Progression Step 1		
Knowledge and Skills	**Vocabulary**	**Experiences and Characteristics**
Use a growing range of resources Share their ideas on what they want to create Begin to make your own decisions Shares their creative work Begin to use familiar technology safely with guidance **Techniques in Art** Attempts to use art resources with a simple technique shown to them Creates own artwork using basic techniques **Techniques in Drama** Begins to imitate simple drama techniques, facial expressions, voices and body actions. Roleplays a selection of situations with peers, taking on different roles and can carry on a short roleplay situation making it up as they go along **Techniques in Music** Uses simple musical and rhythmic phrases Attempts to copy the movements used to create sound **Techniques in Dance** Repeat a short pattern of movements Combine two movements using different parts of the body. **Techniques in Digital Media** Uses digital media to create simple videos that represent an idea, feeling or memory To playback your own video	Materials **Art** Line Size Shape Colour Mix **Drama** Role play character Costume **Dance** Move Direction **Digital Media** Zoom Play Pause Animation	**Essential:** To be part of a school performance To have access to a range of essential tools and resources **Entitlement:** To have access to a role play area School visit from a local artist/dance company/theatre company/musicians **Enrichment:** To have an offsite visit that enhances expressive arts.

Progression Step 2		
Knowledge and Skills	**Vocabulary**	**Experiences and Characteristics**
Use familiar range of materials and resources Communicates ideas, feelings and memories for an audience Design, plan and create an idea with a group that is fit for purpose Recognise that ideas might need to be refined, adapted and improved. Begin to use familiar technology safely **Techniques in Art** Create our own artwork in the style of an artist Create using different materials and media e.g. paint, collage, 3D, outdoors, printing **Techniques in Drama** Begin to use techniques such as facial expression, gestures Create a short drama scene with others **Techniques in Music** Maintain a rhythm Sing with increasing control of breathing, pitch and duration and an awareness of audience **Techniques in Dance** Use a range of body movements Create a short sequence of movements that link actions **Techniques in Digital Media** Use animation to complete a storyboard Using a range of technology with guidance e.g. zoom function	Materials Create Design Tools **Art** Line Tone Colour – Primary colours, Secondary colour Texture Shape Light/Dark Warm/Cool 3D/2D **Drama** Mime Character Facial Expressions Movements Role Play Perform **Music** Rhythm Pace Dynamics	**Essential** To be part of a school performance To have access to range of different materials, tools and resources. **Entitlement** To have access to a role play area School visit from a local artist/dance company/theatre company/musicians **Enrichment** To have an offsite visit that enhances expressive arts.

	Pitch Silence **Dance** Rhythm Speed Level Shape Direction Control Direction	

Progression Step 3		
Knowledge and Skills	**Vocabulary**	**Experiences and Characteristics**
Create work for a range of audiences that demonstrates an awareness of audience Explore effects of different Techniques & processes Decision making - using techniques to develop ideas Choose the correct medium, tools and materials Identify the mood, emotion and idea Plan using knowledge and skills and understanding using specific techniques Analyse ideas to refine, adapt and improve. Using new technologies with guidance. **Techniques in Art:** Understand and create a colour wheel Use of tone in a tonal ladder Use of form by creation of 2D and 3D shapes Use of perspective **Techniques in Drama:** Devise and *develop character* in response to a variety of stimuli Use drama skills to explore and create Develop physical and vocal skills **Techniques in Music:** Collaborate in order to choose, organise and control sound to create an original composition	Audience Technique Medium Tools Materials Collaboration Designing Perform Produce Exhibit **Drama** Improvisation Characterisation Mime Role Play **Music** Composing Performing Pitch Tempo Dynamics Texture Duration **Art** Tone	**Essential:** Opportunity to collaborate and work independently **Entitlement:** Having an offsite expressive arts experience Opportunity to access a role play **Enrichment:** To take part in a live performance, possibly offsite.

	Mark Making Perspective Colour – Primary colour, secondary colour, tertiary colour Proportion **DCF** Online Portfolio	

THREAD: Create   **AoLE: Expressive Arts**

Progression Step 4		
Knowledge and Skills	**Vocabulary**	**Experiences and Characteristics**
Creating work that shows an increasing awareness of specialised technical skills. Innovation, independent thinking and originality in relation to different techniques & processes Explore and experiment with a wide variety of medium, tools and materials, and evaluate the most effective and appropriate. Experiment independently with mood, emotion and idea Draw upon knowledge and experience to overcome challenges. Using new technologies independently to share and evaluate their own work. **Techniques in Art:** Show understanding of an Artists/movements in context of the work they are creating. Evaluate their own work and the work of their peers to improve their understanding and refinement of ideas, through critique/debates Exploring ideas through a range of media including 3D, animation and Photography. **Techniques in Drama:** Show an understanding of personal, cultural and historical context in response to a variety of stimuli. Use drama skills to explore and create in an increasingly complex and innovative way. Explore character through script work. Evaluate their own work and others, with a view to developing and refining. **Techniques in Music** Be able to **independently** choose, manipulate and control sound to create an original composition **showing awareness of artistic intent and audience**. Structure a piece in a recognised form using appropriate instrumental and vocal timbres	**Drama** Still image Thought-tracking Narration Direct address Monologue **Music** Rhythm Accompaniment Melody Chord/Broken chord Triad Tonality (e.g. Major/Minor/Blues/Pentatonic/Scale) Time signatures Primary chords Style **Art** 2-point perspective Vanishing Point Grid up Exhibition Futurism Photomontage Continuous line Stencil Critique	**Essential:** Opportunity to: - collaborate & create, - Rehearse and refine - Perform or display - Virtual portfolio **Entitlement:** To experience a live performance **Enrichment:** To take part in a live performance, possibly offsite. Gallery/museum visit to enhance learning. Showcase evening

Use a variety of textures, e.g. solo and accompaniment and styles, e.g. folk, blues. Know how to choose appropriately and use a variety of online apps to create music. Have an awareness of various forms of music notation.	Force perspective Sun print Cyanotype Cliché Verre Photo joiner Mixed media Studio Lighting Green screen Cubism **DCF** Notation software DAW – Digital Audio Workstation Appropriate file format and size Use of Adobe CC Accessible Web-Based apps.	