digitally, considering the audience and purpose of task. • Be provided with a wide range of stimuli and experience to form the basis of creative work. • Be provided with an opportunity to showcase and exhibit work to a given audience., for a range of purposes.

DoL: *I am beginning to demonstrate resilience and flexibility in approaching creative challenges.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • With support, Pupils make alterations and adapt their way of working because of the creative process. • With encouragement, Pupils refine and alter creative work to promote their flexibility. 	<ul style="list-style-type: none"> • With increasing independence, Pupils make alterations and adapt their way of working because of the creative process. • With increasing confidence, Pupils refine and alter their creative work to promote their flexibility. • Pupils are developing their resilience in approaching creative work. 	<ul style="list-style-type: none"> • Pupils independently make alterations and adapt their way of working because of the creative process. • With confidence, Pupils begin to refine and alter their creative work to promote their flexibility of approach. • Pupils are developing their resilience in approaching their creative work, applying new processes or techniques within their work.

DoL: *I can use creative materials safely and with some control under supervision.*

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • With increasing independence, use appropriate additional resources/equipment safely. 	<ul style="list-style-type: none"> • With independence, use appropriate additional resources/equipment safely. • Begin to identify basic risks when using equipment. 	<ul style="list-style-type: none"> • With confidence, use appropriate additional resources/equipment safely. • Identify some risks when using selected equipment and begin to identify some measure that can reduce this.

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Progression Step 3

WMS1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

DoL: *I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools, and technologies showing innovation and resilience.*

Year 5	Year 6
<ul style="list-style-type: none"> • Explore the works of other artists and confidently use, with increasing control, techniques identified within their own creative work, adapting these to fit their work. • Be able to identify any unexpected elements to their creative work, making simple adjustments as necessary. • Use a wide range of ICT resources/packages independently to create and enhance their artistic pieces. • Safely use a range of artistic tools, identifying risks, and identifying simple measures that can overcome these risks. 	<ul style="list-style-type: none"> • Explore the works of other artists and use, with confidence and control, techniques identified within their own creative work. • Adapt similar artistic styles to meet their own needs and to apply these in meeting the purpose of their piece. • Be able to identify any unexpected elements to their creative work, refining as necessary. • Select appropriate ICT resources/packages independently to create and enhance their artistic pieces. • Safely use a range of artistic tools, identifying risks, and identifying measures that can overcome these risks.

DoL: *I can explore the effects that a range of creative techniques, materials, processes, resources, tools, and technologies have on my own and others' creative work.*

Year 5	Year 6
<ul style="list-style-type: none"> • Explore the work of own and other artists and develop their own questions about creative pieces. • Use simple techniques for varying effects within creative work. • Experiment to discover how creative work is made using their own research techniques. 	<ul style="list-style-type: none"> • Explore the work of own and other artists and develop their own questions about creative pieces. • Use various techniques for varying effects within creative work. • Experiment to discover how creative work is made using their own research techniques.

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DoL: *I can explore how creative work can represent, document, share and celebrate personal, social, and cultural identities.*

Year 5	Year 6
<ul style="list-style-type: none"> • Explore a wider range of ideas, feelings, and moods in their own creative work, describing how these have been achieved. • Explore a range of creative pieces from various cultures and identify how these differ from own culture. • Begin to understand the impact of society on creative work. 	<ul style="list-style-type: none"> • Explore a wide range of ideas, feelings, and moods in their own creative work, describing how these have been achieved. • Explore a range of creative pieces from various cultures and identify how these differ from own and others' cultures. • Understand the impact of society on creative work, including the use of metaphorical work in creative pieces.

DoL: *I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.*

Year 5	Year 6
<ul style="list-style-type: none"> • Explore a wide range of ideas, feelings, and moods in their own creative work, describing how these have been achieved. • Begin to understand the impact that creative pieces have on an audience's feelings/thoughts. 	<ul style="list-style-type: none"> • Respond to a range of stimuli provided including through movement and medium. • Evaluate creative pieces with independence, both as an artist and audience member, and offer improvements/ways forward according to purpose of task. • Make adaptations to creative pieces because of feedback given, including changing elements or removing elements completely. • Carry out their own evaluations of their final piece.

Progression Step 3

WMS2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

DoL: *I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.*

Year 5	Year 6
<ul style="list-style-type: none"> • Respond to a range of stimuli provided including through movement and medium. • Evaluate creative pieces with independence, both as an artist and audience member, and offer improvements/ways forward according to purpose of task. • Make simple adaptations to creative pieces because of feedback given. • Carry out their own evaluations of their final piece. 	<ul style="list-style-type: none"> • Respond to a range of stimuli provided including through movement and medium. • Evaluate creative pieces with independence, both as an artist and audience member, and offer improvements/ways forward according to purpose of task. • Make adaptations to creative pieces because of feedback given, including changing elements or removing elements completely. • Carry out their own evaluations of their final piece.

DoL: *I can apply knowledge and understanding of context and make connections between my own creative work and creative work by other people and from other places and times.*

Year 5	Year 6
<ul style="list-style-type: none"> • With independence, compare own work with that of others. • Explore a range of creative pieces from different cultures/countries, and periods of time, identifying some differences and similarities. • Respond to a range of creative contexts as a basis for creative pieces. 	<ul style="list-style-type: none"> • With independence, compare own work with that of others. • Explore a wide range of creative pieces from different cultures/countries, and periods of time, identifying differences and similarities. • Select a creative context for their creative work appropriate to the task.

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DoL: *I can reflect upon how artists have achieved effects or communicated moods, emotions, and ideas in their work.*

Year 5	Year 6
<ul style="list-style-type: none"> • Explore the purposes and emotions behind the creative work of others. • Begin to reflect on how an artist uses creative processes to convey emotions/feelings/moods within their pieces. 	<ul style="list-style-type: none"> • Explore the purposes and emotions behind the creative work of others. • Reflect on how an artist uses creative processes to convey emotions/feelings/moods within their pieces. • Reflect on how they can relate to a creative piece explored.

Progression Step 3

WMS3: Creating combines skills and knowledge, drawing on the senses, inspiration, and imagination.

DoL: *I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes, and outcomes.*

Year 5	Year 6
<ul style="list-style-type: none"> • Utilise a range of resources to explore and develop creative work, including planning for creative pieces. • Begin to consider the impact of creative work on the audience and adapt to meet the purpose. • Use previous knowledge and experience to create creative pieces. • Create pieces for a range of outcomes/purposes. 	<ul style="list-style-type: none"> • Utilise a wide range of different resources to explore and develop creative work, including planning for complex creative pieces. • Consider the impact of creative work on the audience and adapt to meet the purpose, including the use of abstract approaches. • Use previous knowledge and experience to create creative pieces.

	<ul style="list-style-type: none"> • Create pieces for a range of outcomes/purposes, including those with metaphorical meanings.
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DoL: *I can draw upon my familiarity with a range of discipline- specific techniques in my creative work.*

Year 5	Year 6
<ul style="list-style-type: none"> • With confidence, identify and experiment using techniques used by professionals in their field, within their own pieces. • Begin to consider the context specific styles in their approach to creative work. 	<ul style="list-style-type: none"> • Be able to identify and experiment using techniques observed and used by professionals in their field, within their own creative pieces. • Consider the context specific styles in their approach to creative work, using their familiarity of various expressive disciplines.

DoL: *I can draw upon my design knowledge and make connections with greater independence to modify and develop my creative designs.*

Year 5	Year 6
<ul style="list-style-type: none"> • Confidently select ideas to form the basis of creative pieces, sometimes considering the abstract. • Begin to make connections between their own creative work and the world around them, considering how various topics can be promoted through their creative work. 	<ul style="list-style-type: none"> • Confidently select ideas to form the basis of creative pieces, at times including the abstract. • Make connections between their own creative work and the world around them, considering how various topics/issues can be promoted through their creative work.

DoL: *I can perform, produce, design, exhibit and share my creative work in formal and non- formal contexts, considering the impact of my creative work on the audience.*

Year 5	Year 6
<ul style="list-style-type: none"> • Confidently share their work both physically and digitally, considering the 	<ul style="list-style-type: none"> • Confidently share their work both physically and digitally, considering the

<p>audience and purpose of task, including formal contexts.</p> <ul style="list-style-type: none"> • Be provided with an opportunity to showcase and exhibit work to a given audience, for an increasing range of purposes. 	<p>audience and purpose of task, including both informal and formal contexts.</p> <ul style="list-style-type: none"> • Be provided with an opportunity to showcase and exhibit work to a given audience, for a wide range of purposes and contexts, considering impact on audience.
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DoL: *I can identify and respond creatively to challenges with resilience and flexibility.*

Year 5	Year 6
<ul style="list-style-type: none"> • Pupils independently make alterations and adapt their way of working because of the creative process. • Pupils can refine and alter their creative work to promote their flexibility of approach. • Pupils are more resilient in approaching their creative work, applying new processes or techniques within their work. 	<ul style="list-style-type: none"> • Pupils independently and purposefully make alterations and adapt their way of working because of the creative process. • Pupils can refine and alter their creative work to promote their flexibility of approach. • Pupils are resilient in approaching their creative work, applying new processes or techniques within their work.

DoL: *I can safely choose and use the correct creative tools and materials with some consideration for others.*

Year 5	Year 6
<ul style="list-style-type: none"> • Confidently choose and use appropriate additional resources/equipment safely to create pieces. • Identify risks when using selected equipment and identify some measure that can reduce this. 	<ul style="list-style-type: none"> • Confidently choose and use appropriate additional resources/equipment safely to create pieces. • Identify risks when using selected equipment and identify some measure that can reduce this.

- Begin to consider impact on others when applying various approaches to creative work.

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