

## Sequence of Achievement 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.*

### AIM@TheArts: Sequence of Achievement EYFS - Y6

Achievement Standard	EYFS and KS1	Lower KS2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)
<b>Dance</b>	By the end of Year 2, pupils describe the effect of the elements in dance they make, perform and view	By the end of Year 4, pupils describe and discuss similarities and differences between the dances they make, perform and view. They discuss how they and others organise the elements of dance in routines depending on their objective.	By the end of Year 6, pupils explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.

	<p>Pupils use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. They demonstrate safe practice.</p>	<p>Pupils structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.</p>	<p>Pupils structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.</p>
<b>Drama</b>	<p>By the end of Year 2, pupils can describe what happens in drama they make, perform and view. They can identify some elements in drama.</p> <p>Pupils make and present drama using the elements of role, situation and focus in dramatic play and improvisation</p>	<p>By the end of Year 4, pupils describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama within their own and others' work.</p> <p>Pupils use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</p>	<p>By the end of Year 6, pupils explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making.</p> <p>Pupils work collaboratively as they use the elements of drama to shape character, voice, and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.</p>
<b>Music</b>	<p>By the end of Year 2, pupils can communicate about the music they listen to, make and perform and where and why people make music.</p>	<p>By the end of Year 4, pupils describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the</p>	<p>By the end of Year 6, pupils explain how the interrelated dimensions of music are used to communicate meaning in the music they listen to,</p>

	<p>Pupils can improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>	<p>interrelated dimensions of music in performance and composition.</p> <p>Pupils collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with increasing accuracy in pitch, rhythm and expression.</p>	<p>compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Pupils use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p>
<p><b>Visual Art</b></p>	<p>By the end of Year 2, pupils can describe artworks they make and view and where and why artworks are made and represented.</p> <p>Pupils make artworks in a wide variety of forms to express their ideas, observations and imagination, using different techniques and processes.</p>	<p>By the end of Year 4, pupils describe and discuss similarities and differences between artworks they make, present and view.</p> <p>Pupils collaborate to plan and make artworks that are inspired by artworks they experience. They use a wide range of visual techniques and processes to communicate their ideas.</p>	<p>By the end of Year 6, pupils explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making.</p> <p>Pupils use visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe</p>

			how the display of artworks enhances meaning for an audience.
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