**Benchmarks Exemplification - Supporting Paper: Expressive Arts**

This paper has been published alongside the curriculum area video clip to give further guidance and context around the narrative on the video.

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|  | **Es and Os selected** | **Linked benchmark(s)** | **Context for learning** | **Learning intentions around selected activity** | **Success criteria around selected activity** | **Skills focus** |
| ***Dance*** | *EXPRESSIVE ARTS*   * *I can explore and choose movements to create and present dance, developing my skills and techniques.*   ***(EXA 2-08a)***   * *Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.*   ***(EXA 2-09a)***   * *I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.*   *(****EXA 2-11a)***  *LITERACY*   * *When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking.*   ***(LIT 2-02a)***  *SOCIAL STUDIES*   * *I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.*   ***(SOC 2-06a)***  *HEALTH & WELLBEING*   * *As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.*   ***(HWB 2-21a)***   * *I practise, consolidate and refine my skills to improve my performance.*   ***(HWB 2-22a)***   * *While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.*   ***(HWB 2-23a)***   * *By reflecting on my own and others’ work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.*   ***(HWB 2-24a)*** | *EXPRESSIVE ARTS*   * *Demonstrates coordination and some control in a range of dance actions and sequences.* * *Creates, rehearses and performs a short original dance piece comprising several sequences, to music or a rhythm.* * *Develops and refines own dance repertoire through continued exploration and practice.* * *Selects and applies dance skills to create dance that shows variation, for solo or group performance.* * *Justifies their creative choices using appropriate dance vocabulary, for example, by explaining fireworks movements in terms of speed and levels.* * *Evaluates what works well and what could be better in their own or others’ dance work, using criteria.*   *LITERACY*   * *Contributes a number of relevant ideas, information and opinions when engaging with others.* * *Shows respect for the views of others and offers own viewpoint.* * *Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others’ opinions or ideas.* * *Applies verbal and non-verbal techniques in oral presentations and interactions clearly, for example, eye contact, body language, pace and/or tone.*   *SOCIAL STUDIES*   * *Contributes two or more points to the discussion (in any form) as to why people and events from the past were important.*   *HEALTH & WELLBEING*   * *Moves efficiently in personal and shared space.* * *Performs and refines movement with a focus on quality, using different speeds/pathways/ levels.* * *Performs a sequence of movements with a clear beginning, middle and end with increasing fluency, for example, a cartwheel followed by a forward roll.* * *Creates and adapts movement sequences independently and with others in response to stimuli.* * *Demonstrates flair, originality and imagination that contributes to a quality performance.* * *Initiates and works co-operatively with others providing support and encouragement.* * *Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance.* * *Celebrates, values and uses achievements as part of development and progress.* * *Demonstrates planning and organisational skills which are conducive to learning.* * *Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skills**when dealing with movement challenges.* * *Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas.* | *Learning was planned in the context of World War II.*  *Learners have been developing their understanding of dance actions including travelling, gesture, stillness, elevation, transference and rotation. They have previous experience of working in small groups/pairs to create a 16 bar jig in Scottish Country Dancing.*  *Drawing upon prior learning, learners worked as a class to develop a 4 minute dance for performance at their class assembly. The dance was split into sections inspired by World War II including announcement of war, air raids, battlefields, evacuees and celebration of the end of war.*  *Children worked collaboratively as a class, in small groups and pairs to produce sections of dance. They had the additional challenge of developing 16 counts of independent dance.* | * *I am learning about different dance actions.* * *I am learning how to sequence ideas within a dance.* * *I am learning how to use music to structure my dance.* * *I am learning how to negotiate ideas about dance dance with others.* * *I am learning how to give and receive specific feedback to improve my dance.* * *I am learning how to rehearse and perform a dance.* | * *I can use a variety of dance actions to develop style within my dance.* * *I can use movement to narrate an event or story.* * *I can develop short sections of dance with others.* * *I can offer my own opinions about how to improve my own, and my peers, performance in dance.* * *I can present a dance to a large audience with few adult prompts.* | *Through this dance project, learners will develop subject-specific and higher order skills, such as being able to:*   * *use the body to express ideas, thoughts and feelings;* * *link movements to express ideas, thoughts and feelings;* * *demonstrate awareness of body in space, exploring how to manage and control it;* * *perform and present to an audience;* * *analyse their performance through the use of recording devices;* * *work collaboratively to create an original dance;* * *reflect upon their progress;* * *evaluate their performance.* |