

# The Arts

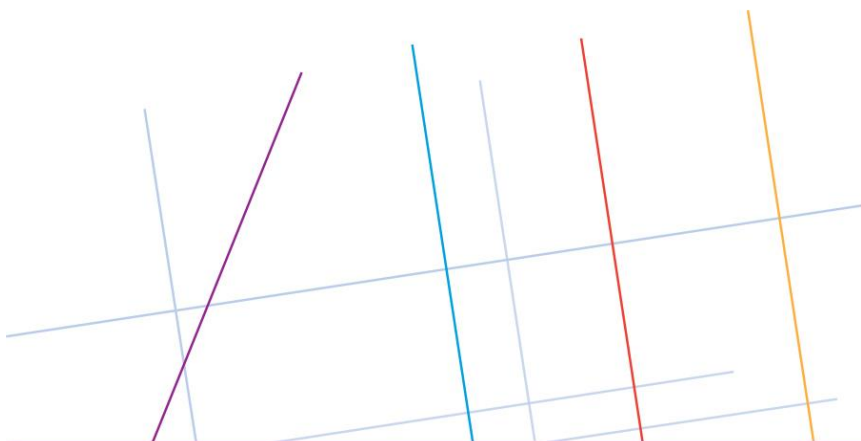
## Teacher Checkpoints





Pupil Name: \_\_\_\_\_

Date Started: \_\_\_\_\_



## Learning Outcomes Assessment Overview

### PLU 5 The Arts

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1	5.2	5.3	5.4	5.5	5.6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7	5.8	5.9	5.10	5.11	5.12
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.13	5.14	5.15	5.16	5.17	5.18
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5.19	5.20	5.21	5.22	5.23	5.24
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5.25	5.26				

### Pathway Progression Key

Experiencing = E

Attending = A

Responding = R

Initating = I

Aquiring = AQ

Becoming fluent = BF

Generalising = G

Circled = Taught

Element	Learning outcomes	Location of Evidence
<b>Visual Art</b>	<p><b>Students can...</b></p> <p>5.1 Explore and experience a variety of mark-making tools, media and materials, surfaces and techniques, including using parts of the body</p> <p>5.2 Show interest in coloured light, colour in the environment and in art materials</p> <p>5.3 Look at and handle natural and manufactured objects with different textures, shapes and patterns</p> <p>5.4 Gather, explore and use 3D materials (new and recycled)</p> <p>5.5 Participate in creating art work based on real or imagined stimuli</p> <p>5.6 Use visual art to communicate, including the creative expression of emotion</p> <p>5.7 Work independently and/or collaboratively to produce a piece of art</p> <p>5.8 Observe, appreciate and/or react to the work of self and others, including the work of famous local or global artists</p>	

Element	Learning outcomes	Location of Evidence
<p><b>Music</b></p>	<p>Students can...</p> <p>5.9 Identify the source and direction of a sound</p> <p>5.10 Listen and respond to a wide range of sounds and music (environmental, body percussion, vocal, instrumental, digital, technological, from a variety of traditions and cultures)</p> <p>5.11 Respond to the elements of music (pitch, pulse, duration, dynamics, structure, timbre, texture, style, tempo)</p> <p>5.12 Experiment with creating vocal sounds</p> <p>5.13 Use parts of the body to make sounds by moving on/ through a reactive environment</p> <p>5.14 Explore and use a variety of sound-making equipment</p>	

<b>Element</b>	<b>Learning outcomes</b> Students can...	<b>Location of Evidence</b>
<b>Music</b>	5.15 Participate in choosing and/or making appropriate sounds for stories, events and celebrations  5.16 Participate in group music-making activities  5.17 Create short pieces of music using relevant digital technologies  5.18 Link sounds to pictorial representations  5.19 Play an uncomplicated tune on a chosen instrument	

Element	Learning outcomes	Location of Evidence
<p><b>Drama</b></p>	<p>Students can...</p> <p>5.20 Show an awareness of being part of an audience</p> <p>5.21 Explore and react to props, costumes, actions and sensory stimuli in a dramatic context</p> <p>5.22 Participate in the re/telling of contemporary/ historical/cultural events or stories through interactive games and/or dramatic activities</p> <p>5.23 Show an awareness of being part of an acting group</p> <p>5.24 Co-operate or work alongside/in parallel with others in making, choosing and using props, costumes and sets</p> <p>5.25 Work independently or collaboratively to produce a rehearsed piece of drama for an audience</p> <p>5.26 Express and/or identify emotions in a dramatic context</p>	

## Progress Review

Date	Comment	Signature