

## OPPORTUNITIES FOR COMMUNICATION WITHIN THE ARTS

Based on:

- QCA (2001) subject guidance in Art, Music and dance in PE (*Planning, teaching and assessing the curriculum for pupils with learning difficulties*).
- Peter, M (2009) Drama: narrative pedagogy and socially challenged children, British Journal of Special Education, vol 36, Issue 1, 9-17.

		Key stage 1		Key stage 2		Key stage 3
Art & design	All (PMLD)	Sensory exploration of materials with support Respond to works in their environment	Explore colour, texture, line, tone, shape, form and space in 2D & 3D Try out and use a range of materials and suitable tools to make images and artefacts Respond to what they see, hear, smell touch and feel, Show likes and dislikes for different kinds of art & design		With support, experiment with and combine colour, texture, line, tone, shape form and space in 2D and 3D Try out and choose from different materials and suitable tools to make images and artefacts for different purposes Respond in different ways to their own work and show likes and dislikes about the work of others Start to realise art as a satisfying leisure activity and can take place in the wider community	
	Most (SLD)	Explore colour, texture, line, tone, shape, form and space in 2D & 3D Try out tools and materials to make images and artifacts Respond in different ways to works and express preferences	Experiment with different materials and processes Develop their own practical and creative skills and improve their control of materials and tools Respond to their own work and to the work of other artists & communicate their responses		Use a variety of materials and processes to record observations, ideas and feelings and make images and artefacts Review and express views on their own work and that of others and make simple changes to their own work Realise that art and design can provide employment	
	A few (CLDD)	Use a range of materials and suitable tools to show ideas and feelings Make images and artifacts Respond to their own work and that of others and express their views	Respond to the visual and tactile qualities of materials and select appropriate materials, tools and techniques to develop their ideas Review the work of other artists and may, as a result, make simple changes to their own work		Extend and refine their skills by using different materials and processes for different purposes Work on their own when making images and artefacts Compare their won work and that of others, and may adapt and develop their own work as a result	

Music	All (PMLD)	<p>Listen and respond physically to a wide range of sounds &amp; music</p> <p>Participate in group music-making</p> <p>Join in songs, chants and rhymes and explore sounds</p> <p>Play tuned and untuned instruments either independently or with support</p> <p>Experience how sounds and silence can create different moods and effects</p>	<p>Listen and respond to a variety of different stimuli with increasing personal involvement</p> <p>Participate in making music with different sized groups</p> <p>Join in songs, chants and rhymes with support</p> <p>Explore sounds and play tuned and untuned instruments either independently or with support</p> <p>Participate in simple performances</p> <p>Explore their thoughts and feelings by responding physically, intellectually and emotionally to a variety of music from different times and cultures</p>		<p>Listen to, experience and explore specific genres, styles and traditions from different times and cultures, and develop their own musical preferences</p> <p>Work in groups of different sizes and take part in a range of musical activities</p> <p>Attend and take part in performances of different styles of music</p> <p>Be involved in community-based musical activities</p>	
	Most (SLD)	<p>Respond to, and make, a range of sounds</p> <p>Learn that sounds can be made in different ways</p> <p>Have opportunities to join in songs and play instruments with others</p> <p>Experiment with sound and make simple choices in musical activities</p> <p>Indicate preferences for different styles of music</p> <p>Show awareness of obvious similarities and differences in sounds and music</p>	<p>Recognise and explore how sounds can be made and changed</p> <p>Use their voices in different ways (eg speaking, chanting) and perform with others</p> <p>Repeat short rhythmic and melodic patterns</p> <p>Choose sounds in response to given starting points</p> <p>Helped to respond to different moods in music</p> <p>Recognise well-defined changes in sounds</p> <p>Identify simple repeated patterns and take account of musical instructions</p>		<p>Recognise and explore ways in which sounds can be organised</p> <p>Sing with a sense of the shape of the melody</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse</p> <p>Choose and order sounds in simple structures (eg beginning, middle, end) in response to given starting points</p> <p>Represent sounds with picture symbols</p> <p>Recognise how musical elements can be used to create different moods and effects</p> <p>Make improvements to their own work with support</p>	

	A few (CLDD)	<p>Recognise and explore how sounds can be made and changed</p> <p>Use their voices in different ways (speaking, singing, chanting)</p> <p>Perform with awareness of others</p> <p>Repeat short rhythmic and melodic patterns</p> <p>Create and choose sounds in response to given starting points</p> <p>Respond to different moods in music and recognise well-defined patterns</p> <p>Take account of musical instructions (eg louder, slower)</p>	<p>Recognise and explore ways in which sounds can be organised</p> <p>Sign with a sense of shape of the melody</p> <p>Perform simple patterns and accompaniments, keeping to a steady pulse</p> <p>Choose and order sounds within simple structures (eg beginning, middle, end) in response to given starting points</p> <p>Represent sounds with symbols</p> <p>Recognise how musical elements can be used to create different moods and effects</p> <p>Improve their work with support</p>		<p>Recognise and explore ways in which sounds can be combined and used expressively</p> <p>Sing in tune with expression</p> <p>Perform rhythmically simple parts using a limited range of notes</p> <p>Have opportunities to improvise repeated patterns</p> <p>Combine several layers of sound for a textured effectg</p> <p>Recognise how different musical elements a re combined and used expressively</p> <p>Make improvements to their own work, commenting on the intended effect</p>	
Dance	All (PMLD)	<p>Learn to control and co-ordinate a small range of single actions (watch themselves in a mirror)</p> <p>Control some of their spontaneous movement (eg in action rhymes and songs)</p> <p>Develop a small repertoire of actions and whole body movements in response to stimuli (eg fingers moving to drum beat)</p> <p>Experience contrasts in movement dynamics (eg variations in fast/slow) with support (eg being slid on a blanket at different speeds)</p>	<p>Acquire a wider range of skills, actions and whole body movements (eg use sound beam to make large or small movement)</p> <p>Make a particular response in a familiar situation or to a particular stimulus (eg link spinning to the action of a top)</p> <p>Take part in dance experiences using props/objects (eg mirror another's actions)</p> <p>Respond with support using movement (eg adjusting actions to required speed)</p>		<p>Show more confidence and coordination in their ability to control voluntary actions</p> <p>Perform actions that link together – use space under and around each other</p> <p>Use movement to respond to experience (eg visit to a fun fair)</p>	

	Most (SLD)	<p>Respond to some stimuli and produce actions or movements as reactions to them in a consistent manner (eg 'stretch, bend, curl up on instruction)</p> <p>Be aware of what they want to do and move with some intent</p> <p>Explores movement dynamics – contrasts in fast/slow, heavy/light, direct/flexible, bound or free-flowing</p>	<p>Harness movement with greater intent and purpose (eg stop, start, change direction in response to a clap or drum beat)</p> <p>Use movement consistently to express an idea and with developing control and coordination (eg varying dynamics to make an action lighter or heavier)</p> <p>Select skills, actions and movement for a purpose (eg listen and respond to action words – march, walk, etc)</p> <p>Try out alternative ways to vary a movement (eg freeze when music stops, speed up as music gets faster)</p> <p>Work with a partner (who may be another adult) to link actions to perform a dance</p>		<p>Select and apply movements and actions to express an idea or intention (eg communicate about super heroes, films or visits, and observe actions and movements)</p> <p>Perform short dance sequences that they can recall and repeat (with support, form and sustain shapes to build up a sequence)</p> <p>Express ideas and feelings through movement by varying dynamics using control over body tension, speed, direction (eg motifs to bring out a character or an effect)</p> <p>Show a range of responses to different situations and musical stimuli</p> <p>Work with others to create arches, tunnels and to build up sequences</p>	
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	A few (CLDD)	<p>Produce a wider range of actions and whole body movements with greater control</p> <p>Use two or more single actions consecutively (use symbols or photos to prompt recall)</p> <p>Respond to stimuli more consistently through varying dynamics with support</p> <p>Show greater intent in their actions</p> <p>Look at photos to recall how they felt (eg hot/sweaty, hot, panting)</p> <p>Watch and communicate about each other moving in different ways</p>	<p>Use whole body movements to travel with coordination and purpose</p> <p>Recognise familiar stimuli and situation and react to these consistently (eg learn a sequence has beginning-middle-end)</p> <p>Use single actions and skills with intent and perform them consecutively and fluently with control</p> <p>Varies dynamics of actions and skills with support (eg fast/slow and sustained, direction, heavy/light, direct/flexible)</p> <p>Communicate what happens to their breathing or heartbeat when dancing</p> <p>Learn to warm up and relax at the end of a session</p> <p>Perform sequences of movements in collaboration with others (watch and communicate about actions and movements others make and what body parts they use)</p>		<p>Link actions fluently to express a narrative in dance</p> <p>Describe and comment on their own work and that of others, recognising some differences</p> <p>Show awareness of how to move and use props safely</p> <p>Describe in simple language their body's feelings during dance activities – communicate why dance is healthy and why you need to warm up and cool down</p>	
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Drama	All (PMLD)	<p>Participates with emerging attention in group drama that has a predictable structure (eg Prescribed Drama Structure, ritual)</p> <p>Shows emerging understanding of social agency and social cause – consequence (eg makes Cinderella happy by carrying out a job with support)</p> <p>Shows changes in emotional response – eg anxious then happy</p> <p>Shows some awareness in a drama performance</p>	<p>Shows anticipation in a group drama with a predictable structure (eg squeals at a high point when about to be pursued by teacher-in-role as a scary character)</p> <p>Shows awareness of changes in group mood during an inclusive improvised drama</p> <p>Responds to theatrical changes during a drama performance (eg changes in lighting, mood, sound)</p>		<p>Makes a choice within a familiar predictable drama activity, to achieve a known outcome</p> <p>Makes a choice within the inclusive group improvised drama that influences the course of events</p> <p>Shows awareness of the mood of a teacher-in-role and makes an empathic response</p> <p>Participates within a group tableau, with awareness of the difference between make-believe and reality</p> <p>Reacts to obvious changes in mood – eg according to which character owns a particular hat</p> <p>Shows recall of a key moment or character in a drama performance attended – reacts to a visual prompt or prop</p>	
	Most (SLD)	<p>Makes a physical response in relation to a character (eg to help Cinderella)</p> <p>Shows awareness of the basic mood of teacher-in-role (happy, sad, angry)</p> <p>Recalls a significant event or character's action from a drama performance</p>	<p>Expresses a choice through signing or speaking to influence the direction of the drama</p> <p>Co-operates with a partner (child or another adult) to solve a problem or situation by making a physical response and carrying out a short dramatic sequence</p> <p>Participates with understanding, following the group's agreed collective response, in a teacher-led improvisation to resolve a situation</p> <p>Recalls with prompts (eg photos, props) a sequence of events in a drama performance</p>		<p>Co-operates within a small group to show a collective response to solve a problem or situation</p> <p>Shows a teacher-in-role what they should do by correcting their behaviour or language</p> <p>Holds a frozen expression and gesture in a group tableau to express a meaning</p> <p>Takes on a character albeit perfunctorily, using stereotypical language</p> <p>Expresses why they liked or disliked a key moment within a drama performance</p>	

	A few (CLDD)	Shows initiative in making a physical response to a character in need (eg to cheer up Cinderella) Recalls what happened as a result of a character's actions	Sustains the make-believe when an anticipated outcome to a predictable activity does not happen Shows initiative by making a relevant suggestion towards resolving a simple problem within the group teacher-led improvised drama Expresses a preference or dislike of a key moment within a drama performance		Plays a character, showing some variation in delivery according to changes in feelings Sustains the make-believe, interacting in role with others within the drama Listens and responds appropriately to different opinions within the drama Negotiates with others within the group, accepting a majority decision Verbalises to bring to life a frozen tableau Devises a short scene with others to communicate an idea Discuss what a performance was trying to express	
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