

	learning outcomes: Drama			
	Strand: Creating			
	Phase 1	Phase 2	Phase 3	Phase 4
	<p>Learners:</p> <ul style="list-style-type: none">• engage in imaginative play using a range of stimuli• develop the ability to cooperate and communicate with others in creating drama• explore basic bodily movements and the use of space• explore familiar roles, themes and stories dramatically• create roles in response to props, set and costumes• work individually or in groups with confidence.	<p>Learners:</p> <ul style="list-style-type: none">• share drama with different audiences by participating, listening and watching• identify with characters through role play development• use performance as a problem solving tool• work cooperatively towards a common goal, taking an active part in a creative experience• make use of simple performance conventions to share ideas• consider and maintain appropriate behaviours in drama, as an audience member or as a performer• value and develop imaginary roles or situations• use a range of strategies, tools or materials to express an idea or emotion, find solutions or enhance expression.	<p>Learners:</p> <ul style="list-style-type: none">• create a devised or scripted performance for a particular audience or purpose• make artistic choices about role, situation and context• identify how cultural connections can be made through the use of different dramatic forms and/or genres• identify and develop the personal and related skills encountered through the drama experience• find appropriate ways to communicate specific meaning using dramatic action• express their unique values, beliefs and interests through a dramatic form• interpret written dialogues or scenarios.	<p>Learners:</p> <ul style="list-style-type: none">• manipulate a variety of different drama strategies and techniques to create informed scripts, and characterizations within authentic contexts• work to develop each other’s ideas during the creative process• create and perform a sequential drama that explores a particular issue by experimenting with different dramatic forms• consider the skills and techniques used by a range of drama practitioners in the performing arts• show an awareness of audience and adapt performances accordingly• consider the advice and feedback of others as an essential part of the creative process• explore writing for performance• identify how their own and others’ unique values, beliefs and interests might be expressed and interpreted through a dramatic experience• demonstrate developing growing independence to explore personal creative potential and skill development.

	learning outcomes: Drama			
	Strand: Responding			
	Phase 1	Phase 2	Phase 3	Phase 4
	Learners: <ul style="list-style-type: none">• respond to live performances, stories and plays from other times and/or places• talk about ideas and feelings in response to dramatic performances• display audience etiquette and appropriate responses• realize that dramatic conventions are used to craft performance• use materials to symbolically show location and character• respond to dramatic ideas through spoken, visual, auditory and kinaesthetic mediums.	Learners: <ul style="list-style-type: none">• compare varied styles of performance with drama from their own culture• use drama performance to tell stories about people and events from various cultures, including their own• discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance• describe and evaluate the learning and understandings developed through their exploration of drama• describe the dynamic connection between the audience and performer.	Learners: <ul style="list-style-type: none">• discuss aspects of drama that illustrate relationships between culture, history and location• explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community• consider the composition of an audience when preparing an effective formal and/or informal presentation• reflect on achievement and challenges and how they can incorporate these influences in future work• recognize and discuss how the consequences and actions of a performance teach audience members and performers life lessons.	Learners: <ul style="list-style-type: none">• describe how drama plays an innovative role in communicating ideas within cultures and societies• understand the role and relevance of drama in their own society through exposure to a variety of performers and their perspectives• reflect on a variety of dramatic forms to identify new understandings within the arts• recognize and explore some of the different roles in theatre• use responses to drama to adapt and improve work, considering the original intention.

	learning outcomes: Music			
	Strand: Creating			
	Phase 1	Phase 2	Phase 3	Phase 4
	<p>Learners:</p> <ul style="list-style-type: none">• use vocal sounds, rhythms and instruments to express feelings or ideas• create and accompany music using a variety of sounds and instruments• play untuned percussion instruments in time with a beat• use the voice and body to create musical patterns• explore, through play, sounds using the voice and/or instruments as a means of expressing imaginative ideas• recreate sounds from familiar experiences• participate in performing and creating music both individually and collectively• record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)• create their own basic musical instruments.	<p>Learners:</p> <ul style="list-style-type: none">• explore a range of vocal sounds, rhythms, instruments and timbres to communicate ideas and feelings• express one or more moods/feelings in a musical composition• create music to represent different cultures and styles• create a soundscape based on personal experiences• collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)• read, write and perform simple musical patterns and phrases• create music for different purposes.	<p>Learners:</p> <ul style="list-style-type: none">• create a musical composition expressing their own ideas and feelings on a social issue• deliver a musical message to different audiences (for example, peace message to parents, younger children, friends)• create and perform a movement sequence using known musical elements• improvise upon a basic pattern to reinforce the importance of the individual within the group• create and record a composition focusing on form, structure and style to give more meaning to their message• express themselves as individuals through musical composition• read and write music using notation systems• investigate connections between their own work and the work of others.	<p>Learners:</p> <ul style="list-style-type: none">• create music that will be continually refined after being shared with others• present, individually or in small groups, innovative musical performances on a selected issue• incorporate the other arts disciplines and available resources to broaden their creative expression• explore and use other systems of music notation• identify how their own and others' unique values, beliefs and interests might be expressed and interpreted through a musical composition• demonstrate developing independence to explore personal creative potential and skill development.

	Learning outcomes: Music			
	Strand: Responding			
	Phase 1	Phase 2	Phase 3	Phase 4
	<p>Learners:</p> <ul style="list-style-type: none">• move their bodies to express the mood of the music• describe how music makes them feel• distinguish the sounds of different instruments in music• listen to music and create their own work in response• express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)• explore body and untuned percussion instrument sounds• recognize different sources of music in daily life• recognize that sound can be notated in a variety of ways.	<p>Learners:</p> <ul style="list-style-type: none">• create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)• explore individually or collectively a musical response to a narrated story• reflect on and communicate their reactions to music using musical vocabulary• record and share the stages of the process of creating a composition• share performances with each other and give constructive criticism.	<p>Learners:</p> <ul style="list-style-type: none">• compare aspects of music from different times and places• create and perform a movement sequence accompanied by music that they have created• share and compare their experiences as audience members at various performances• describe the process used to create their own music and compare it with others, in order to improve their compositions• analyse different compositions describing how the musical elements enhance the message• reflect upon how their music expresses their personal voice and the impact it has on others.	<p>Learners:</p> <ul style="list-style-type: none">• modify their practices and/or compositions based on the audiences' responses• explore different artistic presentations that are/were innovative and their implications• observe and speculate on the choices and intentions of their own music creations/performances and the work of others.

	learning outcomes: Dance			
	Strand: Creating			
	Phase 1	Phase 2	Phase 3	Phase 4
	<p>Learners:</p> <ul style="list-style-type: none"> • respond to word, rhythm and/or music through movements • explore, through play, body movement as a form of spontaneous expression to communicate and express feelings • explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation • move freely through the space to show levels of low, medium and high, and change of direction • use materials such as streamers, scarves, props or costumes to enhance body movements • develop physical awareness by using isolated body movements and gross motor skills • explore different types of movements such as travelling, jumping and turning • develop the ability to cooperate and communicate with others in creating dance • work individually or in groups with trust and confidence. 	<p>Learners:</p> <ul style="list-style-type: none"> • create movement to various tempos • interpret and communicate feeling, experience and narrative through dance • design a dance phrase with a beginning, middle and ending • create movement that explores dimensions of direction, level and shape • develop physical balance and coordination • share dance with different audiences by participating, listening and watching • work cooperatively towards a common goal, taking an active part in a creative experience • consider and maintain appropriate behaviours in dance, as an audience member or as a performer, by listening, watching and showing appreciation • use a range of strategies, tools or materials to express an idea or emotion, find solutions, or enhance movement or expression. 	<p>Learners:</p> <ul style="list-style-type: none"> • explore various sources of musical and natural rhythms such as beat, breath, and emotional and environmental rhythms • investigate and perform a cultural or historical dance form with an understanding of the function of the dance form as artistic, ritual or social • perform increasingly more difficult sequences with control • create movement to show contrast in designs such as symmetry/asymmetry and opposition/succession • develop physical flexibility and strength • experience varying groupings when performing dance, including ensemble performance • express their unique values, beliefs and interests through a dance form • interpret and replicate a variety of dance styles and genres. 	<p>Learners:</p> <ul style="list-style-type: none"> • improvise to create various movements for specific purposes • choreograph movement to music, word and sound • choreograph performance to express and communicate an idea, feeling, experience, relationship or narrative • create and perform in a variety of dance genres and cultural dance types • show physical confidence in the use of their bodies • work to develop each other's ideas during the creative process • analyse and integrate the reflections of others into the creative process when evaluating and improving • identify how their own and others' unique values, beliefs and interests might be expressed and interpreted through a dance form • demonstrate developing independence to explore personal creative potential and skill development, and work persistently and reflectively throughout the artistic-making process.

	learning outcomes: Dance			
	Strand: Responding			
	Phase 1	Phase 2	Phase 3	Phase 4
	<p>Learners:</p> <ul style="list-style-type: none">• show curiosity about live and recorded dance performances• describe the ideas and feelings communicated through body movements• identify and explain why certain body postures may communicate certain ideas and feelings• display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance• respond to dance through spoken, written, visual and/or kinaesthetic mediums.	<p>Learners:</p> <ul style="list-style-type: none">• recognize a variety of dance genres over time and how they differ from the contemporary dance form of their and/or other cultures• recognize the theme of a dance and communicate their personal interpretation• identify dance components such as rhythm and use of space in their own and others' dance creations• describe and evaluate the learnings and understandings developed through their exploration of dance• realize that there is a dynamic connection between the audience and performer.	<p>Learners:</p> <ul style="list-style-type: none">• recognize that dance plays an innovative role in communicating ideas within cultures and societies• reflect on their personal and family history, and make connections with cultural and historical dance forms• consider the composition of an audience when preparing an effective formal and/or informal presentation• reflect on artistic processes in dance achievements and how to incorporate new ideas into future work• recognize how dance can be used to express and recognize how dance can be used to express their understanding of their inner thoughts and of the world around them.	<p>Learners:</p> <ul style="list-style-type: none">• compare a variety of dance genres over time to the contemporary dance form of their culture and/or other cultures• recognize the role and relevance of dance in their own society through exposure to a variety of performers and their perspectives• describe how dance plays an innovative role in communicating ideas within cultures and societies• analyse how the meanings of movements can change in various cultural and historical contexts• analyse and integrate the reflections of others into the creative process when evaluating and improving• observe and speculate on the choices and intentions of their own dance creations/performances and the work of others.

Learning Outcomes	learning outcomes: Visual arts			
	Strand: Creating			
	Phase 1	Phase 2	Phase 3	Phase 4
	<p>Learners:</p> <ul style="list-style-type: none">• engage with, and enjoy a variety of visual arts experiences• select tools, materials and processes for specific purposes• combine different formal elements to create a specific effect• realize that their artwork has meaning• use their imagination and experiences to inform their art-making• create artwork in response to a range of stimuli• take responsibility for the care of tools and materials• take responsibility for their own and others' safety in the working environment• participate in individual and collaborative creative experiences.	<p>Learners:</p> <ul style="list-style-type: none">• identify, plan and make specific choices of materials, tools and processes• sharpen their powers of observation• demonstrate control of tools, materials and processes• make predictions, experiment and anticipate possible outcomes• combine a variety of formal elements to communicate ideas, feelings and/ or experiences• identify the stages of their own and others' creative processes• consider their audience when creating artwork• work cooperatively towards a common goal, taking an active part in a creative experience.	<p>Learners:</p> <ul style="list-style-type: none">• show awareness of the affective power of visual arts• make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures• create artwork for a specific audience• use a personal interest, belief or value as the starting point to create a piece of artwork• use a range of strategies to solve problems during the creative process.	<p>Learners:</p> <ul style="list-style-type: none">• become increasingly independent in the realization of the creative process• adjust and refine their creative process in response to constructive criticism• identify factors to be considered when displaying an artwork• utilize a broad range of ways to make meaning• select, research and develop an idea or theme for an artwork• develop an awareness of their personal preferences.

	learning outcomes: Visual arts			
	Strand: Responding			
	Phase 1	Phase 2	Phase 3	Phase 4
	<p>Learners:</p> <ul style="list-style-type: none">• enjoy experiencing artworks• show curiosity and ask questions about artworks• describe what they notice about an artwork• identify the materials and processes used in the creation of an artwork• analyse the relationships within an artwork and construct meanings• communicate their initial responses to an artwork in visual, oral or physical modes• make personal connections to artworks• express opinions about an artwork• create artwork in response to a variety of stimuli.	<p>Learners:</p> <ul style="list-style-type: none">• identify ideas, feelings and/or experiences expressed in artworks• investigate the purposes of artwork from different times, places and a range of cultures including their own• sharpen their powers of observation• identify the formal elements of an artwork• use appropriate terminology to discuss artwork• describe similarities and differences between artworks• identify the stages of their own and others' creative processes• become an engaged and responsive audience for a variety of art forms.	<p>Learners:</p> <ul style="list-style-type: none">• compare, contrast and categorize artworks from a range of cultures, places and times• identify and consider the contexts in which artworks were made• identify issues, beliefs and values expressed in artworks• use their knowledge and experiences to make informed interpretations of artworks• reflect on their own and others' creative processes to inform their thinking• use relevant and insightful questions to extend their understanding• recognize that different audiences respond in different ways to artworks• provide constructive criticism when responding to artwork.	<p>Learners:</p> <ul style="list-style-type: none">• describe ways in which artists have innovated across cultures, places and times• explain the cultural and historical perspectives of an artwork, considering whose voices are not being heard• understand the role and relevance of visual arts in society• reflect on the factors that influence personal reactions to artwork• reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities• critique and make informed judgements about artworks.