# 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*).

<table>
<thead>
<tr>
<th>Art &amp; design</th>
<th>Key stage 1</th>
<th>Key stage 2</th>
<th>Key stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>All (PMLD)</td>
<td><strong>Sensory exploration of materials with support</strong> Respond to works in their environment</td>
<td><strong>Explore colour, texture, line, tone, shape, form and space in 2D &amp; 3D</strong> 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 &amp; design</td>
<td><strong>With support, experiment with and combine colour, texture, line, tone, shape and space in 2D and 3D</strong> 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</td>
</tr>
<tr>
<td>Most (SLD)</td>
<td><strong>Explore colour, texture, line, tone, shape, form and space in 2D &amp; 3D</strong> Try out tools and materials to make images and artifacts Respond in different ways to works and express preferences</td>
<td><strong>Experiment with different materials and processes</strong> 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 &amp; communicate their responses</td>
<td><strong>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</strong></td>
</tr>
<tr>
<td>A few (CLDD)</td>
<td><strong>Use a range of materials and suitable tools to show ideas and feelings</strong> Make images and artifacts Respond to their own work and that of others and express their views</td>
<td><strong>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</strong></td>
<td><strong>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 own work and that of others, and may adapt and develop their own work as a result</strong></td>
</tr>
<tr>
<td>Music</td>
<td>All (PMLD)</td>
<td>Most (SLD)</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
|           | Listen and respond physically to a wide range of sounds & music  
Participate in group music-making  
Join in songs, chants and rhymes and explore sounds  
Play tuned and untuned instruments either independently or with support  
Experience how sounds and silence can create different moods and effects | Listen and respond to a variety of different stimuli with increasing personal involvement  
Participate in making music with different sized groups  
Join in songs, chants and rhymes with support  
Explore sounds and play tuned and untuned instruments either independently or with support  
Participate in simple performances  
Explore their thoughts and feelings by responding physically, intellectually and emotionally to a variety of music from different times and cultures | Listen to, experience and explore specific genres, styles and traditions from different times and cultures, and develop their own musical preferences  
Work in groups of different sizes and take part in a range of musical activities  
Attend and take part in performances of different styles of music  
Be involved in community-based musical activities | Recognise and explore how sounds can be made and changed  
Use their voices in different ways (eg speaking, chanting) and perform with others  
Repeat short rhythmic and melodic patterns  
Choose sounds in response to given starting points  
Helped to respond to different moods in music  
Recognise well-defined changes in sounds  
Identify simple repeated patterns and take account of musical instructions |
|           |                                                                                                                                                                                                                                                                                                                                                                                                  | Recognise and explore ways in which sounds can be organised  
Sing with a sense of the shape of the melody  
Perform simple patterns and accompaniments keeping to a steady pulse  
Choose and order sounds in simple structures (eg beginning, middle, end) in response to given starting points  
Represent sounds with picture symbols  
Recognise how musical elements can be used to create different moods and effects  
Make improvements to their own work with support |
| A few (CLDD) | Recognise and explore how sounds can be made and changed  
Use their voices in different ways (speaking, singing, chanting)  
Perform with awareness of others  
Repeat short rhythmic and melodic patterns  
Create and choose sounds in response to given starting points  
Respond to different moods in music and recognise well-defined patterns  
Take account of musical instructions (e.g. louder, slower) | Recognise and explore ways in which sounds can be organised  
Sign with a sense of shape of the melody  
Perform simple patterns and accompaniments, keeping to a steady pulse  
Choose and order sounds within simple structures (e.g. beginning, middle, end) in response to given starting points  
Represent sounds with symbols  
Recognise how musical elements can be used to create different moods and effects  
Improve their work with support | Recognise and explore ways in which sounds can be combined and used expressively  
Sing in tune with expression  
Perform rhythmically simple parts using a limited range of notes  
Have opportunities to improvise repeated patterns  
Combine several layers of sound for a textured effect  
Recognise how different musical elements are combined and used expressively  
Make improvements to their own work, commenting on the intended effect |
| Dance All (PMLD) | Learn to control and co-ordinate a small range of single actions (watching themselves in a mirror)  
Control some of their spontaneous movement (e.g. in action rhymes and songs)  
Develop a small repertoire of actions and whole body movements in response to stimuli (e.g. fingers moving to drum beat)  
Experience contrasts in movement dynamics (e.g. variations in fast/slow) with support (e.g. being slid on a blanket at different speeds) | Acquire a wider range of skills, actions and whole body movements (e.g. use sound beam to make large or small movement)  
Make a particular response in a familiar situation or to a particular stimulus (e.g. link spinning to the action of a top)  
Take part in dance experiences using props/objects (e.g. mirror another's actions)  
Respond with support using movement (e.g. adjusting actions to required speed) | Show more confidence and coordination in their ability to control voluntary actions  
Perform actions that link together – use space under and around each other  
Use movement to respond to experience (e.g. visit to a fun fair) |
<p>| Most (SLD) | Respond to some stimuli and produce actions or movements as reactions to them in a consistent manner (eg ‘stretch, bend, curl up on instruction) Be aware of what they want to do and move with some intent Explores movement dynamics – contrasts in fast/slow, heavy/light, direct/flexible, bound or free-flowing | Harness movement with greater intent and purpose (eg stop, start, change direction in response to a clap or drum beat) Use movement consistently to express an idea and with developing control and coordination (eg varying dynamics to make an action lighter or heavier) Select skills, actions and movement for a purpose (eg listen and respond to action words – march, walk, etc) Try out alternative ways to vary a movement (eg freeze when music stops, speed up as music gets faster) Work with a partner (who may be another adult) to link actions to perform a dance | 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) Perform short dance sequences that they can recall and repeat (with support, form and sustain shapes to build up a sequence) 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) Show a range of responses to different situations and musical stimuli Work with others to create arches, tunnels and to build up sequences |
| A few (CLDD) | Produce a wider range of actions and whole body movements with greater control Use two or more single actions consecutively (use symbols or photos to prompt recall) Respond to stimuli more consistently through varying dynamics with support Show greater intent in their actions Look at photos to recall how they felt (eg hot sweaty, hot, panting) Watch and communicate about each other moving in different ways | Use whole body movements to travel with coordination and purpose Recognise familiar stimuli and situation and react to these consistently (eg learn a sequence has beginning-middle-end) Use single actions and skills with intent and perform them consecutively and fluently with control Varies dynamics of actions and skills with support (eg fast/slow and sustained, direction, heavy/light, direct/flexible) Communicate what happens to their breathing or heartbeat when dancing Learn to warm up and relax at the end of a session Perform sequences of movements in collaboration with others (watch and communicate about actions and movements others make and what body parts they use) | Link actions fluently to express a narrative in dance Describe and comment on their own work and that of others, recognising some differences Show awareness of how to move and use props safely 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>
<table>
<thead>
<tr>
<th>Drama (PMLD)</th>
<th>All</th>
<th>Most (SLD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates with emerging attention in group drama that has a predictable structure (eg Prescribed Drama Structure, ritual) Shows emerging understanding of social agency and social cause – consequence (eg makes Cinderella happy by carrying out a job with support) Shows changes in emotional response – eg anxious then happy Shows some awareness in a drama performance</td>
<td>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) Shows awareness of changes in group mood during an inclusive improvised drama Responds to theatrical changes during a drama performance (eg changes in lighting, mood, sound)</td>
<td>Makes a choice within a familiar predictable drama activity, to achieve a known outcome Makes a choice within the inclusive group improvised drama that influences the course of events Shows awareness of the mood of a teacher-in-role and makes an empathic response Participates within a group tableau, with awareness of the difference between make-believe and reality Reacts to obvious changes in mood – eg according to which character owns a particular hat Shows recall of a key moment or character in a drama performance attended – reacts to a visual prompt or prop</td>
</tr>
<tr>
<td>Makes a physical response in relation to a character (eg to help Cinderella) Shows awareness of the basic mood of teacher-in-role (happy, sad, angry) Recalls a significant event or character's action from a drama performance</td>
<td>Expresses a choice through signing or speaking to influence the direction of the drama 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 Participates with understanding, following the group's agreed collective response, in a teacher-led improvisation to resolve a situation Recalls with prompts (eg photos, props) a sequence of events in a drama performance</td>
<td>Co-operates within a small group to show a collective response to solve a problem or situation Shows a teacher-in-role what they should do by correcting their behaviour or language Holds a frozen expression and gesture in a group tableau to express a meaning Takes on a character albeit perfunctorily, using stereotypical language Expresses why they liked or disliked a key moment within a drama performance</td>
</tr>
<tr>
<td>A few (CLDD)</td>
<td>Shows initiative in making a physical response to a character in need (e.g., cheer up Cinderella) Recalls what happened as a result of a character’s actions</td>
<td>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</td>
</tr>
</tbody>
</table>