

**Values**

Compassion	Faithfulness
Forgiveness	Integrity
Justice	Peace
Respect	Service

**Experiences and Outcomes (Es & Os)**

Es and Os drive curricular forward planning and assessment. Clear learning intentions and success criteria are formulated from the outcomes and shared with learners. Key resources: Interdisciplinary Learning (topics), Responsive Learning, Outside Agencies (Arts-Net for example), Education Excursions and model-based practice.

**Personal Support**

Curriculum planning enables staff to identify skills being developed and appropriate success criteria given to meet individual needs. Personal feedback is given throughout the working week. Cooperative learning enables pupils to work together, supporting and challenging each others' learning. peer and self assessment is a beneficial factor as it provides pupils' with responsibility in their learning. Children with specific needs have a support plan or an Additional Support Plan, reviewed termly and shared with all partners including parents and carers.

**Assessment**

In the expressive arts assessment focuses on children's skills and abilities to express themselves through creating, presenting, evaluating and appreciating. Approaches to assessment also include a focus on their abilities to recognise, present and discuss their own feelings and emotions and those of others. Teachers will gather evidence of progress as part of children's day-to-day learning in art and design, dance, drama, and music. **Formative Assessment** takes into account class discussions and Aifl strategies. **Summative Assessment** could take the form of performance, engaging with an audience, responding to art/music/drama/dance, interpretation and appreciation and exhibiting the pupils' produced work.

**Curriculum Planner – Expressive Arts**

**Totality of the Curriculum**

Learning in, through and about the expressive arts enables children to: be creative and express themselves in different ways; experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation; develop important skills, both those specific to the expressive arts and those which are transferrable; develop an appreciation of aesthetic and cultural values, identities and ideas and for some, prepare for advanced learning and future careers by building foundations for excellence in expressive arts.

**Successful Learner**

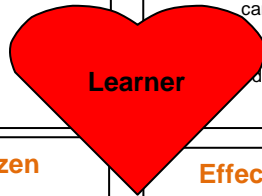
**Attributes:** Enthusiasm and motivation for learning; determination to reach high standards of achievement; openness to new thinking and ideas.

**Capabilities:** use literacy, numeracy and communication skills; use technology for learning; think creatively and independently; learn independently and as part of a group; make reasoned evaluations; link and apply different kinds of learning in new situations.

**Confident Individuals**

**Attributes:** Self respect; a sense of physical, mental and emotional wellbeing; secure values and belief; ambition.

**Capabilities:** relate to others and manage themselves; pursue a healthy and active lifestyle; be self aware; develop and communicate their own beliefs and view of the world; live as independently as they can; assess risk and make informed decisions; achieve success in different areas of activity.



**Responsible Citizen**

**Attributes:** respect for others; commitment to participate responsibly in political, economic, spiritual, social and cultural life;

**Capabilities:** develop knowledge and understanding of the world and Scotland's place in it; understand different beliefs and cultures; make informed choices and decisions; evaluate environmental, scientific and technological issues; develop informed, ethical views of ethical issues.

**Effective Contributors**

**Attributes:** An enterprising attitude; resilience; self-reliance.

**Capabilities:** Communicate in different ways and settings; work in partnership and teams; take the initiative and lead; apply critical thinking in new contexts; create and develop; solve problems.

**Learning and Teaching**

**Pedagogy:** active involvement in creative activities and performances, task or performance opportunities which require a creative response, opportunities to perform or present to an audience, partnerships with professional performers or artists and other creative adults, raising awareness of contemporary culture and connecting with young people's experiences, appropriate effective use of technology, building on the principles of Assessment is for Learning both collaborative and independent learning, establishing links within the expressive arts subjects and with the wider curriculum, opportunities to analyse, explore and reflect.

**Learning Intentions and Success Criteria:** the concept of LI and SC will be evident throughout the whole school. From Primary 1 to Primary7 the LI will be displayed for pupils and staff. The LI will highlight the learning taking place and the success criteria should be specific to enable pupils to be successful in their learning.

**Entitlements**

1. Every child and young person is entitled to experience a curriculum which is coherent from 3-18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

**Principles:** Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance  
Teachers highlight planners to reflect the principle(s) that is being planned for.