

CFE TOPIC	LEVEL	FUTURE SKILLS	DESCRIPTION	RESEARCH TOPICS	INFORMATION LITERACY FRAMEWORK LEVEL (S) (Note – levels where skills sought appear to be above age/stage are in bold)
Art & design	4	Adapting communication, setting information out, analytical skills, perceptive interpretation, very observant, reaching conclusions, independent working	I can analyse art and design techniques, processes and concepts, make informed judgements and express considered opinions on my own and others' work. EXA 4-07a	Art techniques and analysing them. <i>Possibly also</i> information on individual artists' styles and techniques;	Up to and including P31-32

Notes: -

- 1) All the information in the first 2 & 4th columns above is taken from the final Expressive Arts experiences and outcomes document available on the Curriculum for Excellence website http://www.ltscotland.org.uk/Images/expressive_arts_experiences_outcomes_tcm4-539896.doc
- 2) 3rd Level, according to the same website, is “in S1-S3”, and 4th level “broadly equates to SCQF Level 4”. I have not attempted to consider earlier levels, as only 3rd and 4th apply to secondary schools.
- 3) The page numbers refer to the information literacy framework <http://www.gcal.ac.uk/ils/documents/DraftFramework1g.pdf> (This document was consulted extensively before any page reference was determined to be the correct one.)

Comments:-

- 1) In the Literacy across learning document http://www.ltscotland.org.uk/Images/literacy_across_learning_principles_practice_tcm4-540093.doc, three “organisers” are highlighted, these being “listening and talking”, “reading” and “writing”. A search of the Expressive Arts Experiences & outcomes document shows that the only one of these terms that appears in it is “listening” and that is in the context of music; indeed the term “literacy” itself is missing.

CURRICULUM FOR EXCELLENCE
EXPRESSIVE ARTS EXPERIENCES AND OUTCOMES

Skills Analysis

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