

Benchmarks for Expressive Arts

Guidance on using Benchmarks for Assessment

Education Scotland's Curriculum for Excellence (CfE) Statement for Practitioners (Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are:

- Experiences and Outcomes
- Benchmarks

Benchmarks provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English, numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers' and other practitioners' professional judgement of children's and young people's progress across all curriculum areas.

Benchmarks support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning within the classroom, playroom or working area
- observation and feedback from learning activities that take place in other environments, for example, outdoors, on work placements
- coursework, including tests
- learning conversations
- planned periodic holistic assessment

Benchmarks in curriculum areas

Benchmarks in each curriculum area are intended to be concise, with sufficient detail to communicate clearly the standards expected for each curriculum level. Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

In secondary schools, Benchmarks can support subject specialist teachers in making robust assessments of learners' progress and the standards they achieve. They will help teachers ensure that learners make appropriate choices and are presented at an appropriate level for National Qualifications in the senior phase. This can help avoid excessive workload for teachers and unnecessary assessments for learners. For example, learners should have achieved relevant Fourth level Experiences and Outcomes before embarking on the National 5 qualifications. Schools should take careful account of this when options for S4 are being agreed. Benchmarks should be used to help with these important considerations.

Literacy and numeracy

In literacy and numeracy, Benchmarks support teachers' professional judgement of achievement of a level. Teachers' professional judgements will be collected and published at national, local and school levels. It is important that these judgements are robust and reliable. This can only be achieved through effective moderation of planning learning, teaching and assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered to determine if the expected standard has been achieved and the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level
- responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects
- demonstrated **application** of what they have learned in new and unfamiliar situations

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However, it is important that there are no major gaps in children's and young people's learning when looking across the major organisers in each curriculum area

Film and Screen addition from September 2025

Scottish education is moving through significant curriculum reform as part of the Curriculum Improvement Cycle (CIC). Education Scotland are working towards a new, more coherent technical framework: one grounded in what children and young people need to know, do and understand. This reform will take time; however, the success of the Film and Screen pilot curriculum has resulted in responding within the current system and framework.

This framework, along with the curriculum work produced by Screen Scotland, provides a bridge between the current system and the future, and to offer some clarity during a moment of transition. These learning Experiences and Outcomes along with Benchmarks were designed to feel familiar to practitioners, drawing inspiration from the structure of the current Experiences and Outcomes and Benchmarks within Expressive Arts.

The work in Film and Screen will fold into Scotland's evolving curriculum framework; therefore, this addition to the Expressive Arts curriculum acts both as a practical bridge and a test of change by helping to clarify what children and young people need to know, and do, at developmentally appropriate stages of their Film and Screen learning journey.

Planning learning, teaching and assessment using Benchmarks

In addition to the [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) from HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice:

What to do	What to avoid
Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level.	Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
Become familiar with other curriculum area Benchmarks over time.	Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use evidence to plan their next, challenging steps in learning.	There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas.	Do not create excessive or elaborate approaches to monitoring and tracking.
	Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.
	Do not tick off individual Benchmarks.

Early Level Expressive Arts

Curriculum Organiser	Experiences and outcomes	Benchmarks
Art and Design	<p>I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a</p> <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a</p> <p>Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-07a</p>	<ul style="list-style-type: none"> Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the sea shore, the countryside, a forest. Solves simple design problems, working on their own and with others, using a degree of trial and error, for example, designs a simple container for an agreed purpose. Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture. Shares thoughts and feelings in response to the work of at least one artist and one designer, giving reasons for likes and dislikes. Shares views and listens appropriately to the views of others on their own or others' work. <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> uses a variety of available materials and technology shows understanding that line can have different qualities, for example, thick, thin, broken, wavy

Curriculum Organiser	Experiences and outcomes	Benchmarks
Dance	<p>I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. EXA 0-08a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 0-09a</p> <p>I have opportunities to enjoy taking part in dance experiences. EXA 0-10a</p> <p>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 0-11a</p>	<ul style="list-style-type: none"> • Performs a range of simple, repeated, intentional movements and gestures. • Uses space and resources creatively. • Chooses and explores ways of moving rhythmically, expressively and playfully. • Participates in dance that is taught and/or creative movement invented by peers. • Shows understanding that dance consists of combined movements and gestures, usually performed with music or a beat. • Shares their responses to stimuli through movement with, for example, peers or practitioner. • Shares thoughts and feelings in response to dance experiences, either as a performer or as part of an audience, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others on their own or others' work.

Curriculum Organiser	Experiences and outcomes	Benchmarks
Drama	<p>I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a</p> <p>I use drama to explore real and imaginary situations, helping me to understand my world. EXA 0-14a</p> <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-15a</p>	<ul style="list-style-type: none"> • Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re-enactment of a story or traditional tale. • Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity. • Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture. • Communicates ideas and feelings using facial expressions, for example, to show happy, sad, surprised, angry, scared. • Conveys through drama what characters in real or imaginary situations might say, do or feel, for example, being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel. • Communicates their ideas through improvised drama i.e. making it up as they go along. • Shares thoughts and feelings about drama experiences, for example, during a discussion about characters or events in a drama, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others on their own or others' work.

Curriculum Organiser	Experiences and outcomes	Benchmarks
Film and screen	<p>I have the freedom to discover and choose ways to create film and screen through play-based exploration and experimentation. EXA 0-20a</p> <p>I can share my own ideas, thoughts and feelings through film and screen activities. EXA 0-21a</p> <p>I can respond to film and screen products by discussing my thoughts, and feelings. EXA 0-22a</p> <p>I am beginning to understand that what I see and hear in film and screen can be constructed through creative choices. EXA 0-23a</p> <p>I am using film and screen to explore stories and characters in real and imaginary situations, helping me to understand my world. EXA 0-24a</p> <p>I am learning to celebrate my work and the work of others and I can use filmmaking to share my world. EXA 0-25a</p>	<ul style="list-style-type: none"> • Through play, can create simple filmed content, working alone or with others, showing awareness of a simple technique, for example, moves closer to what they are filming. • Can discuss ideas relating to film and screen content, for example, designing a character, choosing or making a prop. • Communicates their ideas, thoughts and feelings through play-based film and screen activity. • Shares thoughts and feelings about film and screen experiences, for example, can discuss characters or events in a film, and reasons for their likes and dislikes. • When sharing ideas, conveys their understanding that what they have watched has been deliberately made by a group of people. • Engages with filmed content to tell an imaginary or existing story, for example, travelling to space or a well-known fairy tale. • Shares views and listens appropriately to the views of others through play-based film and screen activity. • Engages through play with filmed content that reflects their own experiences for example, speaking to camera about one of their favourite things.

<p>Music</p>	<p>I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a</p> <p>I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a</p> <p>I can respond to music by describing my thoughts and feelings about my own and others' work. EXA 0-19a</p>	<ul style="list-style-type: none"> • Participates actively and uses their voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions. • Uses instruments such as drum, claves, chime bar to play along to a range of music styles. • Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet. <p>When communicating ideas and feelings through creative music activities:</p> <ul style="list-style-type: none"> • uses voice to explore sound and rhythm, for example, hums, whispers, sings • chooses different musical instruments to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, clapping, tapping • uses technology to capture sound, for example, audio recorders, microphones, apps and other software
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First Level Expressive Arts

Curriculum Organiser	Experiences and outcomes	Benchmarks
Art and Design	<p>I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a</p> <p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a</p> <p>I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a</p>	<ul style="list-style-type: none"> Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others. Presents images and objects created, for example, positions a simple frame over a picture or arranges an object on a simple stand and observes from different angles. Solves at least one design problem related to real-life, showing some evidence of planning, for example, designs a simple item to be worn on the head or body. Recognises and names most of the visual elements: line, shape, form, colour, tone, pattern, texture. Shares thoughts and feelings by expressing personal views in response to the work of at least one artist and one designer. Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary. <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> chooses and uses technology and a range of media shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush to make fine marks, uses chalks instead of pencil to fill larger spaces

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| | | <ul style="list-style-type: none">• shows understanding of the concept of scale, for example, represents mountains as bigger than people |
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Curriculum Organiser	Experiences and outcomes	Benchmarks
Dance	<p>I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 1-09a</p> <p>I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. EXA 1-10a</p> <p>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 1-11a</p>	<ul style="list-style-type: none"> • Identifies and performs the body actions of turn, jump, gesture, pause and fall, with some degree of control. • Creates, rehearses and performs short dance sequences, working on their own and with others. • Creates new dance movements and sequences using their dance repertoire, incorporating different speeds and levels, characters and emotions to add interest and variety. • Explores rhythm, movement and space, and increases possibilities for expression through movement. • Understands some of the different forms of dance, for example, Scottish, Irish, Bollywood, tap, ballet, jazz, hip hop and ballroom. • Demonstrates understanding of simple formations, such as circles or squares, through taking in part in group dance. • Demonstrates safe practice in dance, for example, being aware of personal space, planned landings. • Shares thoughts and feelings by expressing personal views in response to experiencing live or recorded dance performance. • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some dance vocabulary.

Curriculum Organiser	Experiences and outcomes	Benchmarks
Drama	<p>I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through drama. EXA 1-13a</p> <p>I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a</p> <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-15a</p>	<ul style="list-style-type: none"> • Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale. • Uses voice, considering use of volume, expression, clarity and pace to convey a character. • Uses movement in roles, conveying a character through gestures, actions and posture. • Uses expression in role, conveying a character through body language, for example, facial expression. • Creates a short drama using improvisation, from a given stimulus, and working collaboratively. • Shows understanding of how to work from a script by acting or speaking at the appropriate time, for example, in a nativity play, a sound story or a poem. • Contributes towards the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in a well-known story might say to another. • Shares views and listens appropriately to the views of others about what works well and what could be improved in their own and others' work, using some drama vocabulary.

Curriculum Organiser	Experiences and outcomes	Benchmarks
Film and screen	<p>I can create film and screen through play-based exploration and experimentation. EXA 1-20a</p> <p>Working on my own or with others, I can express and communicate my ideas, thoughts, and feelings through film and screen activities. EXA 1-21a</p> <p>I have experienced an off-screen role when creating a film and screen product. EXA 1-22a</p> <p>I am becoming aware of the value and importance of set etiquette. EXA 1-23a</p> <p>I can engage with and express my opinions on film and screen products and show some understanding of the creative choices involved in filmmaking. EXA 1-24a</p> <p>I am exploring stories and characters in film and screen products from different cultures to learn about the world around me. EXA 1-25a</p> <p>I can give, accept and respond to comments about my film and screen work and the work of others with kindness. EXA 1-26a</p> <p>I am learning to reflect on my film and screen work. EXA 1-27a</p>	<ul style="list-style-type: none"> • Through play, can create filmed content, working on their own or with others. • Through film and screen play-based activity, can communicates ideas, thoughts and feelings, for example experimenting with shot sizes or sound to convey meaning. • Contributes towards the development of a filmed piece with an off-screen role, for example, designing or choosing costumes, writing a screenplay, choosing and dressing a set. • Demonstrates respectful and safe practice during filmmaking, for example, sharing duties fairly, taking responsibility for tasks. • Shares thoughts and feelings by expressing personal views about at least two different forms of film and screen content. • When sharing ideas, conveys understanding of simple creative choices used to construct film and screen content, for example, character, story, camera. • Shows some understanding of the qualities and limitations of selected film and screen content, for example, the use of animation for more fantastical stories or the use of interviews in documentaries. • Shares thoughts and feelings by expressing personal views in response to two examples of film and screen content from different cultures. • Through play, captures filmed content that reflects their own experiences, beliefs and interests. • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work.

		<ul style="list-style-type: none"> • Shares thoughts and feelings by expressing personal views in response to film and screen experiences giving reasons for likes and dislikes. • Shares thoughts and feelings about their own film and screen work, suggesting what they thought worked successfully and what could be improved.
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Curriculum Organiser	Experiences and outcomes	Benchmarks
Music	<p>I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. EXA 1-16a</p> <p>I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a</p> <p>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-19a</p>	<ul style="list-style-type: none"> • Performs songs with enthusiasm, from a range of styles and cultures, demonstrating a variety of basic singing techniques such as accurate pitch, good diction and appropriate dynamics, for example, loud or quiet. • Performs a simple rhythm part on a range of instruments, for example, keeps the beat using body/untuned percussion. • Performs simple melodic parts, for example, on tuned percussion, tin whistle, recorder. • Follows performance directions, for example, follows the group leader. • Follows simple music notation, for example, in the form of pictures, graphics, treble clef. • Shares thoughts and feelings by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures. • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some music vocabulary. <p>When communicating ideas and feelings through creative musical activities, working on their own and/or with others:</p> <p>Uses voice, instruments and technology to create musical ideas using sound, rhythm, pitch and dynamics, for example, by creating a soundscape or by adding tuned/untuned percussion to enhance a story or a song.</p>

Second Level Expressive Arts

Curriculum Organiser	Experiences and outcomes	Benchmarks
Art and Design	<p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a</p> <p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p> <p>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a</p> <p>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-07a</p>	<ul style="list-style-type: none"> Records from experiences across the curriculum, showing recognition of detail, for example, observes and captures the detail seen in a natural form, such as a feather or a plant or an interesting personal item, such as a bicycle. Creates a simple plan that explains how they will investigate and develop ideas in response to a design brief. Follows a step-by-step process to develop and communicate ideas in response to a design brief. Recognises and describes the visual elements in their own and others' work. Selects, presents and discusses relevant information, from a range of sources, about the work of chosen artists and designers, for example, in relation to how and why they have used colour or shape in their work. Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate art and design vocabulary. <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen and ink to create bold line shows understanding of the properties of different types of paint such as watercolour, acrylic, poster paint

		<ul style="list-style-type: none"> • shows understanding of the properties of a range of modelling media, through practical exploration • applies a printmaking process, for example, makes prints from polystyrene • shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture • shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture.
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Curriculum Organiser	Experiences and outcomes	Benchmarks
Dance	<p>I can explore and choose movements to create and present dance, developing my skills and techniques. EXA 2-08a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 2-09a</p> <p>I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features. EXA 2-10a</p> <p>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</p>	<ul style="list-style-type: none"> • Shows understanding of the key features of dance from a range of styles and cultures, through dance performance. • 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 own creative choices using appropriate dance vocabulary, for example, explains explosive movement inspired by fireworks in terms of speed and levels. • Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate dance vocabulary.

Curriculum Organiser	Experiences and outcomes	Benchmarks
Drama	<p>I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. EXA 2-12a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2-13a</p> <p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a</p> <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-15a</p>	<ul style="list-style-type: none"> • Conveys a character using characterisation techniques such as hot seating, role on the wall, thought tracking. • Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion. • Chooses appropriate movement for role, for example, to convey the character's setting, physical features, the character's feelings. • Chooses relevant expression in role, showing how the character might interact with others, for example, through body language. • Uses movement, expression and voice to create atmosphere, for example, a high pitched voice, wide eyes and crouched body to suggest a frightening situation. • Creates a short drama, as part of a group or individually, using improvisation or a published script. • Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts. • Presents a short drama, as part of a group, using improvisation or a script. • Uses theatre arts technology such as props, basic lighting and sound to enhance a performance effectively, for example, chooses appropriate music or makes sound effects to create atmosphere. • Gives a personal response to drama experiences, with appropriate justification. • Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate drama vocabulary.

Curriculum Organiser	Experiences and outcomes	Benchmarks
Film and screen	<p>I am learning the value and importance of scriptwriting and story for a variety of film and screen products. EXA 2-20a</p> <p>I am learning to create a variety of short film and screen products. EXA 2-21a</p> <p>I am learning to collaborate with others in the making of film and screen products. EXA 2-22a</p> <p>I watch film and screen products and understand what roles were involved in their production. EXA 2-23a</p> <p>I can demonstrate my understanding of the value and importance of set etiquette. EXA 2-24a</p> <p>I am developing opinions on film and screen products and can justify them in a simple way. EXA 2-25a</p> <p>I can discuss the use of creative choices made in film and screen products using some film and screen language. EXA 2-26a</p> <p>I am watching film and screen products from different cultures and can explore similarities and differences in my own experiences and beliefs and those of others. EXA 2-27a</p>	<ul style="list-style-type: none"> • Recognises and describes the narrative elements in their own and others' work, for example, opening, development, climax, resolution. • Creates filmed content in at least two forms, for example live action and animation. • Creates filmed content, working on their own and with others, showing awareness of different film and screen techniques, for example lighting, camera movement, sound effects. • Communicates their ideas, thoughts and feelings through film and screen content. • Recognises and describes different production roles within a variety of filmed content, for example, interviewer and researcher in documentaries, prop master in live-action narrative, model-makers in animation. • Demonstrates safe and respectful practice during filmmaking, for example, not talking over others, sharing duties fairly, taking responsibility for assigned tasks. • Gives a personal response to a variety of film and screen experiences, with simple justification that conveys why they did or did not like what they viewed. • When sharing ideas, conveys their understanding that they recognise simple creative choices used to construct film and screen content, for example, character, story, setting, colour, camera, using some simple film and screen vocabulary

	<p>I can give, accept and respond to comments about my film and screen work and the work of others. EXA 2-28a</p> <p>I am learning to reflect on my skills in relation to my film and screen work. EXA 2-29a</p>	<ul style="list-style-type: none"> • Recognises and describes creative choices in their own and others' work, for example, using a high camera angle to make a character appear small or choosing fast-paced music for an action scene • Expresses personal views and feelings in response to experiencing a variety of examples of film and screen content from different cultures • Develops filmed content that reflects their own experiences, beliefs and interests in comparison with those of other people, for example, a documentary about different festive celebrations • Explains, with appropriate justification, what works well and what could be improved in their own or others' work, using appropriate film and screen vocabulary • Justifies own creative choices using appropriate film and screen vocabulary
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Curriculum Organiser	Experiences and outcomes	Benchmarks
Music	<p>I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. EXA 2-16a</p> <p>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 2-18a</p> <p>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-19a</p>	<ul style="list-style-type: none"> • Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation. • Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression. • Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language. • Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms. • Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts. • Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music. • Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.

Third Level Expressive Arts

Curriculum Organiser	Experiences and outcomes	Benchmarks
Art and Design	<p>I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. EXA 3-02a</p> <p>I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. EXA 3-03a</p> <p>Through observing and recording, I can create material that shows accuracy of representation. EXA 3-04a</p> <p>While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions. EXA 3-06a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 3-07a</p>	<ul style="list-style-type: none"> • Researches, develops and communicates a solution to a design brief by working through a process. • Investigates, discusses and explains how artists and designers handle media, use techniques and processes, use visual elements and concepts. • Evaluates what works well and what could be improved or different in their own and others' work, using appropriate art and design vocabulary. <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> • shows increasing accuracy in representing what is seen • shows understanding of media properties and the effect of techniques and technology used • shows understanding of how visual elements and visual concepts can be combined, for example, to create mood and atmosphere • selects independently and applies media and techniques, giving reasons for their choices.

Curriculum Organiser	Experiences and outcomes	Benchmarks
Dance	<p>I have created and taken part in dance from a range of styles and cultures. EXA 3-08a</p> <p>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 3-11a</p>	<ul style="list-style-type: none"> • Performs with some confidence and shows understanding of a range of different styles of dance from different cultures and the rhythms/music which often accompany them. • Rehearses skills and techniques required to execute particular moves and sequences to a rhythm or beat. • Builds on the contribution of others in developing ideas for a shared dance, for example, by asking and answering questions. • Evaluates what works well and what could be improved or different in their own and others' work, including visiting artistes, using appropriate dance vocabulary. <p>When creating and performing their own dance:</p> <ul style="list-style-type: none"> • demonstrates control and fluency in a range of dance actions and sequences which can be repeated or changed • applies at least three choreographic devices, for example, canon, unison, repetition, mirroring, change of timing, direction and levels

Curriculum Organiser	Experiences and outcomes	Benchmarks
Drama	<p>I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language. EXA 3-12a</p> <p>Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. EXA 3-14a</p> <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 3-15a</p>	<ul style="list-style-type: none"> • Contributes relevant ideas and opinions, with supporting evidence, when participating in group discussions or working collaboratively. • Selects relevant ideas and information to create dramas or scripts appropriate for performing to an audience, demonstrating a basic knowledge of form and structure such as mime, improvisation, tableaux, linear/non-linear. • Builds on the contributions of others by clarifying or summarising points and expanding on contributions. • Presents dramas to audiences for different purposes, for example, to entertain, inform, communicate a message, explore an issue. • Reflects effectively on ideas, including ideas for using production skills in relation to, for example, lighting sound, props, make-up and hair, in order to improve or enhance a drama, using appropriate drama vocabulary. <p>When creating realistic and stylised characters:</p> <ul style="list-style-type: none"> • uses characterisation techniques to improve and deepen the portrayal of a character, for example, hot seating, character cards, thought tracking, role on the wall, writing in role, role-play • uses a range of aspects of voice to enhance characterisation, for example, pitch, pace, volume, tone, clarity, articulation • uses appropriate expression and movement to enhance characterisation, for example, facial expression, body language, eye contact, use of space, use of levels, gesture, posture.

Curriculum Organiser	Experiences and outcomes	Benchmarks
Film and screen	<p>I can develop my own script and story for a variety of film and screen products. EXA 3-20a</p> <p>I can develop, film and edit a variety of film and screen products. EXA 3-21a</p> <p>I have worked on other peoples' film and screen products, I am familiar set etiquette, and am gaining a deeper understanding of the effective collaboration involved. EXA 3-22a</p> <p>I understand a wide variety of roles that are available in the film and screen industries. EXA 3-23a</p> <p>I am learning about the need to consider a range of audiences and contexts for film and screen products. EXA 3-24a</p> <p>I am becoming familiar with the language of film and screen. EXA 3-25a</p> <p>I can share my opinions on film and screen products justifying them in an informed way. EXA 3-26a</p> <p>I am learning about film and screen products from different cultures. EXA 3-27a</p> <p>I am learning to explore ways in which my own experiences and beliefs impact my response to film and screen products from different cultures. EXA 3-28a</p>	<ul style="list-style-type: none"> • Develops and writes a script, comprising several scenes, for at least three film and screen products of different forms, in response to a brief. • Creates filmed content for at least three film and screen products of different forms, in response to a brief. • Edits filmed content for at least three film and screen products of different forms in response to a brief. • Demonstrates safe and respectful practice during filmmaking. • Builds on the contribution of others in developing ideas for a shared film and screen product. • Recognises and describes different production roles for at least three film and screen products of different forms. • Communicates ideas, thoughts and feelings through filmed content which has been developed to appeal to a particular audience, for example, a new clothing line for teenagers. • Recognises a range of film and screen products, identifying genres, forms and language techniques. • When discussing film and screen content, uses basic film and screen vocabulary, for example, montage, composition, cross-cutting, score, sequence. • Selects, presents and discusses relevant information about the similarities and differences between film and screen products from different cultures. • Explains, with justification, what works well and what could be improved in their own or others' work, including professional filmmakers, using simple film and screen vocabulary.

	<p>I can share, celebrate, and critique my film and screen work and the work of others with kindness. EXA 3-29a</p>	<ul style="list-style-type: none"> • Identifies skills they were unable to use when creating their film and screen work and explores ways in which they could use these in future work. • When discussing their own or others' work, listens and responds to the views of other people. • Identifies their own experiences and beliefs and can reflect on how these have influenced them. • When discussing film and screen content, can identify which of their own experiences are similar to, differ from, or are challenged by what they have viewed.
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Curriculum Organiser	Experiences and outcomes	Benchmarks
Music	<p>I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear. EXA 3-16a</p> <p>I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. EXA 3-17a</p> <p>I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals.</p> <p>EXA 3-19a</p>	<ul style="list-style-type: none"> • Performs music individually, with accuracy, from at least two contrasting styles, using two instruments or one instrument and voice, as solo performances to a standard equivalent to that of ABRSM Grade 1. • Plays by ear or uses appropriate music notation, for example, treble clef notation, tablature, graphic scores or chord symbols, to give a group or individual performance. • Performs individually and as part of a group, communicating the mood and character of a piece of music, for example, uses appropriate dynamics and expression by following notated performance directions such as dynamic markings. • Uses voice, instruments and technology to create music, showing understanding of musical structure, for example, creates in simple verse chorus form, creates short, sequenced pieces using technology, creates short 16 bar music in binary form, experiments with voices/instruments to create sound effects. • Uses appropriate music performance plans, recording facilities and music notation to capture ideas, for example, uses treble clef notation or tablature or records using technology or creates a performance plan. • Recognises a wide range of music styles, identifying instruments, genres and instrumental techniques. • Evaluates their own work and the work of others, including visiting artistes, using appropriate music vocabulary.

Fourth Level Expressive Arts

Curriculum Organiser	Experiences and outcomes	Benchmarks
Art and Design	<p>I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks. EXA 4-02a</p> <p>I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work. EXA 4-03a</p> <p>Through creating a range of reference material, I can demonstrate my skills of observing and recording and apply them to work in other areas of the curriculum. EXA 4-04a</p> <p>Having chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas, thoughts and feelings through 2D and 3D work. EXA 4-05a</p> <p>By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions. EXA 4-06a</p> <p>I can analyse art and design techniques, processes and concepts, make informed judgements and express considered opinions on my own and others' work. EXA 4-07a</p>	<ul style="list-style-type: none"> • Researches, develops and communicates solutions to a design brief by working independently and systematically through a process. • Analyses and compares how artists and designers use techniques and processes, handle media and use visual elements and concepts. • Evaluates and makes informed judgements about what works well and what could be improved or different in their own and others' work, using appropriate art and design vocabulary consistently. <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> • demonstrates sensitivity and a consistent level of accuracy in representing what is seen • shows depth of understanding of media properties and the effect of techniques and technology used • demonstrates how visual elements and visual concepts can be combined to express more complex ideas, for example, in relation to social or emotional themes • selects independently and applies media and techniques with control and assurance, giving reasons for their choices.

Curriculum Organiser	Experiences and outcomes	Benchmarks
Dance	<p>I can apply my performance skills to dance with accuracy, control, body awareness, sensitivity and movement flow. I can communicate my artistic intention and take account of different audience groups. EXA 4-08a</p> <p>I can apply theatre arts technology to add excitement and drama to performances. EXA 4-08b</p> <p>I can select ideas from a range of stimuli to choreograph dance motifs in creative ways. EXA 4-09a</p> <p>I can participate in dance styles and activities which challenge and extend my repertoire of movement and my knowledge of the styles and cultures of dance. EXA 4-10a</p> <p>I can analyse technical aspects of dance, make informed judgements and express personal opinions on my own and others' work. EXA 4-11a</p>	<ul style="list-style-type: none"> • Performs confidently, with control and fluency, a range of movement sequences which are relevant to different dance styles and cultures. • Extends and develops movement repertoire by researching and participating in a range of dance genre and styles from different cultures. • Gives a personal response, with justification, about the value and purpose of rehearsal for a performance. • Identifies key features in a dance and explains in detail how ideas and feelings can be portrayed through dance movement, using appropriate dance vocabulary consistently. • Evaluates technical aspects of their own and others' work, including professionals, for example, shows understanding of how stimulus is used as inspiration to create a movement repertoire, which can be repeated, varied or adapted. <p>When creating and performing their own dance:</p> <ul style="list-style-type: none"> • demonstrates coordination, control and fluency consistently • selects and applies appropriately a range of choreographic devices, for example, timing, pathways, spatial awareness, levels, unison, canon, repetition and variation • choreographs dance motifs from a range of stimuli, for example, auditory (music), visual (pictures), prose (poems) and colour (mood) • shows artistic intention through creative use of, for example, different dance techniques, narrative (where a story is told), props, costume, motif, dynamics, mood and gesture

		<ul style="list-style-type: none"> • applies theatre arts technology effectively, demonstrating understanding of how performance can be enhanced by, for example, lighting, costume, make-up and props • takes account of audience groups of differing sizes and familiarity.
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Curriculum Organiser	Experiences and outcomes	Benchmarks
Drama	<p>I can demonstrate sensitivity, precision and depth in the portrayal of a character, conveying relationships and situations in a variety of settings and to different audiences. EXA 4-12a</p> <p>In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience. EXA 4-13a</p> <p>Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts. EXA 4-14a</p> <p>I can use theatre arts technology to enhance tension, mood and atmosphere in drama work. EXA 4-14b</p> <p>I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work. EXA 4-15a</p>	<ul style="list-style-type: none"> • Shows depth of understanding of different drama techniques and purposes through creating scenarios in response to a variety of stimuli. • Explores and expands on the contributions of others by clarifying or summarising points and/or challenging ideas or viewpoints. • Creates dramas for different purposes and audiences, experimenting with different genres, forms, structures and styles. • Creates and sustains aspects of voice to enhance characterisation, for example, pitch, pace, volume, tone, clarity, accent, articulation, register and intonation. • Creates and sustains appropriate movement to enhance characterisation, for example, facial expression, body language, use of space, use of levels, gesture, posture, rhythm and timing. • Shows confidence when presenting 'in character', adapting movement and voice to communicate effectively to different audiences, for example, local primary school, nursery, day care centre. • Applies theatre arts technology and design resources effectively to an agreed concept to create and enhance mood and atmosphere, for example, through the use of sound, lighting, costume, props, stage make-up and hair. • Reviews and evaluates their progress through the creative process on an on-going basis and develops solutions to problems as they arise. • Analyses their own and others' performances, including the work of peers and, where possible, professionals, making detailed comments, with appropriate justification, using appropriate drama vocabulary consistently.

Curriculum Organiser	Experiences and outcomes	Benchmarks
Film and screen	<p>I can develop, plan, film and edit a variety of film and screen products and justify my process and creative choices. EXA 4-20a</p> <p>I have carried out a specific production role on other peoples' film and screen products, demonstrating set etiquette and effective collaboration. EXA 4-21a</p> <p>I understand the purpose of a wide variety of roles in the film and screen industries. EXA 4-22a</p> <p>I understand how a specific budget can influence can make creative choices in film and screen making. EXA 4-23a</p> <p>I can make decisions about content which considers a range of audiences and viewing contexts. EXA 4-24a</p> <p>I can confidently use the language of film and screen. EXA 4-25a</p> <p>I can make creative choices in relation to production and distribution. EXA 4-26a</p>	<ul style="list-style-type: none"> • Develops and writes an original script, comprising several scenes, for at least three film and screen products of different forms, in response to a brief. • Creates filmed content for at least three film and screen products of different forms, in response to a brief. • Edits filmed content for a minimum of three film and screen products of different forms. • Demonstrates engaged and responsible practice in a minimum of one production role for a film and screen product. • Demonstrates safe and respectful practice during filmmaking. • Builds on the contribution of others in developing ideas for a shared film and screen product. • Recognises and describes different production roles for a minimum of three film and screen products. • Communicates understanding of at least three ways in which the budget of a film and screen product has influenced creative choices. • Communicates ideas, thoughts and feelings through filmed content which has been developed to appeal to a particular audience. • Identifies a range of film and screen products, identifying genres, forms and language techniques which are typically associated with each. • When discussing film and screen content, confidently uses film and screen vocabulary, for example, montage, composition, cross-cutting, score, sequence.

	<p>I can engage in critical discussion about film and screen products from different cultures. EXA 4-27a</p> <p>I can demonstrate my understanding of how my own experiences and beliefs and those of others influence film and screen products. EXA 4-28a</p> <p>I can share, celebrate, and critique my film and screen work and the work of others. EXA 4-29a</p>	<ul style="list-style-type: none"> • Gives a personal response to a variety of film and screen experiences, with justification that conveys what they observed about what they watched and what they believe to be the effect of creative choices used in its construction. • Recognises a range of film and screen products from different cultures, identifying what these cultures are and how they reached that understanding. • Selects, presents and discusses relevant information about distinctions between film and screen products from different cultures. • Identifies their own experiences, explains how these have shaped them as a person. • Explains, with justification, what works well and what could be improved in their own or others' work, including professional filmmakers, using film and screen vocabulary. • Justifies own creative choices using film and screen vocabulary. • Identifies the roles they undertook and skills they used when creating their film and screen work. • Explains, giving reasons, which roles and skills in which they felt they were more or less successful. • Identifies skills they were unable to use when creating their film and screen work and explores ways in which they could use these in future work. • When discussing their own or others' work, listens and responds to the views of other people. • Explains, giving reasons, at least two different interpretations of film and screen products.
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Curriculum Organiser	Experiences and outcomes	Benchmarks
Music	<p>I can give assured, expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear. EXA 4-16a</p> <p>I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication. EXA 4-17a</p> <p>I can use music technology to compose, record and produce music and to enhance performance. EXA 4-17b</p> <p>Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas. EXA 4-18a</p> <p>Having reflected on my personal experiences, including participation and engagement with professionals, I can listen to a wide range of music and identify and analyse technical aspects, make informed judgments and express personal opinions on my own and others' work. EXA 4-19a</p>	<ul style="list-style-type: none"> • Performs music individually, with accuracy and assurance, from at least two contrasting styles, using two instruments or one instrument and voice, as solo performances to a standard equivalent to that of ABRSM Grade 2. • Plays by ear or uses appropriate music notation such as treble clef notation, tablature, graphic scores, chord symbols, to give an individual performance. • Communicates the mood and character of a piece of music, for example, using appropriate dynamics and by following notated performance directions such as dynamic markings, tempo changes and expression marks. • Creates and develops structured original music compositions using instruments or voice, for example, a tonal piece in Binary Form (AB) including imperfect and perfect cadences for single-line instrument and voice and a broken chord accompaniment. Uses technology to record and reflect upon original work. • Uses appropriate music notation, for example, treble clef notation or tablature or records using technology and creates a performance plan. • Uses technology to develop and structure short melodic ideas into original music, for example, uses software with midi input to create a minimalist style composition using short, repeated ostinati /cells of music. • Applies knowledge of music concepts to develop original ideas, for example, takes a 2-bar melodic phrase and creates a sequence passage which can be imitated in a different part.

		<ul style="list-style-type: none"> • Uses notes and/or other sources to generate ideas, inform thinking and support the creation of original music performance. • Uses a practice/performance log to record and evaluate performances on chosen instrument(s)/voice, including points for improvement. • Engages and listens well to various genres of music ranging from the Baroque period to modern music and identifies appropriate music concepts and compositional techniques, for example, listens to excerpts of music and gives a short, written or oral analysis, including the use of relevant concepts. • Evaluates and offers justified comments on the performances of others including professionals, to agreed criteria, for example, the performances of others in a “class concert”, an original peer composition. • Makes detailed evaluative comments about aspects of the content, form and style of live and/or recorded performances, for example, identifies genre, style, period, technical aspects, instrumental grouping and other appropriate concepts, using appropriate music vocabulary consistently.
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