



Significant Aspects of Learning Assessing Progress and Achievement in the Expressive Arts

Significant aspects of learning in the Expressive Arts

Teachers and learners will focus on developing the knowledge and understanding, skills, attributes and capabilities detailed in the experiences and outcomes for each of the four components of the Expressive Arts: *Art and design, Dance, Drama and Music*. Assessment in the Expressive Arts will focus on learners' skills and abilities to express themselves through the three significant aspects of learning in each of the components:

- **creating**
- **presenting**
- **evaluating and appreciating.**

The significant aspects are common to each of the components.

By using significant aspects of learning, practitioners can plan and integrate learning, teaching and assessment in the most appropriate ways for children and young people in their own establishment. The following statements, under the headings of *creating, presenting* and *evaluating and appreciating*, should be considered at the planning stage, before setting up learning activities that will generate evidence of the learning to be assessed.

When **creating**, learners should have opportunities to:

- *express themselves in different ways, think creatively, meet challenges positively and find imaginative solutions to problems*
- *develop knowledge and skills related to the different arts and broader skills such as the use of technology*
- *work cooperatively and communicate with others, and in so doing, show initiative, dependability, resilience, leadership and enterprise*
- *have opportunities to nurture and develop their expressive arts interests and skills*
- *work with professional performers or artists and other creative adults.*

When **presenting**, learners should have opportunities to:

- *perform and present for different audiences and be part of an audience for others*
- *demonstrate working collaboratively as well as learning independently*
- *experience enjoyment and contribute to other people's enjoyment through creative and expressive performances and presentations*
- *establish links within the expressive arts components and the wider curriculum.*

When **evaluating and appreciating**, learners should have opportunities to:

- *analyse, explore and reflect on their own and other's work and develop an enquiring mind*
- *draw on their own ideas, experiences and feelings, and through successful participation recognise the importance of the arts to the culture and identities of Scotland and other societies*
- *develop important skills and attributes, both those specific to the expressive arts and those which are transferable; this might include an appreciation of aesthetic and cultural values and identities.*

For creating and presenting, the majority of activities will be practical and experiential, making use where appropriate of digital technology. Evaluating and appreciating are an integral part of the creative process and are linked to developing creative and performance skills, building new knowledge, understanding and enjoyment.

Learners may progress at different rates in different components and can achieve a level in one component of the expressive arts before doing so in others. For some, developing knowledge and understanding,



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skills, attributes and capabilities as part of a broad general education will prepare them for advanced learning and future careers paths.