



ED PSYCH 4 KIDS
Help Through Understanding

EDUCATIONAL PSYCHOLOGIST

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EXPRESSIVE ARTS CHECKLIST

Adapted from Scotland's Curriculum for Excellence: Expressive Arts

Please highlight all sections that relate to your child or the child you teach.

PARTICIPATION AND PERFORMANCE

Primary

- ☐ Has been part of an audience watching others perform
- ☐ Has presented or performed in front of their class
- ☐ Has presented or performed in front of an audience

Secondary

- ☐ Has contributed to a public presentation or performance
- ☐ Has presented or performed for different audiences

ART AND DESIGN

Ages 3-7

- ☐ Chooses and explores materials to create images and objects
- ☐ Communicates ideas, thoughts and feelings through art and design
- ☐ Uses curiosity and imagination to solve design problems
- ☐ Observes and records experiences visually

Ages 8-10

- ☐ Chooses and explores media and technologies to create images and objects
- ☐ Creates and presents visual work using line, shape, form, colour, tone, pattern and texture
- ☐ Observes and records experiences visually to create images and objects
- ☐ Uses exploration and imagination to solve design problems related to real-life situations
- ☐ Can share thoughts and feelings about work of artists and designers

Ages 11-13

- ☐ Compares and combines media and technologies when creating images and objects
- ☐ Starting to use and combine materials and concepts to convey ideas, thoughts and feelings
- ☐ Creates images and objects showing detail
- ☐ Presents at least one solution to a design problem
- ☐ Can give constructive comments about others' work
- ☐ Can accept constructive comments about own work

Ages 14-16

- ☐ Understands the properties of media and technologies for creating different images and objects
- ☐ Uses and combines materials and concepts to convey ideas, thoughts and feelings
- ☐ Observes and accurately records or represents experiences visually
- ☐ Handles a range of media and technologies with control to create different images and objects
- ☐ Applies media and techniques appropriately for specific tasks
- ☐ Uses materials and concepts to express qualities and relationships
- ☐ Uses skills and creativity to generate original ideas in expressive and design work
- ☐ Applies observation and recording skills in other areas of the curriculum
- ☐ Can develop and communicate imaginative solutions in response to a design brief
- ☐ Can express and communicate personally chosen themes and ideas through 2D and 3D work
- ☐ Can analyse art and design techniques, processes and concepts
- ☐ Can make informed judgements and express considered opinions on own and others' work

DANCE

Ages 3-7

- ☐ Explores ways to move rhythmically, expressively and playfully
- ☐ Participates in dance experiences

Ages 8-10

- ☐ Safely creates short dance sequences using travel, turn, jump, gesture, pause and fall
- ☐ Practises features of dance
- ☐ Performs steps and short formations
- ☐ Discusses thoughts and feelings responding to dance experiences

Ages 11-13

- ☐ Explores and chooses movements to create dance
- ☐ Uses developing skills and techniques to perform dance
- ☐ Expresses ideas, thoughts and feelings through creative work in dance
- ☐ Participates in dance from a range of styles and cultures
- ☐ Demonstrates an awareness of dance features
- ☐ Gives constructive comments on others' work

Ages 14-16

- ☐ Creates dance from a range of styles and cultures
- ☐ Accepts constructive comments on own work
- ☐ Applies performance skills to dance with accuracy, control, body awareness, sensitivity and movement flow
- ☐ Can communicate artistic intention
- ☐ Can apply theatre arts technology to add excitement and drama to performances
- ☐ Selects ideas from a range of sources to choreograph dance motifs (themed movement/s repeated through a dance)
- ☐ Participates in dance styles and activities that challenge and extend range of movements and knowledge
- ☐ Can analyse technical aspects of dance, make informed judgements and express personal opinions on own and others' work

DRAMA

Ages 3-7

- ☐ Explores use of voice, movement and expression in role play
- ☐ Uses drama to explore real and imagery situations
- ☐ Uses drama to help with understanding the world and relationships

Ages 8-10

- ☐ Creates, chooses and accepts roles
- ☐ Can express ideas, thoughts and feelings through drama
- ☐ Confident to create drama that explore real and imaginary situations
- ☐ Confident to present drama using scripts and improvisation
- ☐ Discusses thoughts and feelings in response to the experience of drama

Ages 11-13

- ☐ Creates, adapt and sustains different roles
- ☐ Experiments with movement, expression, voice and theatre arts technology
- ☐ Can express communicate ideas, thoughts and feelings through drama
- ☐ Starting to take account of audience and atmosphere when creating and performing
- ☐ Can give constructive comment on others' work

Ages 14-16

- ☐ Can create, develop and sustain a realistic or stylised character through the use of voice, movement and language
- ☐ Can convey relationships and situations in a variety of settings and to different audiences
- ☐ Can create characters using different approaches and making use of voice, movement and language
- ☐ Can present own creative work to an audience
- ☐ Can accept constructive comment known work
- ☐ Selects ideas from a range of sources to contribute to developing, rehearsing and presenting drama or scripts
- ☐ Can work on my own and with others to negotiate and make decisions
- ☐ Can use theatre arts technology to enhance tension, mood and atmosphere in drama
- ☐ Can analyse technical aspects of drama and scripts, make informed judgements and express personal opinions on own and others' work

MUSIC

Ages 3-7

- ☐ Sings and plays along to music of different styles and cultures
- ☐ Uses voice, instruments and music technology to explore sound and rhythm
- ☐ Describes thoughts and feelings in response to music

Ages 8-10

- ☐ Expresses and communicates ideas, thoughts and feelings through musical activities
- ☐ Starting to learn about musical notes and performance directions (e.g. how fast or slow to play)
- ☐ Uses voice, instruments and music technology to explore pitch (high or low sounds) and dynamics (quiet or loud)
- ☐ Can give constructive comment on others' work

Ages 11-13

- ☐ Works with others to express and communicate ideas, thoughts and feelings through musical activities
- ☐ Sings and plays music from a range of styles and cultures
- ☐ Uses performance directions or reads music notes when singing or playing an instrument
- ☐ Uses voice, instruments and music technology to explore melody (tunes) and timbre (quality of sound)
- ☐ Can accept constructive comment on own work

Ages 14-16

- ☐ Sings or plays an instrument confidently, using performance directions
- ☐ Sings or plays an instrument confidently, using musical notes or playing by ear
- ☐ Uses voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure
- ☐ Performs with expression and imagination from a wide range of styles and cultures
- ☐ Improvises and composes with increasingly high knowledge and skill
- ☐ Can use music technology to compose, record and produce music and to enhance performance
- ☐ Can create and present compositions using a broad range of musical features, concepts and ideas
- ☐ Can make informed judgements, express personal opinion and give constructive comments on my own and others' work, including the work of professionals
- ☐ Can reflect on personal musical experiences, including participation and engagement with professionals
- ☐ Can analyse technical aspects of a wide range of music