

# **THE ARTS**

## **KEY STAGE 2**

The minimum content for The Arts is set out below.

Teachers should enable pupils to develop knowledge, understanding and skills in:

### **ART AND DESIGN**

Pupils should be enabled to:

- engage with observing, investigating, and responding to first hand experiences, memory and imagination;
- collect, examine and select resource material to use in the development of ideas;
- look at and talk about the work of artists, designers and craftworkers from their own and other cultures; appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making;
- develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas;
- evaluate their own and others' work and how it was made, explain and share their ideas discuss difficulties and review and modify work to find solutions;
- use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.

### **MUSIC**

Pupils should be enabled to:

- work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created;
- sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills;
- listen and respond to their own and others' music-making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to.

### **Drama**

Pupils should be enabled to:

- develop their understanding of the world by engaging in a range of creative and imaginative role play situations;
- explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feeling about issues, and by negotiating situations both in and out of role;
- develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience;
- develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.