



Scope of National Coverage through AIM@Arts

At Woodcroft Primary School, quality experience in Dance, Drama, Music and Visual Art are key to a broad and balanced curriculum which develops pupils' Social, Moral, Spiritual and Cultural (SMSC) understanding. All pupils explore the following areas in every Year Group, relevant to their stage of development and educational need. Specialist staff support class teachers in ensuring all areas are met in a way that supports National Curriculum standards and core curriculum.

EYFS (Nursery and Reception) and Key Stage 1 (Years 1 and 2)

Area of Exploration	Dance	Drama	Music	Visual Arts
Exploring ideas and improvising with ways to represent ideas	Explore, improvise and organise ideas to make dance sequences using the elements of dance	Explore role and dramatic action in dramatic play, improvisation and process drama	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion	Explore ideas, experiences, observations and imagination to create visual artworks and design
Developing understanding of practices	Use fundamental movement skills to develop technical skills when practising dance sequences	Use voice, facial expression, movement and space to imagine and establish role and situation	Sing and play instruments to improvise, practice a repertoire of chants, songs and rhymes, including songs used by cultural groups in the school community	Use and experiment with different materials, techniques, technologies and processes to make artworks
Sharing artworks	Present dance that	Present drama that	Create compositions and	Create and display

through performance, presentation or display	communicates ideas to an audience	communicates ideas to an audience	perform music to communicate ideas to an audience	artworks to communicate ideas to an audience
Responding to and interpreting artworks	Respond to dance and consider where and why people dance, starting with the local community cultures	Respond to drama and consider where and why people make drama	Respond to music and consider where and why people make music, starting with the local community cultures	Respond to visual artworks and consider where and why people make visual artworks

Lower Key Stage 2 (Years 3 and 4)

Exploring ideas and improvising with ways to represent ideas	Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama	Develop aural skills by exploring, imitating and recognising inter-related dimensions of music including dynamics, pitch and rhythm patterns	Explore ideas and artworks from different cultures and times to use as inspiration for own representations
Developing understanding of practices	Practise technical skills safely in fundamental movements	Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place	Practise singing, playing instruments and improvising music, using the inter-related dimensions of music in a range of pieces, including music from the local community	Use materials, techniques and processes to explore visual conventions when making artworks

Sharing artworks through performance, presentation or display	Perform dances using expressive skills to communicate ideas	Shape and perform dramatic action using narrative structures and tension in devised and scripted drama	Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume	Present artworks and describe how they have used visual conventions to represent their ideas
Responding to and interpreting artworks	Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as an audience	Identify intended purposes and meaning of drama using the elements of drama to make comparisons	Identify intended purposes and meanings as they listen to music, using the inter-related dimensions of music to make comparisons	Identify purposes and meanings of artworks using visual arts terminology to compare artworks

Upper Key Stage 2 (Years 5 and 6)

Exploring ideas and improvising with ways to represent ideas	Explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning	Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations	Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns	Explore ideas and practices used by artists to represent different views, beliefs and opinions
Developing understanding of practices	Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination	Develop skills and techniques of voice and movement to create character, mood and atmosphere	Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including music from the local community	Develop and apply techniques and processes when making their artworks

<p>Sharing artworks through performance, presentation or display</p>	<p>Perform dance using expressive skills to communicate a choreographer's ideas</p>	<p>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to engage an audience</p>	<p>Rehearse and perform music, including own compositions, by improvising, sourcing and arranging ideas and making decisions to engage an audience</p>	<p>Plan the display of artworks to enhance their meaning for an audience</p>
<p>Responding to and interpreting artworks</p>	<p>Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as an audience</p>	<p>Identify intended purposes and meaning of drama using the elements of drama to make comparisons between styles</p>	<p>Identify intended purposes and meanings as they listen to music to make comparisons</p>	<p>Identify purposes and meanings of artworks using visual arts terminology to compare artworks</p>