**Creative**

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| **Key Stage** | **Pathway** | **Topics** | **Description**  | **Key Stage End Point (KSEP)** |
| KS1&2 | 1 | - Using Instruments- Drama and Performing- Rhythm- Characters and Roles - Songs and Singing- Presenting to Others | I can listen to songs, rhymes and chants and show a response. I will join in with adults’ singing by vocalising nonsense syllables. I will request a favourite song, rhyme or chant. I can listen to music from different genres and respond. I can spontaneously move to music and cooperate with an adult to extend range of movement. I can participate as an audience member for a short time. I will visit a theatre and experience a professional production. I will show anticipation whilst watching a performance. I will react to watching performances that include myself and my peers. I can express a simple view about a performance. I can handle and explore sound making objects. I can copy and make sounds using parts of my body. I will explore tuned and untuned instruments and show a response. I can make choices about which tuned or untuned instrument I want to play. I will cooperate with an adult to explore rhythm. I can work alongside my peers on a creative project. I will accept trying on different costumes. I will react to wearing a costume. I can be involved in a performance using different media. I can follow simple personalised instructions to use my body in a performance.  | Age 11 |
| KS1&2 | 2 | - Using Instruments- Drama and Performing- Rhythm- Characters and Roles - Songs and Singing- Presenting to Others | I can share ideas about a creative process using symbols in a group with some prompting. I can copy the characteristics of a known character. I can perform in front of my peers with prompting. I can be part of an audience and watch my peers perform. I can use my body during my performance with prompting. I can start to change my voice when I am performing. I can explore different costumes and props suited to my character. I can use my voice to make sounds to simple chants and rhymes. I can sing in unison using words or non-lexical vocables. I show enjoyment in singing and sharing this experience with my peers. I can experiment and explore using a variety of tuned instruments. I can experiment and explore using a variety of untuned instruments. I can create contrasts when I play or sing e.g. loud/quiet; fast/slow. I can take turns in playing and follow directions to play. I can participate as a member of the audience by listening to peers or professionals perform a variety of styles. I can react to changes in music with my body e.g. fast and slow. I can recognise three different notations for performing music and show this through body movements e.g. clapping. I can make a selection from symbols, words or images to communicate a positive and area of development about a performance. I can show enjoyment and begin to understand society expectations when watching a performance e.g. remaining seated, clapping, staying quiet. I can be part of an ensemble and can participate with limited adult support. | Age 11 |
| KS1&2 | 3 | - Using Instruments- Drama and Performing- Rhythm- Characters and Roles - Songs and Singing- Presenting to Others | I can share my ideas in a group. I can express a range of emotions using facial expressions and body language. I can take on a role of a character. I can change the way I stand and walk to suit my character with occasional reminders. I can perform in a safe and familiar setting. I can be a supportive audience member. I can say what I thought worked well during a performance. I can start to use a script with some guidance. I can use my voice to speak chants and rhymes. I can sing in unison with my peers, showing some sense of shape of the melody, with some accurate intonation. I can experiment with, create, select and combine sounds. I can recognise a variety of musical elements and use a wide variety of these when performing or composing. I can recognise how different pieces of music make me feel. I can recognise a graphic score and translate some symbols into sounds. I can participate as a member of the audience by listening or watching peers or professionals perform and respond appropriately to the experience. I can use musical notation to notate a rhythm e.g. clapping along to a 4/4 bar. I can participate as a member of the audience by listening to peers or professionals perform musical styles independently. I can reflect on a performance and share what I have enjoyed and list areas of development. I understand how to be an active audience member when visiting the theatre or cinema and can list 4/5 unwritten rules when out in the community. I can lead and support my peers when given a task in a creative lesson e.g. directing a short scene or leading a musical rhythm. | Age 11 |
| KS3 | 1 | Characters and Roles, Drama from Different Cultures, Rehearsal and Performance, Exploring Technology to Create and Perform, Mime & Movement, Responding to a Stimulus, Music  | I can listen to music from around the world and show a response. I will join in with singing by using non-lexical vocables. I will express my musical preferences by indicating likes and dislikes. I can demonstrate active listening by responding to music with my body. I will react to changes in music such as volume and tempo. I can communicate how music makes me feel. I can be an audience member at both small and large-scale performances. I will watch live performances with a professional cast. I can share my view about a performance. I can participate in a small group working on a creative project when led by an adult. I can play familiar tuned and untuned instruments as they were intended to be played. I can perform using tuned and untuned instruments to a well-known audience. I can play along with a piece of music and respond to one musical element e.g., pitch or tempo. I can compare different instrument sounds to create musical contrast. I will join in with a steady beat. I will wear a costume and handle props appropriate for a character. I can copy facial expressions to indicate different feelings. I can use my body to represent a character or object in a freeze frame. I can follow simple directions to enhance my performance. I cooperate to practise and rehearse a performance.  | Age 14 |
| KS3 | 2 | Characters and Roles, Music from Different Cultures, Drama from Different Cultures, Rehearsal and Performance, Compose Music, Exploring an Artist, Create and Research, Exploring Technology to Create and Perform, Mime & Movement, Responding to a Stimulus, Music  | I can work cooperatively in a group with occasional reminders. I am beginning to understand how my body can express feelings. I am beginning to understand how my face can express emotions. I am starting to change the way I use my voice to suit my character. I can use props suited to a character. I can have a role in producing a performance. I can follow a script with minimal support. I can reflect on the strengths of a performance and what needs improving with support. I can recognise simple notated rhythms, up to and including quavers and perform them with support. I can sing lyrics in unison, showing some sense of shape of the melody, controlling 2 musical elements. As part of an ensemble, I can perform using tuned and un-tuned instruments in front of an audience. I can listen to and appraise a variety of musical styles from different parts of the world. I can identify common instruments used. With guidance, I can compose in a given style. I can read and create a simple graphic score to represent the sounds of the music. I can listen to or watch my peers perform and show a response to this using words, signs or symbols. I can participate as a member of the audience by accessing a live performance and showing a response to the experience. I can research an artist with adult support. I can present my research about an artist through different media e.g. singer, dancer, actor. I can be an active member of Creative lessons and begin to show leadership when given group tasks e.g. assigning roles with support. | Age 14 |
| KS3 | 3 | Characters and Roles, Music from Different Cultures, Drama from Different Cultures, Rehearsal & Performance, Pantomime, Exploring an Artist, Exploring Technology to Create and Perform (Drama), Mime & Movement, Exploring Technology to Create and Perform (Music), Responding to a Stimulus, Music  | I can work cooperatively in a group. I can change my body to create a character which may include facial expressions and body language. I can change my voice to suit my character. I can perform in front of an audience in school. I can follow a script and begin to follow stage directions correctly. I am beginning to use some drama techniques to improve my performance. I can follow direction when working as part of a group e.g. stage directions. I can sing in unison and in two parts in an ensemble. I can sing with increasing confidence, controlling dynamic, texture and tempo. I can recognise notated rhythms, up to and including semiquavers and to perform them accurately. I can listen to and appraise a variety of musical styles. I can identify and name some of the instruments that I hear. I can identify the different musical elements and how they are utilised within the music. I can compose or improvise a short piece of music that demonstrates the characteristics of the given style. I can perform a simple melody from conventional notation using a tuned instrument. I can notate a simple composition using conventional notation. I can participate as a member of the audience by listening to peers or professionals perform and give opinions on a performance. I can list different performance techniques observed following a performance and can reflect the stage craft e.g. scenery, set. I can research and present information about an artist who inspires me. I can research and present information about an Arts organisation that inspires me. | Age 14 |
| 14-19 | 1 | Performing Arts Techniques, Physical Theatre, Rehearsal and Performance, Characterisation, Exploring an Artist, Mime and Movement, Improvisation, Film, Music, Create and Explore, Responding to a Stimulus, Music  | **Communication and Listening:** I can listen to different genres of music and indicate a preference. I am an active audience member by showing tangible responses to a performance. I can share my opinion about a performance and listen to the views of others. I can work collaboratively in a small group when supervised by an adult. I can respond to requests to start and stop playing an instrument. **Music:** I can play tuned and untuned instruments as part of a small ensemble. I can play along with a piece of music and respond to two musical elements. I can organise musical sounds to produce a composition. I will use appropriate technology and software to create music. I can use software to experiment with audio and record sound effects. I can spontaneously create music by improvising with familiar instruments. **Drama:** I will have fun improvising characters by selecting and wearing costumes. I can choose a costume to wear for a specific role or character. I will select appropriate props for a role or character. I will hold a pose in a still scene. **Performance:** I can perform a sequence of movements in a performance. I willingly take part in rehearsals. I can refine my performance over time based on feedback. I am able to carry out my role in front of an audience. I can watch performers on a stage for an entire show. | Age 18 |
| 14-19 | 2 | Performing Arts Techniques, What are the Arts?, Drama, Research, Get Inspired, Arts, Sharing, Music, Performance, Talent Show, Dance  | I can work collaboratively in a group. I can explore characters using body language and gestures. I can explore characters using facial expressions. I can change the pitch, pace or projection of my voice when performing. I can use some drama techniques in my performance in a creative way with occasional prompts e.g. freeze frame, thought tracking. I can perform in a safe and familiar environment inside or outside of school. I can identify the strengths and areas of development of a performance with prompts. I can suggest ways to develop a performance. I can create and organise musical ideas to produce simple compositions. I can read basic conventional notation that includes pitch and rhythm. I can play a musical instrument or sing and can demonstrate the appropriate skills in handling this instrument or my voice. I can perform a piece of music that uses a melody and an accompaniment with developing accuracy and fluency. I can appraise the music I hear and make distinctions within the musical elements. I can identify a range of musical styles and/or traditions and show this in my work. I can rehearse my part within a performance. I can carry out a performance role with focus and commitment. I can research and present information about an artist and explain why they inspire me. I can research and present information about an Arts organisation. I can respond in a creative way to given stimulus and record the process of creating a given item. I can share my experiences of the Arts using different media either in a one-to-one setting or small group setting. | Age 18 |
| 14-19 | 3 | Performing Arts Techniques, What are the Arts?, Drama, Research an Artist, Get Inspired, Be the Audience, Arts Sharing, Talent Show, Music, Research an Arts Organisation, Planning and Leading an Event, Dance | I can lead a small group activity linked to a drama or music activity. I can act out a given character using body language, facial expressions and gestures. I can accurately use my voice to portray a character. I can use some drama techniques in my performance and discuss these with others. I can perform in a public place. I can identify the strengths and areas of development of a performance and give an opinion of my own views. I can suggest ways to improve the performance using correct terminology. I can create and organise musical ideas to produce more complex compositions using a range of styles. I can read conventional notation and understand more complex musical symbols. I understand how to use a script, follow stage directions to accurately portray a given character as part of a performance piece. I can perform a piece of music that uses a melody and an accompaniment with accuracy and fluency. I can appraise the music I hear and use this to support my own creative processes when creating music. I can use my knowledge of different styles to inspire my own creative process when performing. I can lead a small group rehearsal and provide feedback to my peers. I can perform a more complex role to an unfamiliar audience. I can take part in multiple art forms and record my experiences, reflecting on my likes and dislikes. I can take part in different performances and understand how to be an audience member, reflecting on the process of finding a performance. I can share an arts skill I have learned and evidence how I have taught this to someone else. I can research and present information about an artist who inspires me and take part in an activity linked to them. I can articulate my thoughts and feelings about my Arts Award journey and present this others in a safe, supportive environment. | Age 16-18 |