

BPT: Arts

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

Arts

	Connect	Create	Communicate
Stage 0	<p>Movement and Music: I have built a repertoire of songs and dances.</p> <p>Movement and Music: I can explore sounds of instruments</p>	<p>Art: I am able to mix colours.</p> <p>Art: I can experiment to create different textures.</p> <p>I understand that different media can be combined.</p> <p>I can use simple tools and techniques.</p> <p>I can select appropriate resources.</p>	<p>Being Imaginative: I can create movement to express and respond to feelings, ideas and experiences.</p> <p>Being Imaginative: I can choose particular colours to use for a purpose.</p> <p>Being Imaginative: I can introduce a story line or narrative into their play.</p> <p>Being Imaginative: I can play alongside other children who are engaged in the same theme.</p> <p>Being Imaginative: I can play with others in a story or role play.</p>

<p>Stage 1</p>	<p>I can respond appropriately to one form of art by watching, listening or showing engagement when the art happens either live or on video.</p> <p>I can engage with the art form for short periods of time and show enjoyment.</p>	<p>I can make choices that influence a story, piece of art, music or dance. This could be verbally making a suggestion, reaching for a prop or symbol for a choice of 2, choosing a colour or demonstrating a movement. My choice is sometimes prompted or supported by an adult.</p>	<p>I can stand with an adult or peer and show them my artwork on paper, video or a photograph.</p> <p>I am able to tell them something about the art, e.g. it is a green cat.</p> <p>I can be present during a group arts activity.</p>
<p>Stage 2</p>	<p>I can respond appropriately to multiple forms of art by watching, listening or showing engagement when the art happens either live or on video.</p> <p>I can engage with the art form for a sustained period of time and make a comment about the work.</p> <p>I can give preferences as to which art activities I enjoy the most.</p> <p>I understand that art is created by an artist.</p>	<p>I can give a clear suggestion that influences a story, piece of art, music or dance. This could be verbally making a suggestion, reaching for a prop or symbol from a wide variety, or demonstrating a new movement. My choice is independent.</p>	<p>I can present in front of an adult or peer and show them my artwork on paper, perform a song or character, read a poem or discuss a video or a photograph. I am able to tell them about the artwork in more details, e.g. what it is and how I made it.</p> <p>I can engage in a group arts activity.</p> <p>I allow others to watch me making art.</p>
<p>Stage 3</p>	<p>I can respond appropriately to multiple forms of art by watching, listening or showing engagements when the art happens either live or on video. I can make a comment about what I can see/hear in greater depth.</p> <p>I understand that different art forms are created by different types of artist, e.g. composer, choreography, painter.</p>	<p>I can create a piece of my own artwork with support. This could be a painting, drawing, short phrase of dance, music or drama script. An adult may help me to create a simple step by step plan to achieve my goal.</p> <p>I can experiment with different components and techniques and make choices about which to use.</p>	<p>I can present in front of a small group of adults or peers and show them artwork on paper, video/photograph or a performance. I am about to tell them about the artwork in more detail.</p> <p>I can keep focused most of the time without giggling or asking questions.</p> <p>I show some basic communication skills such as the ability to hold an audience's attention for a short period of time.</p> <p>I can take an active role in a group arts activity. I encourage others to watch me making art.</p>

<p>Stage 4</p>	<p>I can respond appropriately to multiple forms of art by watching, listening or showing engagement when the art happens either live or on video. I am able to discuss what I experience and give opinions on the parts that I like and dislike, supported by structured questions from an adult.</p> <p>I understand that different art forms are created by different types of artist, e.g. composer, painter, and can name an artist that I like and a piece of their work.</p>	<p>I can create a piece of my own artwork with adult support.</p> <p>I can create a simple step by step plan to achieve my goal with support from an adult. This could be a painting, drawing, short phrase of dance, music or drama script.</p> <p>I will be able to give a short evaluation of 'What Well When?' and 'Even Better If'. I can accept feedback from a teacher or peer about my creation.</p>	<p>I can present in front of a small group of adults or peers and show them artwork on paper, video/photograph or a performance. I am about to tell them about the artwork in more detail.</p> <p>I can keep focused most of the time without giggling or asking questions.</p> <p>I show some basic communication skills such as the ability to hold an audience's attention for a moderate period of time.</p> <p>I can take an active role in a group arts activity, giving an opinion or making a suggestion about part of the work.</p> <p>I encourage others to watch me making art and talk to them about what I am doing.</p>
<p>Stage 5</p>	<p>I can give well thought out responses to multiple forms of art by watching, listening or showing engagement when the art happens either live or on video. I am able to discuss what I experience and give opinions on the parts that I like and dislike.</p> <p>I understand that different art forms are created by different types of artist, e.g. composer, painter. I can name artists that I like and give examples of their work.</p>	<p>I can create a piece of my own artwork with minimal support.</p> <p>I can create a simple step by step plan to achieve my goal independently, using feedback from an adult to refine this plan. This could be a painting, short phrase of music etc.</p> <p>I will be able to give a short evaluation of 'What Well When?' and 'Even Better If'. I can accept feedback from a teacher or peer about my creation and make a basic change in response to this.</p>	<p>I can present in front of a small group of adults or peers and show them artwork on paper, video/photograph or a performance. I am about to tell them about the artwork in more detail.</p> <p>I can keep focused throughout the presentation without giggling or asking questions.</p> <p>I show good communication skills such as the ability to hold an audience's attention for a sustained period of time.</p> <p>I take an active role in group arts activity, giving an opinion or making a suggestions about part of the work, making my voice heard in a polite manner. I am able to follow the directions of a leader and complete my role.</p>

			I show others art that I am making and discuss what I am doing and why, allowing them to watch and copy me.
Stage 6	<p>I can give well thought out responses to multiple forms of art by watching, listening or showing engagement when the art happens either live or on video. I am able to discuss what I experience and give opinions on the parts that I like and dislike. I can answer questions about key moments in the work, looking for specific elements, moments or features.</p> <p>I understand that different art forms are created by different types of artist. I can name artists that I like and give examples of their work.</p> <p>I can do research with adult support to further my knowledge and understanding of an artist that I like, their journey and their art.</p>	<p>I can create a simple step by step plan independently, using feedback from an adult to refine this plan.</p> <p>I can create a piece of my own artwork independently, working from a stimulus or task brief, demonstrating a basic structure and simple detail, e.g. child sketches, paints and then uses a black fine liner to accentuate key features.</p> <p>I will be able to to give a short evaluation of 'What Went Well?' and 'Even Better If'. I can ask for and respond to feedback from a teacher or peer about my creation and make a basic change in response to this.</p>	<p>I can present in front of a small group of adults or peers and show them artwork on paper, video/photograph or a performance. I am about to tell them about the artwork in more detail. I can answer questions given to me during the presentation about my thoughts and knowledge on the work</p> <p>I can keep focused throughout the presentation and show confidence.</p> <p>I show good communication skills such as the ability to engage and enthuse an audience. People want to watch/listen to me.</p> <p>I can take an active role in a group arts activity, giving an opinion or making suggestions about the work, making my voice heard in a polite manner. I am able to follow the directions of a leader but am also able to communicate and discuss how the project might look.</p> <p>I am able to share an arts skill with someone else, allowing them to watch and copy me, giving basic feedback to ensure that they are successful.</p>
Stage 7	<p>I can give a well-considered response to a range of art, including fine arts and performances, identifying the key themes and features of the piece. I can comment on what I see and suggest why the artist</p>	<p>I can create/compose/choreograph a project based piece of art that communicates a given theme or a message, showing some originality.</p> <p>I can independently choose an appropriate medium to use and create a plan including the key features/climax that</p>	<p>I can present in front of a group of people including people that I don't know. I am able to tell them about the artwork in detail, for example what it is and how I made it or how I become involved in the piece. I can identify the stimulus or inspiration for my work.</p>

	<p>might have worked in this way or what they might have been communicating</p> <p>I can identify a key artist whose work I enjoy, discussing their life, influences and experiences and how this shapes their work.</p> <p>I can independently research and discuss current artists working in a medium that interests me. I can give opinions on their work.</p> <p>I can view the work of my peers giving basic, relevant feedback to enable them to improve and refine their work.</p>	<p>will be present in the finished piece. This could be a painting, drawing, dance, piece of music or short play.</p> <p>I can make changes to my work in response to the feedback of someone else. I will be able to give an evaluation of my creation based on the opinions of myself and my audience. This will inform me in concluding what went well and what I could be better next time.</p>	<p>My work will show some skills relevant to the medium, for example, careful colour selection, brushwork and texture/projection, characterisation and tone/extension, dynamic variation and musicality. People want to watch/listen to me.</p> <p>I can take an active role in a group arts project, getting involved in discussions about the piece and its intentions, make my voice heard in a polite manner. I am able to follow the directions of a leader but am also able to communicate and discuss how the project might look, taking the lead at times where I can use my artistic talents.</p> <p>I am able to share an arts skill with others, allowing them to watch and copy me, giving basic feedback to ensure that they are successful.</p>
<p>Stage 8</p>	<p>I can give a well-considered response to a range of art, including fine arts and performances, identifying the key themes and features of the piece, giving specific examples. I can comment on what I see and suggest why the artist might have worked in this way or what they might have been communicating and why.</p> <p>I can identify a key artist whose work I enjoy, discussing their life, influences and experiences and how this shapes their work. I can explain why I like their work and how it makes me feel, giving specific examples.</p>	<p>I can create/compose/choreograph a project based piece of art that communicates a theme or a message, demonstrating a creative or unique response. I can independently choose an appropriate medium to use and create a plan including the key features/climax that will be present in the finished piece with originality and creativity. This could be a painting, drawing, dance, piece of music or short play.</p> <p>I can make changes to my work in response to the feedback of someone else. I will be able to give an evaluation of my creation based on the opinions of myself and my audience. This will inform me in concluding what went well and what I could do better next time.</p>	<p>I can present in front of a group of people including people that I don't know. I am able to tell them about the artwork in detail, for example what it is and how I made it or how I became involved in the piece. I can discuss the influences and/or inspiration for the work and what I am trying to convey.</p> <p>My work will show a variety of skills relevant to the medium, for example careful colour selection, brushwork and texture/ projection, characterisation and tone/ extension, dynamic variation and musicality. People want to watch/listen to me.</p> <p>I can take an active role in a group arts project, getting involved in discussions about the piece</p>

I can independently research and discuss current artists working in a medium that interests me. I can give opinions on their work and critically analyse how it links to what is happening in the world around me.

I can view the work of my peers giving sensitive and relevant feedback to enable them to improve and refine their work.

and its intentions, making my voice heard in a polite manner. I am able to follow the directions of a leader but am also able to communicate and discuss how the project might look. I take the lead at times where I can use my artistic talents, delegating and guiding my peers with kindness and listening to the suggestions of others.

I can teach an arts skill to a group of peers by demonstrating and giving them simple instructions, giving basic feedback to ensure that they are successful.