

Intentions of the day:

- To become familiar with the Expressive Arts AoLE and components to include;

Statements of what matters

Descriptions of learning

Progression steps

- To unpick the language/terminology used
- To develop understanding of the language used and how this fits to our subject area and across expressive arts as a whole
- To experience planning within an AoLE

AREA OF LEARNING AND EXPERIENCE

Expressive Arts

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.

Contents

1. Introduction
2. Statements of what matters
3. Principles of progression
4. Descriptions of learning
5. Designing your curriculum

4. Descriptions of learning

Descriptions of learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. [Learn more about descriptions of learning.](#)

Expand all ▾ Close all ▴

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- **Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.**
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- **Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.**
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- **Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.**

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Statements of what matters
Expressive Arts: Statements of
what matters - Hwb (gov.wales)

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

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

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Responding within the *expressive arts* engages the emotions and the intellect. Response may be a simple sensory reaction to artistic stimulus or a critical analysis of *creative work*. The ability to reflect is deepened as learners increase their knowledge and understanding of how and why creative work is developed and produced.

Adopting the skills and critical vocabulary encountered in this Area can equip learners to consider creative work in a range of media, *forms*, *genres* and *styles*.

Learning the important skills of refinement and analysis can contribute to their creative development. Learners' resilience can also be developed when they are encouraged to identify how they can improve their work and respond to feedback from others.

The act of responding encouraged by engagement in this Area challenges learners to reflect on the effectiveness of their own work and that of others, including the work of diverse *artists* from Wales and beyond.

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

Exploring this Area, both through their own *creative work* and other people's, engages learners with *genres*, *techniques*, tools, materials and practices and enables them to become curious and creative individuals.

By exploring forms and disciplines in the *expressive arts*, whether through experimentation, play or formal research and inquiry, learners can develop an understanding of how the expressive arts communicate through visual, physical, verbal, musical and technological means. This exploration can also progress their understanding of how the expressive arts shape ideas and feelings. It can encourage them to develop their imagination and draw upon their own experiences, skills and talents to become creative artists themselves.

The expressive arts are also a powerful medium through which learners can explore Wales and its unique and diverse traditions, history and cultures. They can provide opportunities for learners to explore their own cultural heritage and that of other people, places and times, and through this discover how the expressive arts can be used to shape and express personal, social and cultural identities. Learners will be exposed to and explore work from diverse cultures and societies and learn about these influences, histories and impact. Learners can also explore how the expressive arts can be used to question and challenge viewpoints and be a force for personal and societal change.

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

By engaging with this Area, learners will be given opportunities to be innovative and bold, to create individual work and to develop their own identity as *artists* in Wales. This learning and experience can foster resilience and flexibility to overcome challenges.

Creating in the expressive arts embraces a range of activities including planning, drafting, designing, making, choreographing, shaping, composing and editing. Creating requires learners to develop and demonstrate control of a range of skills and an application of knowledge.

During the *creative process* learners communicate through a variety of art *forms* or disciplines. Communication includes performing, presenting, sharing, exhibiting and producing with consideration of the audience.

In this Area, learners' engagement with the creative process can enable them to recognise opportunities to transform their ideas safely and ethically into work which has cultural and commercial value, and to use their creative skills to realise ambitions.

4. Descriptions of learning

Descriptions of learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. [Learn more about descriptions of learning.](#)

Expand all ▾ Close all ▲

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When planning a SOW within the Expressive Arts AoLE you will refer to the progression steps outlined on HWB

The progression steps need to be addressed in terms of learning as opposed to activities

We recommend you plan activities after planning for progression steps

Progression step 1	Progression step 2	Progression step 3
I can communicate my ideas, feelings and memories in my creative work.	I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.	I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.
I can imitate established artistic techniques in the creation of my own work.	I am beginning to apply techniques in my creative work with guidance and direction.	I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.
I am beginning to design my own creative work.	I can create my own designs and work collaboratively with others to develop creative ideas.	I can draw upon my design knowledge and make connections with greater independence to modify and develop my creative designs.
I can share my creative work.	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.	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.
	I am beginning to demonstrate resilience and flexibility in approaching creative challenges.	I can identify and respond creatively to challenges with resilience and flexibility.
I am beginning to use creative materials safely with guidance and direction.	I can use creative materials safely and with some control under supervision.	I can safely choose and use the correct creative tools and materials with some consideration for others.

➤ **Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.**

I can recognise different atmosphere within works



I can express myself through the arts and spoken language to communicate atmosphere.

Re-affirm/recognise techniques

Key vocabulary to discuss techniques of genre

Linking feelings, responses and experiences using vocabulary to identify how it makes them feel

Develop a range of expressive skills to demonstrate atmosphere

An ability to compare and contrast works and clearly and effectively communicate

Activities Differentiation AfL Creativity

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



Progression step 3

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.

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](#).

I can explore how creative work can [represent](#), document, share and celebrate personal, social and cultural identities.

I can explore and describe how artists and [creative work](#) communicate mood, feelings and ideas and the impact they have on an audience.

Progression step 4

I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.

I can explore creative work, understanding the personal, social, cultural and historical context, including the [conventions](#) of the period in which it was created.

I can investigate and understand how meaning is communicated through the ideas of other artists and performers.

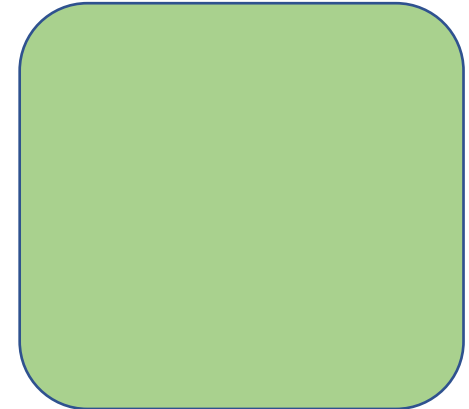
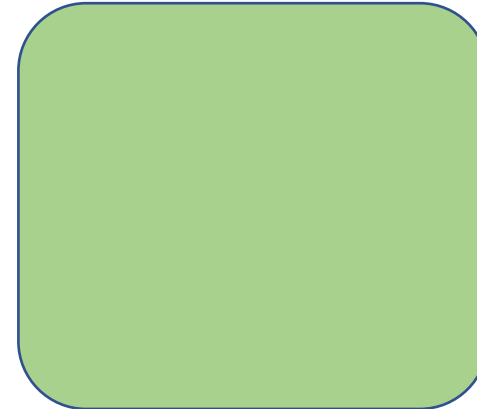
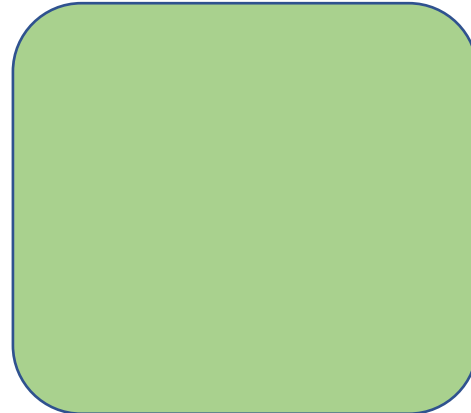
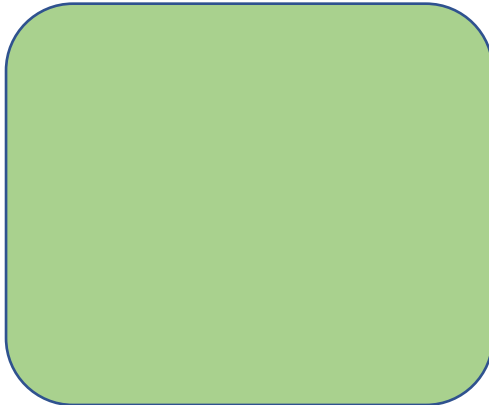
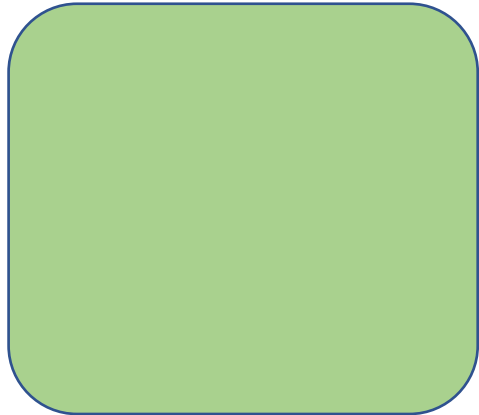
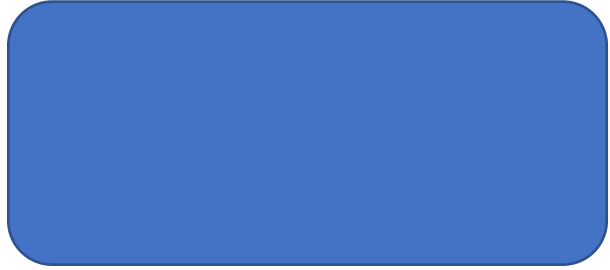
Progression step 5

I can explore and experiment with my own creative ideas and those of others, demonstrating technical control, innovation, independent thinking and originality, showing confidence to take risks and developing resilience in order to overcome creative challenges.

I can investigate and analyse how creative work is used to represent and celebrate personal, social and cultural identities.

I can independently research the purpose and meaning of a wide range of creative work and consider how they can impact on different audiences.

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



Activities Differentiation AfL Creativity

Potential sequence of activities

