

Arts and Crafts

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Arts and Crafts suite of units has been designed to develop learners' knowledge and practical skills in one or more areas of art and/or craft, providing opportunities for expressing their ideas and applying their creativity and imagination.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Materials & Tools	Recognise materials and tools	Identify materials and tools	List materials and tools used	Describe materials and tools	Compare materials and techniques
Creative Skills	Take part in simple activity	Follow steps with guidance	Follow structured steps	Create a piece independently	Create a planned outcome
Use of Visual Elements	Use colour to make marks	Use shapes and colours	Use colour, shape or texture	Use visual elements deliberately	Use visual elements to develop ideas
Health & Safety	State a simple rule	Identify safe practice	Explain safety rules	Outline procedures	Apply safety in planning and making
Creativity & Expression	Make simple choices	Make simple choices with support	Express an idea using materials	Develop an idea	Analyse and develop ideas
Review & Reflection	Indicate like/dislike	Say what they like	State choices made	Describe process and outcomes	Evaluate outcomes and process
Cognitive Demand	Recognise / give / demonstrate	Identify / show / participate	Describe / state / use	Describe / outline / create	Analyse / compare / evaluate

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have experience in art, craft, or creative activities
- be able to support learners to:
 - explore ideas
 - use materials and tools
 - express creativity.

Staff must be able to:

- demonstrate safe use of tools and materials
- support learners with practical creative activities
- adapt tasks to meet different needs.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

- **Structured lesson plans and session materials** Clear lesson plans that guide delivery, support differentiation, and ensure consistency across sessions.
- **Printed learner handouts and activity sheets** Accessible printed materials that reinforce key concepts and provide opportunities for reflection and discussion.
- **Visual teaching aids** Including slides, diagrams, and prompts to help learners understand and explore different themes.
- **Presentation equipment**
 - A projector or interactive screen for displaying visual content.
 - A laptop or computer for accessing digital resources and presentations.
- **Classroom writing tools**
 - A whiteboard (traditional or interactive).
 - Pens, markers, and stationery for both teacher and learners.

- **Arts and craft materials:**

- Paint (various colours), coloured pens, coloured pencils, crayons, felt tips / markers, glue sticks, liquid glue / PVA glue, clay, fabric pieces, textiles materials (for stitching tasks), paper (various types: plain, coloured, large sheets), card / card shapes, pre-drawn shapes / printable templates, texture materials (scrunched paper, smooth materials, textured surfaces), string or thread, paint mixing materials (paint pots, palettes).

It is also recommended that learners have access to:

- Project Planning & Display Resources
- Mood boards (printed or physical collage), sample images for inspiration, artist reference books or printed examples, display tables, hanging pins, clips, pegs, tape.

Health and Safety

Providers must ensure:

- materials and tools are safe and appropriate
- learners are supervised during practical work
- risk assessments are in place where required

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Arts and Crafts at Entry Level 1 should include:

Type of Assessment	Examples of Tasks
Matching	Match pictures of materials (e.g. paint, paper) to real items.
Picture Selection	Select a material or tool used in a task.
Pointing / Identifying	Point to a tool or material when named.
Simple Practical Task	Take part in a creative activity such as painting, sticking or colouring.
Simple Demonstration	Show how to hold and use a tool (e.g., brush, crayon).
Single-statement Reflection	State one thing done (e.g., "I painted", "I used glue").

Entry Level 2

Assessment of Arts and Crafts at Entry Level 2 should include:

Type of Assessment	Examples of Tasks
Matching	Match tools to their uses (e.g. scissors → cutting).
Picture Selection	Select shapes, colours or tools used in a task.
Identifying	Identify materials and tools used in a creative activity.
Sorting	Sort safe/unsafe behaviours in a creative workspace.
Supported Practical Task	Follow steps to create a simple art or craft piece.
Demonstration	Show use of tools and materials with guidance.
Short Response	Say what they like about their work.

Entry Level 3

Assessment of Arts and Crafts at Entry Level 3 should include:

Type of Assessment	Examples of Tasks
Labelling	Label parts of a design or features such as colour, shape or texture.
Short Written / Oral Response	State tools, materials or ideas used.
Demonstration	Follow structured steps to create a piece.
Practical Application	Use materials and tools to produce a creative outcome.
Sorting / Classification	Group materials or techniques (e.g., drawing, painting, collage).
Presentation Task	Display finished work as part of a group or class display.
Short Reflection	State choices made during the activity.

Level 1

Assessment of Arts and Crafts at Level 1 should include:

Type of Assessment	Examples of Tasks
Listing	List sources of inspiration (e.g., objects, images, nature).
Short Written Task	Describe tools, materials and their uses.
Description Task	Describe how a creative piece was produced.
Practical Task	Create an art or craft piece using selected materials.
Demonstration	Show safe use of tools and materials.
Reflective Task	Describe what went well and what could be improved.

Level 2

Assessment of Arts and Crafts at Level 2 should include:

Type of Assessment	Examples of Tasks (Arts & Crafts L2)
Research Task	Explore sources of inspiration for a creative project.
Comparison Task	Compare different materials or techniques.
Planning Task	Produce a plan for a creative project (materials, steps, outcome).
Practical Task	Create a finished art or craft piece based on a plan.
Demonstration	Show safe and effective use of tools and materials.
Evaluation Task	Evaluate the final outcome and the process used.
Reflective Task	Identify improvements for future work.

Unit Content

Entry level 1

Unit Title: Arts and Crafts

Unit Reference Number: CBM021

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and practical skills in one or more areas of art and/or craft, providing opportunities for expressing their ideas and applying their creativity and imagination.

Principles of Progression

Progression step 1 - I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to prepare for a creative task	1.1 Recognise materials for the task
	1.2 Identify a piece of equipment for the task
	1.3 State a safety instruction for the workspace
2. Be able to take part in a creative task	2.1 Demonstrate holding a tool or material correctly
	2.2 Carry out a single practical step of the task
	2.3 Use a colour to create a mark or shape
3. Be able to respond to the finished creative task	3.1 Indicate if they like own finished piece
	3.2 Identify one part of the work
	3.3 Participate in tidying the work area

Indicative Content

LO1 AC 1.1 Learners must recognise basic art materials.

Examples could include:

- recognising paint
- paper
- glue stick
- crayon
- felt tip.

Recognition can be by pointing, matching a picture, or saying a simple name.

AC 1.2 Learners must identify at least one piece of equipment for the task.

Examples could include identifying:

- a pair of scissors
- a tray
- a glue stick
- a piece of string.

Identification can be by pointing to the item.

A.C. 1.3 Learners must state at least one simple instruction for using the workspace. Examples could include:

- "Sit down"
- "Stay at the table"
- "Keep the paint on the paper"
- "Wear an apron".

Stating can be verbal or using a picture/symbol card.

LO2 AC 2.1 Learners must demonstrate holding a tool or material correctly.

Examples could include:

- holding a paintbrush by the handle
- holding a glue stick
- holding a crayon
- holding scissors safely.

AC 2.2 Learners must carry out one simple, single practical step.

Examples could include:

- spreading glue onto a piece of paper
- making a single cut with scissors on a thick line
- drawing a single line/scribble on paper
- placing one piece of collage material onto a background.

LO3 AC 3.1 Learners must indicate if they like their finished piece.

Examples could include:

- giving a thumbs-up
- pointing to a happy face picture
- smiling
- saying a simple word like "good" or "yes".

AC 3.2 Learners must give examples of one part of the work.

Examples could include:

- pointing to the colour used
- pointing to a shape
- touching the texture of the material.

AC 3.3 Learners must participate in tidying the work area.

Examples could include:

- putting one item of rubbish in the bin
- placing a paint brush in the designated container
- wiping a small area of the table with a cloth
- putting their chair under the table.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work
Cross-curricular Skills	Literacy
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Encouraging learners to use environmentally friendly or recycled materials in their creative work. This introduces basic awareness of sustainability in everyday life through practical, hands-on activities

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages expression of cultural identity and creativity

Entry level 2

Unit Title: Arts and Crafts

Unit Reference Number: CBM022

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and practical skills in one or more areas of art and/or craft, providing opportunities for expressing their ideas and applying their creativity and imagination.

Principles of Progression

Progression step 2 - I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to prepare for a creative task	1.1 Identify shapes and colours
	1.2 Identify tools used
	1.3 State instructions for keeping safe in the workspace
2. Be able to follow guidance to produce a creative piece	2.1 Demonstrate how to use different materials
	2.2 Carry out steps to create the piece
	2.3 Use tools safely with guidance
3. Be able to review own work with guidance	3.1 Indicate if the piece is finished
	3.2 Give examples of things they like about the finished piece
	3.3 Participate in talking about the finished piece

Indicative Content

LO1	AC 1.1 Learners must identify two simple shapes and colours used in craft. Examples could include:	
	Shapes	circle, square, triangle, heart.
	Colours	red, blue, yellow, green
Learners may identify them on a poster or from a selection of cut-out shapes.		

AC 1.2 Learners must state the names of two tools used for a task.

Examples could include:

- scissors
- glue stick
- pencil
- paint brush
- hole punch
- ruler.

Learners may state the name verbally or by pointing to the correct picture/ tool when prompted.

AC 1.3 Learners must recognise two simple rules for keeping safe in the workspace. Examples could include:

- using scissors carefully
- putting caps on pens/glue
- keeping the floor clear
- washing hands after painting
- wearing an apron.

LO2 AC 2.1 Learners must demonstrate how to use two different materials.

Examples could include:

- spreading glue smoothly onto paper
- mixing two paint colours
- folding paper
- tearing fabric
- moulding clay into a simple shape.

AC 2.2 Learners must carry out two simple, familiar steps to create the piece. Examples could include: Step 1: Trace a shape onto paper. Step 2: Cut out the shape. Step 3: Glue the shape onto a background. Step 4: Add colour with a crayon.

AC 2.3 Learners must use two tools safely with guidance. Examples could include:

- holding a pencil correctly for drawing
- using scissors with assistance
- applying paint within a defined area
- ensuring a needle is returned to a pin cushion immediately after use.

LO3 AC 3.1 Learners must give two examples of things they like about their finished piece. Examples could include: pointing to the colour, pointing to the shape, saying "neat," "bright," or "finished."

AC 3.2 Learners must indicate if the finished piece is ready. Examples could include:

- giving a thumbs-up
- saying "yes,"
- putting the piece on a designated "finished" shelf
- tidying the work area.

AC 3.3 Learners must participate in talking about their finished work.

Examples could include:

- pointing to parts of the work when asked
- answering simple closed questions about the work (e.g., "Is this red?")
- showing the work to a peer or tutor.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work
Cross-curricular Skills	Literacy
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Encouraging learners to use environmentally friendly or recycled materials in their creative work. This introduces basic awareness of sustainability in everyday life through practical, hands-on activities

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages expression of cultural identity and creativity

Entry level 3

Unit Title: Arts and Crafts

Unit Reference Number: CBM023

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and practical skills in one or more areas of art and/or craft, providing opportunities for expressing their ideas and applying their creativity and imagination.

Principles of Progression

Progression step 3 - I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how to prepare for a creative task	1.1 Describe sources of ideas for a project
	1.2 List the materials and tools needed for the task
	1.3 Explain safety rules for using listed materials and tools
2. Be able to follow structured instructions to produce an art or craft piece	2.1 Demonstrate safe handling and use of tools and materials
	2.2 Follow a sequence of structured steps to make the piece
	2.3 Use colour, texture or shape to express an idea
3. Be able to review own work and communicate decisions	3.1 Give examples of decisions made during the process
	3.2 Explain how the finished piece is similar or different to the original idea
	3.3 Participate in displaying the finished creative work

Indicative Content

LO1 AC 1.1 Learners must identify two simple sources of ideas for a project.

Examples could include:

- choosing a favourite colour
- choosing a simple subject (e.g., a pet, a food item)
- pictures or samples provided by the tutor
- simple patterns (e.g., stripes, spots).

AC 1.2 Learners must state two materials and tools needed for the task.

Examples could include:

Materials	coloured paper, glue stick, paint, clay.
Tools	scissors, sponge, rolling pin, simple stencil.

A.C. 1.3 Learners must recognise two safety rules for using materials and tools.

Examples could include:

- raising hand before using sharp tools
- keeping liquids away from electrical equipment
- wiping up spills immediately
- storing materials in the correct container
- wearing an apron.

LO2 AC 2.1 Learners must demonstrate safe handling and use of specified tools and materials. Examples could include:

- holding scissors correctly
- applying paint/glue neatly without excessive mess
- using a rolling pin or dough cutter safely
- tidying the work area during the task.

AC 2.2 Learners must carry out a sequence of three or more structured steps to make the piece. Examples could include:

Step 1	Cut out shapes using a template.
Step 2	Glue shapes onto background paper.
Step 3	Add detail using a pen/glitter.
Step 4	Let it dry.

AC 2.3 Learners must use colour, texture, or shape to express an idea.

Examples could include:

Colour	choosing red/yellow to express being happy/warm; choosing blue/grey to express being sad/cold.
Texture	scrunching paper to show roughness; using a smooth surface to show calmness.
Shape	using sharp angles to show fast movement; using round shapes to show softness

LO3	AC 3.1 Learners must give examples of decisions made during the process. Examples could include: • "I decided to use blue instead of green" • "I chose the large heart shape" • "I used a big brush" • "I changed the position of the shape". AC 3.2 Learners must indicate how the finished piece is similar to the original idea. Examples could include: pointing to the finished piece and then the initial sketch/template and stating "Same colour", "Same shape", or "It looks like my cat." AC 3.3 Learners must participate in displaying the finished creative work. Examples could include: • carefully hanging their piece on a designated board • helping to arrange other pieces • setting up a table for a craft display • tidying the display area.
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Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work
Cross-curricular Skills	Literacy
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Encouraging learners to use environmentally friendly or recycled materials in their creative work. This introduces basic awareness of sustainability in everyday life through practical, hands-on activities

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages expression of cultural identity and creativity

Level 1

Unit Title: Arts and Crafts

Unit Reference Number: CBM024

Level: Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and practical skills in one or more areas of art and/or craft, providing opportunities for expressing their ideas and applying their creativity and imagination.

Principles of Progression

Progression step 4 - I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how to prepare for a creative task	1.1 Describe different sources of inspiration
	1.2 Explain the purpose of key material and equipment
	1.3 Outline health and safety procedures for the workspace
2. Be able to create art or craft piece	2.1 Use colour, texture and shape to express an idea
	2.2 Demonstrate safe handling and use of specified tools and materials
	2.3 Create an art or craft piece
3. Be able to evaluate own work	3.1 Describe own creative process
	3.2 Analyse how the piece is similar or different to the original idea
	3.3 Suggest one thing that went well
	3.4 Suggest one improvement that could be made

Indicative Content

LO1 AC 1.1 Learners must describe at least two sources of inspiration for a creative task. Examples could include:

- colour
- shapes
- textures
- everyday objects
- nature
- personal interests (e.g., favourite TV show, music)
- Other artists' work.

AC 1.2 Learners must explain the purpose of at least two key equipment and materials. Examples could include:

Equipment	scissors (for cutting paper/fabric) paintbrush (for applying paint) ruler (for measuring straight lines) kiln (for firing clay).
Materials	paint (for colour) paper (for drawing/surface) clay (for 3D shaping).

AC 1.3 Learners must outline at least two routine health and safety procedures for the art/ craft area. Examples could include:

- wearing aprons
- tidying up after use
- washing hands
- using tools over a mat
- disposing of waste correctly
- reporting accidents/breakages to staff.

LO2 AC 2.2 Learners must demonstrate using tools and equipment safely and correctly. Examples could include:

- holding scissors by the handle when cutting
- using a palette for paint
- keeping the workspace tidy
- returning unused materials to the correct storage location
- using a protective mat when cutting with a blade.

LO3	AC 3.1 Learners must describe the creative process. Examples could include: • step-by-step verbal description, demonstrating that they understand the sequence, the materials used, and the actions involved • a short list of how they made the piece.
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Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work
Cross-curricular Skills	Literacy
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Encouraging learners to use environmentally friendly or recycled materials in their creative work. This introduces basic awareness of sustainability in everyday life through practical, hands-on activities

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages expression of cultural identity and creativity

Level 2

Unit Title: Arts and Crafts

Unit Reference Number: CBM025

Level: Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and practical skills in one or more areas of art and/or craft, providing opportunities for expressing their ideas and applying their creativity and imagination.

Principles of Progression

Progression step 5 - I can explore and experiment with my own creative ideas and those of others, demonstrating technical control, innovation, independent thinking and originality, showing confidence to take risks and developing resilience in order to overcome creative challenges

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the creative design process and influences	1.1 Analyse sources of inspiration relevant to a design brief
	1.2 Compare the characteristics of different art or craft techniques
	1.3 Plan a creative project with clear objectives and resource requirements
2. Be able to create an art or craft piece	2.1 Use colour, texture and shape to express an idea
	2.2 Demonstrate safe handling and use of specified tools and materials
	2.3 Create an art or craft piece
3. Be able to evaluate own work	3.1 Evaluate the final piece
	3.2 Evaluate the effectiveness of the design process

Indicative Content

LO1 AC 1.1 Learners must analyse sources of inspiration relevant to a design brief. Examples could include:

Sources	Specific artists, cultural artefacts, architecture, nature, mood boards, photography.
Analysis	Breaking down how the source relates to the project (e.g., "The artist's use of negative space will inform my composition", or "The colour palette is inspired by this natural landscape").

AC 1.2 Learners must compare the characteristics of at least two different art or craft techniques. Examples could include:

Comparison	Comparing the speed and detail achievable with pencil drawing vs. digital drawing Comparing the texture and durability of slab construction vs. coil construction in ceramics; comparing batik dyeing vs. screen printing.
Characteristics	Materials needed, time required, finish/texture, level of detail

A.C. 1.3 Learners must plan a staged creative project with clear objectives and resource requirements. Examples could include:

- Creating a project timeline e.g.,
 - Week 1: Research
 - Week 2: Initial Sketches
 - Week 3: Prototype
 - Week 4: Final Piece.
- Listing specific material quantities
- Identifying specialist equipment needed (e.g., printing press, specific software, kiln firing schedule)
- Outlining necessary safety procedures (e.g., chemical disposal, ventilation).

LO2 AC 2.1 Learners must select appropriate tools / equipment / materials safely. Examples could include:

- choosing a high-opacity paint for a strong visual block
- selecting the correct grain sandpaper for preparation
- correctly loading and operating a sewing machine
- using a utility knife on a cutting mat with a metal ruler.

	Learners must follow all safety rules for the tools, equipment and materials being used.
LO3	AC 3.1 Learners must evaluate the final piece using feedback from other and their own reflections on the success. They must include at least two examples of what has worked and two examples of things they would want to improve. AC 3.2 Learners must evaluate the effectiveness of the design process drawing on their experience of producing the piece. This must include at least two things that went well in the process and two things they would do differently next time. The evaluation must include reference to the technical skills the used.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work
Cross-curricular Skills	Literacy
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Encouraging learners to use environmentally friendly or recycled materials in their creative work. This introduces basic awareness of sustainability in everyday life through practical, hands-on activities

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages expression of cultural identity and creativity