



	Autumn 1	Autumn 2	Spring: 1	Spring 2	Summer 1	Summer 2
Year Reception	<p>Expressive Arts & Design Opportunities</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Show different emotions in drawings and paintings • Continue to explore colour and colour mixing. • Safely use and explore a variety of materials and tools • Explore new techniques • Talk about new creations • Begin to return to and build upon previous learning <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • Begin to listen attentively, move to and talk about music, expressing their feelings and responses <ul style="list-style-type: none"> - How does the music make me feel? ... emotions vocabulary (see PSE) • Begin to watch and talk about dance and performance art <ul style="list-style-type: none"> - What type of dance/music is it? ... adjectives to describe music; e.g. happy, sad, slow, fast, bouncy - Watch live music / dance performances linked to festivals ... perform, celebrate, audience, musician , dancer 	<p>Expressive Arts & Design Opportunities</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Show different emotions in drawings and paintings • Continue to explore colour and colour mixing. • Safely use and explore a variety of materials and tools • Explore new techniques • Talk about new creations • Begin to return to and build upon previous learning <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • Begin to listen attentively, move to and talk about music, expressing their feelings and responses <ul style="list-style-type: none"> - How does the music make me feel? ... emotions vocabulary (see PSE) • Begin to watch and talk about dance and performance art <ul style="list-style-type: none"> - What type of dance/music is it? ... adjectives to describe music; e.g. happy, sad, slow, fast, bouncy - Watch live music / dance performances linked to festivals ... perform, celebrate, audience, musician , dancer 	<p>Expressive Arts & Design Opportunities</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Explore and use a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Develop storylines in their pretend play. <p>Activities will include:</p> <ul style="list-style-type: none"> • To join in traditional songs and rhymes: Wind The Bobbin Up, Rock-a-bye Baby. Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It, Head, Shoulders, Knees and Toes, Five little 	<p>Expressive Arts & Design Opportunities</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Explore and use a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Develop storylines in their pretend play. <p>Activities will include:</p> <ul style="list-style-type: none"> • To listen to and respond to music • To use classroom instruments • To Explore and Create - using voices and classroom instruments 	<p>Expressive Arts & Design Opportunities</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role-playing characters in narratives and stories. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <p>Activities will include:</p> <ul style="list-style-type: none"> • To make Under the sea scenes/ collage • To make Beach scenes/ ocean collage using different colours and textures • To make calming ocean / wind music by exploring sounds of the instruments • To make a kite (shape) • To listen to and respond to music • To explore instruments • To find the pulse of music, rhythm games, explore pitch. 	<p>Expressive Arts & Design Opportunities</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role-playing characters in narratives and stories. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <p>Activities will include:</p> <ul style="list-style-type: none"> • To make Junk modelling: castles (colour mixing) • To make Father's Day cards • To create own character via playdough/ drawing or construction model • To use musical instruments to a pattern • To make calming ocean music by exploring sounds of the instruments • To learn new songs: Big Bear Funk and graduation songs



	<ul style="list-style-type: none"> • Sing in a group or on their own <ul style="list-style-type: none"> - Engage in circle and partner songs - Begin to make own verse for familiar song • Begin to explore and engage in music making and dance Invent and dance / play music to show different emotions ... emotions vocabulary (see PSE) <p>Activities will include:</p> <ul style="list-style-type: none"> • To begin to join in songs and rhymes: Pat-a-cake, 1 2 3 4 5, Once I Caught A Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers, Five Little Speckled Frogs, One Two Buckle my Shoe, Five Little Monkey • To paint a self portrait • To cut and stick Funnybones skeletons • To mix colours to create a painting of Elmer • To create a stage to perform using construction and fancy dress • To use musical instruments 	<ul style="list-style-type: none"> • Sing in a group or on their own <ul style="list-style-type: none"> - Engage in circle and partner songs - Begin to make own verse for familiar song • Begin to explore and engage in music making and dance Invent and dance / play music to show different emotions ... emotions vocabulary (see PSE) <p>Activities will include:</p> <ul style="list-style-type: none"> • To begin to join in traditional songs and rhymes: I’m A Little Teapot, The Grand Old Duke Of York, Ring O’ Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song, Away in a manger and other Christmas/Nativity songs • To cut and stick Christmas cards • To make gingerbread bread puppets • To create a stage to perform using construction and fancy dress • To Sing in the Christmas Nativity 	<p>men in a flying saucer, Zoom Zoom Zoom! and Planet song</p> <ul style="list-style-type: none"> • To make planets • To make Junk model rockets • To make Chinese dragons • To role play space and aliens 	<ul style="list-style-type: none"> • To join in songs and rhymes: Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels On The Bus and The Hokey Cokey • To make Mother’s Day cards • To make Easter cards • To make Spring pictures • To create a stage to perform using construction and fancy dress 	<ul style="list-style-type: none"> • To learn new songs: Big Bear Funk and graduation songs 	
<p>Year 1</p>	<p>Music: Hey You <u>Hey You</u></p> <p>Listening:</p> <ul style="list-style-type: none"> • Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks. <p>Musical Activities: Find the pulse</p>	<p>DT: Mechanisms: Making a Moving Story Book</p> <p>Mechanisms: Making a Moving Story Book</p> <p>Exploring Sliders and Levers</p> <ul style="list-style-type: none"> • Exploring mechanisms, learning that levers and sliders can make things move, creating moving models that use levers and sliders and using the vocabulary to describe 	<p>Art: Formal Elements of Art</p> <p>Formal Elements of Art Shape, line and colour</p> <p>Shape: Abstract</p> <ul style="list-style-type: none"> • Compositions. • Learning that abstract art uses a lot of shapes and creating abstract art using different colours and shapes in an interesting way. <p>Line 1: Exploring Line</p>	<p>Art: Art & Design Skills</p> <p>Art & Design Skills Design, drawing, craft, painting and art appreciation</p> <p>Louis Wain</p> <ul style="list-style-type: none"> • Examining a picture in depth to see the details within it. • Understand the artist’s story within a piece of artwork. 	<p>DT: Textiles: Puppets</p> <p>Textiles: Puppets</p> <p>Joining Fabrics</p> <ul style="list-style-type: none"> • Join fabrics together using different methods. <p>Designing my puppet</p> <ul style="list-style-type: none"> • Use a template to create design. <p>Making and joining my puppet</p>	<p>Music: Round and Round <u>Round and Round</u></p> <p>Listening:</p> <ul style="list-style-type: none"> • Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Recognise and name two or more instruments they hear: Singers, keyboard, bass,



<ul style="list-style-type: none"> • March in time with the pulse. • Be an animal finding the pulse. <p>Clap rhythms</p> <ul style="list-style-type: none"> • Copy back the rhythms they hear. • Clap the rhythm of their name over the track. • Create their own rhythm for others to copy. <p>Playing Instruments</p> <ul style="list-style-type: none"> • Rap and sing in time to the music. • Play accurately and in time as part of the performance. <p>Improvise</p> <ul style="list-style-type: none"> • In the lessons and as part of the performance. <p>Compose</p> <ul style="list-style-type: none"> • A simple melody using simple rhythms, and use as part of the performance. • Most will use C + D. • Some will play C, D + E. <p>Perform & Share</p> <ul style="list-style-type: none"> • Look back at the recorded performance with the class. • What did the children like best? • How did they feel about it? • How did they feel during the performance? <hr/> <p>Healthy Food Week: DT</p> <p>Food: Fruit and Vegetables</p> <p>Smoothie Tasting</p> <ul style="list-style-type: none"> • Tasting and comparing fruits and vegetables, describing their: appearance, feel and smell. • Selecting fruits and vegetables for a smoothie. <p>Smoothie Making</p> <ul style="list-style-type: none"> • Making a fruit and vegetable smoothie. 	<p>movement (up, down, left, right, vertical and horizontal)</p> <p>Design</p> <ul style="list-style-type: none"> • Designing a moving story book, drawing background pictures and the moving parts, deciding whether to use a lever or a slider on each page and labelling the movement of each <p>Construction</p> <ul style="list-style-type: none"> • Constructing a moving picture by: drawing a background, drawing and cutting the moving parts, making levers and sliders and then putting all the parts together <p>Testing and Evaluation</p> <ul style="list-style-type: none"> • Evaluating a finished product by reviewing it against the design criteria and testing it with its intended audience <hr/> <p>Music: Nativity (Songs to be sung and chorus signed)</p> <p>Nativity</p> <ul style="list-style-type: none"> • To perform to an audience. • improve performance by practising. • Sing in unison with a group. • Sing in tune. 	<ul style="list-style-type: none"> • Creating a modern style line drawing, experimenting with different resources and using the vocabulary; wavy, vertical, horizontal and cross hatch to describe the lines. <p>Line 2: Making Waves</p> <ul style="list-style-type: none"> • Drawing lines to create a water effect using a variety of different materials. • Create one large collaborative piece of art, using the different styles of drawing lines for effect. <p>Colour 1: Making Colours</p> <ul style="list-style-type: none"> • Knowing the names of the primary colours and that these can be mixed to make secondary colours. <p>Colour 2: Painting with Colour</p> <ul style="list-style-type: none"> • Using primary colours to paint. • Mix colours to achieve secondary colours and apply the paint with care. <hr/> <p>Music: In the Groove (At least 1 lesson and when you have spare time)</p> <p>In the Groove</p> <p>Listening:</p> <ul style="list-style-type: none"> • Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. <p>Musical Activities:</p> <p>Find the pulse</p> <ul style="list-style-type: none"> • March to the pulse. • Copy the actions on-screen. • Choose an animal and keep the pulse. <p>Clap rhythms</p> <p>Playing Instruments</p>	<p>Painting: Green Fingers</p> <ul style="list-style-type: none"> • Knowing that yellow and blue mixed together make green. • Making different shades of green by mixing different amounts of yellows and blues. <p>Drawing: Experimenting with Media</p> <ul style="list-style-type: none"> • Drawing with different media. • Drawing around and overlapping a variety of shapes, describing preferences about the effects of different media. <p>Craft: Printing (Great Fire of London)</p> <ul style="list-style-type: none"> • Making a print on a given theme using two different printing techniques. <p>Design: Lego Printing</p> <ul style="list-style-type: none"> • Making a print giving careful consideration to the shape of the lego bricks I choose to print with. • Using an appropriate amount of paint and a variety of colours within my design. <hr/> <p>Music: Music Festival</p> <p>Music Festival</p> <ul style="list-style-type: none"> • To perform to an audience. • improve performance by practising. • Sing in unison with a group. • Sing in tune. 	<ul style="list-style-type: none"> • Join two fabrics together accurately. <p>Decorating my puppet</p> <ul style="list-style-type: none"> • Embellish my design using joining methods <hr/> <p>Geography:</p> <p>Art: Sculptures and Collages: Junk Model Animals: Design a sculpture of a 3D insect</p> <p>Sculptures and Collages</p> <p>Example theme: Living Things</p> <p>Junk Model Animals</p> <ul style="list-style-type: none"> • Creating a 3D model of a creature from recycled materials. <p>Music: Your Imagination (At least 1 lesson and when you have spare time)</p> <p>Your Imagination</p> <p>Listening:</p> <ul style="list-style-type: none"> • Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer. <p>Musical Activities:</p> <p>Find the pulse</p> <ul style="list-style-type: none"> • Be a pop star finding the pulse. • Use their imagination to find the pulse. <p>Clap rhythms</p> <ul style="list-style-type: none"> • Copy and clap back rhythms. • Clap the rhythm of their name. 	<p>guitar, percussion, trumpets and saxophones.</p> <p>Musical Activities:</p> <p>Find the pulse</p> <ul style="list-style-type: none"> • March to the pulse. • Copy the actions on-screen. • Use their imagination to find the pulse <p>Clap rhythms</p> <ul style="list-style-type: none"> • Copy back the rhythms they hear. • Clap the rhythm of their name. • Clap the rhythm of their favourite animal. • Make up their own rhythms. <p>Playing Instruments</p> <ul style="list-style-type: none"> • Sing the song together with the actions. • Play instrumental parts accurately and in time as part of the performance. • Most will play D, F, C <p>Improvise</p> <ul style="list-style-type: none"> • In the lessons and as part of the performance. • Most will use D. • Some will use D + E. <p>Perform & Share</p> <p>Look back at the recorded performance with the class.</p> <hr/> <p>Geography:</p> <p>Art: Landscapes using Different Media: Beach Textures: Drawing lines to represent the horizon line and the sea. Finding appropriate materials to create different textures and applying these to a well known painting.</p>
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	<ul style="list-style-type: none"> Preparing the ingredients, using a knife to cut safely and learning to use a blender. <p>Art Display: Formal Elements: Abstract compositions in style of contemporary artist Shape: Abstract Compositions.</p> <ul style="list-style-type: none"> Learning that abstract art uses a lot of shapes and creating abstract art using different colours and shapes in an interesting way. 		<ul style="list-style-type: none"> Play instrumental parts accurately and in time as part of the performance. Most will play C. Some will play C + D. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using simple rhythms and use as part of the performance. Most will use C + D. Some will use C, D + E. 		<ul style="list-style-type: none"> Make up their own rhythms. <p>Playing Instruments</p> <ul style="list-style-type: none"> Play instrumental parts accurately and in time as part of the performance. Most will play C. Some will play C + D. 	<p>Landscapes using Different Media Example theme: the seaside</p> <p>Seaside Landscape</p> <ul style="list-style-type: none"> Identifying key features of a landscape. Drawing lines to represent the horizon line and the sea. <p>Beach Textures</p> <ul style="list-style-type: none"> Identifying different textures in a scene. Finding appropriate materials to create different textures and applying these to a well known painting.
<p>Year 2</p>	<p>Art: Human Form Human Form Collage, portraits and sculpture</p> <p>Human Alphabet</p> <ul style="list-style-type: none"> Working as part of a group to use my body creatively to create human sculptures. <p>Skulls</p> <ul style="list-style-type: none"> Drawing a skull, identifying its facial features and tracing accurately and adding decoration. <p>Making Faces</p> <ul style="list-style-type: none"> Creating a collage of facial features. <p>Opie Style Portraits</p> <ul style="list-style-type: none"> Creating a self-portrait in the style of Julian Opie by drawing long lines to outline the: face, head, neck and hair and adding facial features using dots and small lines. <p>Clothes Peg Figures</p> <ul style="list-style-type: none"> Making a clothes peg figure from a variety of materials 	<p>DT: Mechanisms: Making a Moving Monster Mechanisms: Making a Moving Monster</p> <p>Pivots, Levers and Linkages</p> <ul style="list-style-type: none"> Understand that mechanisms are a collection of moving parts that work together in a machine. Learn that there is always an input and output in a mechanism. Identify mechanisms in everyday objects. Learn that a lever is something that turns on a pivot. A linkage is a system of levers that are connected by pivots. Devise a whole-class Design Criteria. <p>Designing my Monster</p> <ul style="list-style-type: none"> Learn that linkages use levers and pivots to create motion. Draw two moving monster designs that satisfy the Design 	<p>Music: Hands, Feet, Heart Hands, Feet, Heart</p> <p>Listening:</p> <ul style="list-style-type: none"> Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. <p>Musical Activities</p> <ul style="list-style-type: none"> Find the pulse (a steady heartbeat). March in time with the pulse. Be an animal finding the pulse. <p>Clap rhythms</p> <ul style="list-style-type: none"> Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of their name. 	<p>Art: Sculpture & Mixed Media Sculpture and Mixed Media Example theme: Superheroes</p> <p>Superhero Figures</p> <ul style="list-style-type: none"> Creating 3D human forms by bending wire into a superhero shape and making legs, arms and a body using plasticine. <p>Drawing Expressions</p> <ul style="list-style-type: none"> Creating different facial expressions by altering the eyes, mouth and eyebrows. <p>Multimedia Superheroes Part 1</p> <ul style="list-style-type: none"> Creating a large piece of collaborative artwork, drawing around a person in a superhero pose Add shapes to the piece and materials to add texture. <p>Multimedia Superheroes Part 2</p> <ul style="list-style-type: none"> Creating a large piece of collaborative artwork. 	<p>Music: Friendship Song Friendship Song</p> <p>Listening:</p> <ul style="list-style-type: none"> Find the pulse and know that this Unit is about being friends. Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel. <p>Musical Activities</p> <ul style="list-style-type: none"> Find the pulse (a steady heartbeat). Decide how to find the pulse. <p>Clap rhythms (long + short sounds)</p> <ul style="list-style-type: none"> Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back. <p>Playing Instruments</p> <ul style="list-style-type: none"> Sing: In two parts. Play accurately and in time. 	<p>DT: Structures: Baby Bear's Chair Structures: Baby Bear's Chair</p> <p>Exploring Stability</p> <ul style="list-style-type: none"> Explore the concept and features of structures and the stability of different shapes <p>Strengthening materials</p> <ul style="list-style-type: none"> Explore strength in different structures. Understand that the shape of the structure affects its strength. <p>Making baby Bear's chair</p> <ul style="list-style-type: none"> Make a structure according to design criteria <p>Fixing and testing Baby Bear's chair</p> <ul style="list-style-type: none"> Produce a finished structure



	<p>Healthy Food Week: DT : Balanced Diet: Hidden Sugars in Drinks, Taste testing food combinations. Food: A Balanced Diet</p> <p>Hidden Sugars in Drinks</p> <ul style="list-style-type: none"> Learn what makes a balanced diet. That there are five food groups (fruit and vegetables, starchy carbohydrates, proteins, dairy and oil and spreads). Know where to find the nutritional information on a drinks container. <p>Taste testing food combinations.</p> <ul style="list-style-type: none"> Experience food through touch and smell. Know that the ideal ingredient combinations for a dish will contain foods from more than one food group. <p>Geography:</p> <p>Art: Formal Elements: Frottage: Creating a picture using a collage of rubbings (frottage) and frottage to show the seasons. Formal Elements of Art Pattern, texture and tone</p> <p>Texture 2: Frottage</p> <ul style="list-style-type: none"> Creating a picture using a collage of rubbings (frottage) and frottage. 	<p>Criteria and include the linkage required to make the monster move.</p> <p>Making Linkages</p> <ul style="list-style-type: none"> Make linkages using card for levers and split pins for pivots. Experiment with the linkages by changing the widths, lengths and thicknesses of card. <p>Making my Monster</p> <ul style="list-style-type: none"> Create a moving monster. Make linkages by connecting levers and pivots. Design and make the features of the monster. Select materials according to their characteristics. Evaluate how functional the monster is and whether it meets the Design Criteria. <p>.....</p> <p>Music: Nativity (Songs to be sung and chorus signed) Nativity</p> <ul style="list-style-type: none"> To perform to an audience. improve performance by practising. Sing in unison with a group. Sing in tune. <p>RE:</p> <p>Art: Art & Design Skills: Drawing, Shading: Shade a Nativity picture for the Christmas Cards Art & Design Skills Design, drawing, craft, painting and art appreciation</p> <p>Learning About...Drawing for fun</p> <ul style="list-style-type: none"> Experiencing drawing for pleasure and suggesting ways in which they can improve their 	<ul style="list-style-type: none"> Create simple rhythms themselves. <p>Playing Instruments</p> <ul style="list-style-type: none"> Singing in groups. Recognise that songs sometimes have a question and answer section and a chorus. Play accurately and in time. Expected to play: G, A + C. Greater depth: play G, A, B + C. <p>Improvise</p> <ul style="list-style-type: none"> In the lessons and the performance. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using simple rhythms and use as part of the performance. <p>Perform & Share</p> <ul style="list-style-type: none"> Look back at the recorded performance with the class. What did they like best? How did they feel about it? How did they feel during the performance? <p>.....</p> <p>Music: Music Festival Music Festival</p> <ul style="list-style-type: none"> To perform to an audience. improve performance by practising. Sing in unison with a group. Sing in tune. <p>Science:</p> <p>DT: Balanced Diet: Design A wrap, Making and Evaluating a wrap Food: A Balanced Diet</p> <p>Design</p>	<ul style="list-style-type: none"> Blending paint colour washes into the piece. Blending two primary colour washes together to make a secondary colour. Creating a dot matrix effect in the style of Lichtenstein. Adding shadows by outlining the figures in black. <p>Multimedia Superheroes Part 3</p> <ul style="list-style-type: none"> Creating a large piece of collaborative work, using pastels to add colour in areas not filled with collage or dots. Blending two primary colours to make a secondary colour and shading tones. <p>.....</p> <p>Music: Music Festival Music Festival</p> <ul style="list-style-type: none"> To perform to an audience. improve performance by practising. Sing in unison with a group. Sing in tune. <p>Music: Zoo Time (At least 1 lesson and when you have spare time) Zootime</p> <p>Listening:</p> <ul style="list-style-type: none"> Find the pulse and know that this Unit is about Reggae music. <p>Musical Activities</p> <ul style="list-style-type: none"> Find the pulse (a steady heartbeat) <p>Clap rhythms (long + short sounds)</p>	<ul style="list-style-type: none"> Most play E + G. Some will play C. <p>Improvise</p> <ul style="list-style-type: none"> In the lessons and as part of the performance. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using simple rhythms and use as part of the performance. <p>Perform & Share</p> <ul style="list-style-type: none"> Look back at the recorded performance with the class. What did they like best? How did they feel about it? How did they feel during the performance? <p>.....</p> <p>RE:</p> <p>Art: Art & Design Skills: Design: Clarice Cliff: Create a piece of art work as a creative reflection of Eastertide in the style of Clarice Cliff Art & Design Skills Design, drawing, craft, painting and art appreciation</p> <p>Design: Clarice Cliff Plates</p> <ul style="list-style-type: none"> Designing a plate in the style of Clarice Cliff. Painting colourful circles with care. Applying paint using a straw and blowing outwards to make branches. 	<ul style="list-style-type: none"> Evaluate the strength, stiffness and stability of their structure. <p>.....</p> <p>Music: Play in a Band (At least 1 lesson and when you have spare time) I Wanna Play In A Band</p> <p>Listening:</p> <ul style="list-style-type: none"> Find the pulse and know that this Unit is about Rock music. <p>Musical Activities</p> <ul style="list-style-type: none"> Find the pulse (a steady heartbeat). March and find the pulse. Be a Rockstar finding the pulse. <p>Clap rhythms</p> <ul style="list-style-type: none"> Copy and clap back rhythms. <p>Playing Instruments</p> <ul style="list-style-type: none"> Play instrumental parts accurately and in time. Most will play D + C. Some will play G, F + C. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using simple rhythms and use as part of the performance.
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		<p>own work and the work of others. Drawing: Shading</p> <ul style="list-style-type: none"> • Exploring the use of tones in shading. • Learning to control a pencil to create dark and light tones. • Shading without any gaps and within the lines. 	<ul style="list-style-type: none"> • Remember which food combinations work well together and designing three possible wraps based on these, • Select one to make. • Learn how to slice food safely using the bridge or claw grip. <p>Making and Evaluating</p> <ul style="list-style-type: none"> • Make a healthy wrap, preparing the food safely and reviewing the final design. 	<ul style="list-style-type: none"> • Copy and clap back rhythms. • Create their own rhythms for the class to copy back. <p>Pitch:</p> <ul style="list-style-type: none"> • High and low sounds we add to the pulse and rhythm when we sing/play an instrument. <p>Playing Instruments</p> <ul style="list-style-type: none"> • Play accurately and in time. • Some will use C. • Most will use C + D. <p>Compose</p> <ul style="list-style-type: none"> • A simple melody using simple rhythms and use as part of the performance. 		
<p>Year 3</p>	<p>Art: Prehistoric <u>Prehistoric Art</u> Design, drawing, craft, painting and art appreciation</p> <p>Exploring Prehistoric Art</p> <ul style="list-style-type: none"> • Learning how prehistoric man made art by painting with muted earth colours and reflecting this style in their work. <p>Charcoal Animals</p> <ul style="list-style-type: none"> • Scaling up drawings. • Identifying key 2D shapes within an image. • Applying and blending charcoal to create tone and texture. <p>Prehistoric Palette</p> <ul style="list-style-type: none"> • Experimenting with the pigments in natural products to make different colours. • Identifying which natural items make the most successful colours. <p>Painting on the Cave Wall</p>	<p>Music: Three Little Birds <u>Three Little Birds</u></p> <p>Listen & Appraise:</p> <ul style="list-style-type: none"> • Identify the piece’s structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. • Identify the instruments /voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. • Find the pulse and identify funky rhythms, tempo changes and dynamics. <p>Musical Activities using glocks and/or recorders</p> <ul style="list-style-type: none"> • Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. <p>Warm-up Games</p> <ul style="list-style-type: none"> • Copy back, play, invent rhythmic and melodic patterns. <p>Playing Instruments</p> <ul style="list-style-type: none"> • Singing in unison. 	<p>DT: Textiles: Cushions <u>Textiles: Cushions</u></p> <p>Cross Stitch and Appliqué</p> <ul style="list-style-type: none"> • Sewing cross stitch and appliqué. <p>Cushion Design</p> <ul style="list-style-type: none"> • Design a cushion, using a paper template. • Cutting fabric accurately. <p>Decorating my Cushion</p> <ul style="list-style-type: none"> • Decorating fabric using appliqué and cross stitch and following a design criteria. <p>Assembling my Cushion</p> <ul style="list-style-type: none"> • Assembling the cushion, using stitches to join fabrics, leaving space for a seam. <p>Music: The Dragon Song (At least 1 lesson and when you have spare time)</p> <p><u>The Dragon Song</u></p>	<p>Art: Craft: Tie-Dye and Weaving <u>Craft</u> Materials: tie-dye, weave and sew</p> <p>Creating a Mood Board</p> <ul style="list-style-type: none"> • Creating a mood board. <p>Tie-dying</p> <ul style="list-style-type: none"> • Creating tie-dyed materials. • Describing the similarities between tie-dyeing and wax resist. <p>Paper Weaving</p> <ul style="list-style-type: none"> • Creating a piece of paper weaving. <p>Loom Card Weaving</p> <ul style="list-style-type: none"> • Weaving using different materials. <p>Simple Sewing</p> <ul style="list-style-type: none"> • Sewing designs using running stitch onto a t-shirt to personalise it. <p>Music: Music Festival <u>Music Festival</u></p>	<p>Music: The Dragon Song <u>Listen and Appraise:</u></p> <ul style="list-style-type: none"> • Identify the themes: Kindness, respect, friendship, acceptance and happiness. • Identify the instruments /voices: Keyboard, drums, bass, a female singer. • Explain how the words of the song tell a story? • Does the music create a story in your imagination? What story? <p>Musical Activities using glocks and/or recorders</p> <ul style="list-style-type: none"> • Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. <p>Warm-up Games</p> <ul style="list-style-type: none"> • Copy back, play, invent rhythmic and melodic patterns. <p>Playing Instruments</p> <ul style="list-style-type: none"> • Singing in 2 parts. 	<p>DT: Mechanical systems: Pneumatic Toys <u>Mechanical Systems: Pneumatic Toys</u></p> <p>Exploring Pneumatics</p> <ul style="list-style-type: none"> • Learning how pneumatic systems work. • Understanding that mechanisms are a system of parts that work together to create motion. • Pneumatic systems can be used as part of a mechanism and they force air over a distance to create movement and are used in a range of everyday objects <p>Designing a Pneumatic Toy</p> <ul style="list-style-type: none"> • Designing a toy from recycled materials which uses one of three pneumatic systems. • Developing a design criteria from a design brief.



<ul style="list-style-type: none"> Developing painting skills, mixing paint to create a range of natural colours. Experimenting with techniques to create different textures. <p>Hands on Cave Wall</p> <ul style="list-style-type: none"> Collaborating in groups to create a large piece of artwork. Creating designs using both positive and negative impressions and creating natural colours using paint. <hr/> <p>Music: Let Your Spirit Fly (At least 1 lesson and when you have spare time)</p> <p>Let Your Spirit Fly</p> <p>Listen & Appraise:</p> <ul style="list-style-type: none"> Identify the piece's structure: Introduction, verse, chorus. Find the pulse while listening. <p>Warm-up Games</p> <ul style="list-style-type: none"> Copy back, play, invent rhythmic and melodic patterns. Rhythm patterns. C, sometimes with D and reading notes. <p>Playing Instruments</p> <ul style="list-style-type: none"> Play instrumental parts accurately and in time, as part of the performance. <p>Compose</p> <ul style="list-style-type: none"> Compose a simple melody. <p>Healthy Food Week: DT :</p> <p>Food: Eating Seasonally: Where in the world? Rainbow food</p> <p>Food:</p> <p>A Balanced Diet</p> <p>Where in the World?</p>	<ul style="list-style-type: none"> Play instrumental parts accurately and in time, as part of the performance. <p>Improvise</p> <ul style="list-style-type: none"> Improvise in the lessons and as part of the performance. <p>Compose</p> <ul style="list-style-type: none"> Compose a simple melody using simple rhythms and use it as part of the performance. <p>Perform & Share</p> <ul style="list-style-type: none"> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. <hr/> <p>RE:</p> <p>Art: Formal Elements: Shape: Working with wire: Create advent picture using wire to make the parts.</p> <p>Formal Elements of Art</p> <p>Shape 3: Working with Wire</p> <ul style="list-style-type: none"> Create and form shapes using soft modelling wire, bending, manipulating and joining wire to create a desired shape. Working safely with tools. 	<p>Listen and Appraise:</p> <ul style="list-style-type: none"> Identify the instruments /voices: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? <p>Warm-up Games</p> <ul style="list-style-type: none"> Copy back, play, invent rhythmic and melodic patterns. <p>Playing Instruments</p> <ul style="list-style-type: none"> Play instrumental parts accurately and in time, as part of the performance. <p>Compose</p> <ul style="list-style-type: none"> Compose a simple melody. <hr/> <p>RE:</p> <p>Art: Art & Design Skills: Shadow puppets: Use shadow puppets to retell one of the bible stories from this term</p> <p>Art & Design Skills</p> <p>Design, drawing, craft, painting and art appreciation</p> <p>Craft and Design 3: Shadow Puppets</p> <ul style="list-style-type: none"> Designing and creating a shadow puppet theatre. Understanding that the features of a shadow puppet are shown through its silhouette. <hr/> <p>RHSE:</p> <p>Art: Every Picture Tells A Story: Rembrandt: The Lost Son: To Analyse and act out a famous painting</p> <p>Every Picture Tells a Story</p> <p>Analysing famous artists' work</p>	<ul style="list-style-type: none"> Perform as part of a group and individually to an audience. Take part in two part harmonies and songs. Perform given songs from memory. Sing expressively to the beat and rhythm. 	<ul style="list-style-type: none"> Play instrumental parts accurately and in time, as part of the performance. <p>Improvise</p> <ul style="list-style-type: none"> Improvise in the lessons and as part of the performance. <p>Compose</p> <ul style="list-style-type: none"> Compose a simple melody using simple rhythms and use it as part of the performance. <p>Perform & Share</p> <ul style="list-style-type: none"> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. <hr/> <p>History:</p> <p>Art: Art & Design Skills: Learn about Carl Giles: Create a cartoon picture depicting a Roman scene in the style of Carl Giles.</p> <p>Art & Design Skills</p> <p>Design, drawing, craft, painting and art appreciation</p> <p>Learning About...Carl Giles</p> <ul style="list-style-type: none"> Drawing in a minimalist cartoon style, giving each character a distinctive feature to identify them. Comparing their work to that of other artists. 	<ul style="list-style-type: none"> Generating suitable ideas using thumbnail sketches and exploded diagrams. <p>Making Pneumatic Toys</p> <ul style="list-style-type: none"> Creating a pneumatic system to achieve a desired motion and secure housing for the system. Knowing that syringes and balloons can be used to create different types of pneumatic systems. <p>Decorating and Assembling my Toy</p> <ul style="list-style-type: none"> Selecting materials due to their functional and aesthetic characteristics. Manipulating them to create different effects by cutting, creasing, folding, weaving, etc. Testing and finalising ideas against design criteria. <hr/> <p>Music: Bringing us Together (At least 1 lesson and when you have spare time)</p> <p>Bringing Us Together</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics. <p>Warm-up Games</p> <ul style="list-style-type: none"> Copy back, play, invent rhythmic and melodic patterns. <p>Playing Instruments</p> <ul style="list-style-type: none"> Play instrumental parts accurately and in time, as part of the performance. <p>Compose</p>
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	<ul style="list-style-type: none"> • Know that climate affects food growth. <p>Rainbow Food</p> <ul style="list-style-type: none"> • Create a recipe that is healthy and nutritious using seasonal vegetables. 		<ul style="list-style-type: none"> • To analyse and act out a famous painting. 			<ul style="list-style-type: none"> • Compose a simple melody using simple rhythms. <p>RE:</p> <p>Art: Formal elements: Shading: Use shading to show the different ways of praying.</p> <p>Formal Elements of Art Shape and tone – drawing from observation</p> <p>Tone 1: The Four Rules of Shading</p> <ul style="list-style-type: none"> • Applying even layers of pencil tone when shading. • Using the side of the pencil and holding it flat to the paper and applying the four rules of shading: Shading in ONE direction Creating smooth, neat, even tones Leaving NO gaps Ensuring straight edges <p>Tone 2: Shading from Light to Dark</p> <ul style="list-style-type: none"> • Showing tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually.
<p>Year 4</p>	<p>Music: Mama Mia <u>Mamma Mia</u></p> <p>Listen & Appraise:</p> <ul style="list-style-type: none"> • Identify the piece’s structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. • Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. 	<p>Art: Art and Design Skills</p> <p><u>Art & Design Skills</u> Design, drawing, craft, painting and art appreciation</p> <p>Drawing: Still Life</p> <ul style="list-style-type: none"> • Arranging and drawing a still-life image from observation, sketching outlines of the objects. • Using symmetry lines and using light, medium and dark 	<p>Music: Lean on Me</p> <p><u>Lean On Me</u></p> <p>Listen & Appraise:</p> <ul style="list-style-type: none"> • Identify the piece’s structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. • Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ. 	<p>Art: Every picture tells a story</p> <p><u>Every Picture Tells a Story</u> Analysing famous artists’ work</p> <p>My Parents</p> <ul style="list-style-type: none"> • Describing the formal elements within a picture. • Analysing and acting out a famous painting. <p>The Dance</p> <ul style="list-style-type: none"> • Analysing and finding meaning in a painting. 	<p>DT: Electrical Systems: Torches</p> <p><u>Electrical Systems</u> Torches:</p> <p>Electrical Products</p> <ul style="list-style-type: none"> • Identifying electrical product. • Learning what electrical conductors and insulators are. • That a battery contains stored electricity. <p>Evaluating Torches</p>	<p>DT: Structures: Pavilions</p> <p><u>Structure</u> Pavilions</p> <p>Exploring Frame Structures</p> <ul style="list-style-type: none"> • Understanding the purpose of world expos and pavilions. • Making a variety of different frame structures. <p>Designing a Pavilion</p> <ul style="list-style-type: none"> • Knowing that different materials can create different



<ul style="list-style-type: none"> Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. <p>Musical Activities using glocks and/or recorders.</p> <ul style="list-style-type: none"> Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. <p>Warm-up Games</p> <ul style="list-style-type: none"> Copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns. Silver Challenge: G, sometimes A and reading notes. Gold Challenge: G + A and reading notes. <p>Using Instruments</p> <ul style="list-style-type: none"> Singing in unison. Play instrumental parts accurately and in time, as part of the performance. The easy part: G by ear. The medium part: G + A by ear and from notation. <p>Improvise</p> <ul style="list-style-type: none"> Improvise in the lessons and as part of the performance. Bronze Challenge: G. Silver Challenge: G and sometimes A. Gold Challenge: G + A. <p>Compose</p> <ul style="list-style-type: none"> Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A + B. Using the notes: G, A, B, D + E (pentatonic scale). 	<p>tones to make the drawing look 3D.</p> <p>Learning About...the Work of A Curator</p> <ul style="list-style-type: none"> Understanding that the role of a curator is to set up and manage collections of works of arts within museums and galleries. <p>Painting: Paul Cézanne</p> <ul style="list-style-type: none"> Painting in the style of the artist Paul Cézanne. Mixing colours and using the same brush stroke techniques. <p>Craft: Soap Sculptures</p> <ul style="list-style-type: none"> Creating a small scale sculpture, using tools and hands to carve, model and refine the sculpture. <p>Design: Willow Pattern</p> <ul style="list-style-type: none"> Recreating a willow pattern design to convey aspects of a story. Using undiluted ink to add detail and a water wash to add lighter tones. <p>Design: Optical Illusions</p> <ul style="list-style-type: none"> Learning that lenticular printing gives an optical illusion by using two images. Creating an image using the principles of lenticular printing. <p>.....</p> <p>Music: Glocks 2 (At least 1 lesson and when you have spare time) Glockenspiel Stage 2</p> <p>Musical Activities using glocks</p> <ul style="list-style-type: none"> Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: <ul style="list-style-type: none"> Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon 	<ul style="list-style-type: none"> Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture <p>Musical Activities using glocks and/or recorders.</p> <ul style="list-style-type: none"> Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. <p>Warm-up Games</p> <ul style="list-style-type: none"> Copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns. Silver Challenge: F sometimes G and reading notes. Gold Challenge: F + G and reading notes. <p>Using Instruments</p> <ul style="list-style-type: none"> Singing in unison. Play instrumental parts accurately and in time, as part of the performance. The easy part: C + F by ear. The medium part: E, F + G by ear and from notation. <p>Improvise</p> <ul style="list-style-type: none"> Improvise in the lessons and as part of the performance. Bronze Challenge: F. Silver Challenge: F and sometimes G. Gold Challenge: F + G. <p>Compose</p> <ul style="list-style-type: none"> Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: F, G + A. 	<ul style="list-style-type: none"> Describing the story behind it and the formal elements within it. <p>Tables For Ladies</p> <ul style="list-style-type: none"> Describing the story behind a painting and acting it out. <p>Children's Games</p> <ul style="list-style-type: none"> Interpreting the meaning within a painting. Describing the story that it tells. <p>Fiona Rae</p> <ul style="list-style-type: none"> Analysing abstract paintings and describing them and the formal elements within it. <p>.....</p> <p>Music: Music Festival Music Festival</p> <ul style="list-style-type: none"> Perform as part of a group and individually to an audience. Take part in two part harmonies and songs. Perform given songs from memory. Sing expressively to the beat and rhythm. <p>RE:</p> <p>Art: Sculpture: Create a sculpture to reflect the suffering of Jesus in the style of either, Arcimboldo, Sokari Douglas Camp or El Anatsui.</p> <p>Sculpture Working with recycled materials</p> <p>Arcimboldo</p>	<ul style="list-style-type: none"> Identifying the features of a torch. Understanding how a torch works. Identifying what is important in torch design. <p>Torch Design</p> <ul style="list-style-type: none"> Designing a torch, giving consideration for who the product is for. <p>Torch Assembly</p> <ul style="list-style-type: none"> Making a torch with a working circuit with a switch, using appropriate equipment to cut and attach materials. Assemble a torch according to the design and success criteria. Testing and evaluating the torch. <p>Textiles: Fastenings</p> <p>Evaluating Fastenings</p> <ul style="list-style-type: none"> Identifying and evaluating different types of fastenings. Articulate the benefits and disadvantages of each fastening type. <p>Designing my Book Sleeve</p> <ul style="list-style-type: none"> Designing a product to meet a design criteria which includes a fastening. <p>Paper Mock-up and Preparing Fabric</p> <ul style="list-style-type: none"> Making and testing a paper template. <p>Assembling my Book Sleeve</p> <ul style="list-style-type: none"> To assemble the book jacket, joining the fabric by sewing and adhering to the design criteria. <p>.....</p> <p>Music: Blackbird</p>	<p>effects and designing a structure that is stable and aesthetically pleasing.</p> <p>Pavilion Frame</p> <ul style="list-style-type: none"> Building a frame structure, selecting appropriate materials, reinforcing corners to strengthen the structure. <p>Pavilion Cladding</p> <ul style="list-style-type: none"> Adding cladding to a frame structure, selecting appropriate materials and creating different textural effects. <p>.....</p> <p>Music: Stop (At least 1 lesson and when you have spare time) Stop!</p> <p>Listen & Appraise:</p> <ul style="list-style-type: none"> Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture <p>Warm-up Games</p> <ul style="list-style-type: none"> Copy back, play, invent rhythmic and melodic patterns. <p>Compose</p> <ul style="list-style-type: none"> Compose own rapped lyrics about bullying or another topic or theme decided as a class. <p>Science:</p> <p>Art: Sculpture: Make musical instruments from recycled materials.</p> <p>Sculpture Working with recycled materials</p>
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	<p>Perform & Share</p> <ul style="list-style-type: none"> • Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. • Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better? <p>.....</p> <p>Healthy Food Week: DT : Adapting a recipe Food Adapting a Recipe</p> <p>Following a Recipe</p> <ul style="list-style-type: none"> • Evaluating a product, giving consideration to: taste, smell, texture, appearance, packaging target audience. • Following a recipe to make a biscuit. <p>Testing Ingredients</p> <ul style="list-style-type: none"> • Evaluating and comparing a range of biscuit prototypes. <p>Final Design and Budget</p> <ul style="list-style-type: none"> • Working within a group to design a biscuit to a given budget, taking into consideration biscuits tasted and the successes of the prototypes made. <p>Biscuit Bake Off</p> <ul style="list-style-type: none"> • Making a biscuit that meets a given design brief, working within the specified budget. • Creating suitable packaging for the product. <p>Art Display: Formal Elements: Lesson on</p>	<p>- Mamma Mia Revisit these tunes from Stage 1:</p> <ul style="list-style-type: none"> - Portsmouth - Strictly D - Play Your Music - Drive <p>• Compose using the notes C, D, E, F + G.</p>	<p>Using the notes: C, D, F, G + A.</p> <p>Perform & Share</p> <ul style="list-style-type: none"> • Children contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. • Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better? <p>.....</p> <p>RE:</p> <p>Art: Formal Elements: Texture: Charcoal mark making: Create religious words and phrases in abstract way.</p> <p>Formal Elements of Art Texture and pattern</p> <p>Texture: Charcoal Mark Making</p> <ul style="list-style-type: none"> • Experimenting with charcoal to create different textures and effects to express the meaning of words and phrases in an abstract way. 	<ul style="list-style-type: none"> • Creating a collage in the style of the artist Arcimboldo. • Creating a collage of contrasting images. <p>Sokari Douglas Camp</p> <ul style="list-style-type: none"> • Creating a sculpture in the style of sculptor Sokari Douglas Camp. <p>El Anatsui</p> <ul style="list-style-type: none"> • Creating a sculpture in the style of El Anatsui, from reused materials. 	<p>(At least 1 lesson and when you have spare time)</p> <p>Blackbird</p> <p>Listen & Appraise:</p> <ul style="list-style-type: none"> • Identify the themes: Equality, civil rights. • Identify instruments /voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. <p>Warm-up Games</p> <ul style="list-style-type: none"> • Copy back, play, invent rhythmic and melodic patterns. <p>Using Instruments</p> <ul style="list-style-type: none"> • Play instrumental parts accurately and in time, as part of the performance. The easy part C + G by ear. The medium part: G, A, B + C from notation. <p>Compose</p> <ul style="list-style-type: none"> • Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. Using the notes: C, D, E, G + A (pentatonic scale). <p>Science:</p> <p>Art: Formal Elements: Texture and Pattern: Use clay and printing to make a volcano to then use the volcano experiment</p> <p>Formal Elements of Art Texture and pattern</p> <p>Texture and Pattern</p> <ul style="list-style-type: none"> • Playdough Printing. 	<p>Making Maracas from Recycled Materials</p> <ul style="list-style-type: none"> • Creating a musical instrument from recycled materials. <p>Making Drums from Recycled Materials</p> <ul style="list-style-type: none"> • Decorating musical instruments from recycled materials. • Drawing recognisable musical notes and symbols and using wax resist to create a pattern.
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	<p>Printing and then flower of life to put over printing.</p> <p>Pattern 1: Stamp Printing</p> <ul style="list-style-type: none"> • Making a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it. <p>Pattern 2: Reflection and Symmetry</p> <ul style="list-style-type: none"> • Applying mathematical techniques of reflection and symmetry to create a flip pattern. <p>Pattern 3: Flower of Life</p> <ul style="list-style-type: none"> • Creating a geometric pattern using a compass 				<ul style="list-style-type: none"> • Creating patterns using a playdough printing block. <p>Pattern 1: Stamp Printing</p> <ul style="list-style-type: none"> • Making a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it. 	
<p>Year 5</p>	<p>Art: Every picture tells a story</p> <p><u>Every Picture Tells a Story</u> Analysing famous artists' work</p> <p>Clacton Pigeon Mural – Banksy</p> <ul style="list-style-type: none"> • Evaluating and analysing creative work, understanding that art can have both meaning and message. <p>Inspired by Rorschach</p> <ul style="list-style-type: none"> • Using materials to create a symmetrical, abstract image. <p>Emojis</p> <ul style="list-style-type: none"> • Using symbols to create a meaningful message. <p>L.S.Lowry Factory painting</p> <ul style="list-style-type: none"> • Evaluating and analysing a picture, demonstrating its meaning through drama and comparing its events to current news. <p>Magdalene Odundo</p> <ul style="list-style-type: none"> • Developing ideas for 3D work through 2D sketching and drawing, exploring shape and form. 	<p>DT: Electronic cards (link to RE to make as Christmas cards)</p> <p><u>Electrical Systems: Electronic Greetings Cards</u></p> <p>Graphite Circuits</p> <ul style="list-style-type: none"> • Understanding that circuits are made up of different electronic components, naming these components and using graphite is a conductor within a working circuit. <p>Card Design</p> <ul style="list-style-type: none"> • Designing an electronic card with a working circuit, labelling the LEDs with positive and negative legs. <p>Making the Card</p> <ul style="list-style-type: none"> • Creating a greetings card, following a design and mapping out where different components of the circuit will go. <p>Adding the Circuit</p> <ul style="list-style-type: none"> • Making a circuit and integrating it into a greeting 	<p>Art: Art & Design Skills</p> <p><u>Art & Design Skills</u> Design, drawing, craft, painting and art appreciation</p> <p>Learning About...How Artists Work</p> <ul style="list-style-type: none"> • Using imagination and visualisation to create an original piece of artwork. <p>Drawing: Picture the Poet</p> <ul style="list-style-type: none"> • Creating a continuous line portrait drawing, adding text to it and varying the size of the letters for artistic effect. <p>Drawing 1: Packaging • Collage 1</p> <ul style="list-style-type: none"> • Planning and creating a collage then drawing and colouring it from observation. <p>Painting 2: Packaging Collage 2</p> <ul style="list-style-type: none"> • Selecting a section of a drawing to enlarge, scaling it to a larger size and painting accurately and evenly 	<p>DT: Textiles</p> <p><u>Textiles:</u> Stuffed Toys</p> <p>Designing a Stuffed Toy</p> <ul style="list-style-type: none"> • Designing a stuffed toy, making a proportional paper template. <p>Blanket Stitch</p> <ul style="list-style-type: none"> • Using a blanket stitch to join two pieces of fabric, cutting neatly and accurately and threading a needle. <p>Details and Appendages</p> <ul style="list-style-type: none"> • Creating and adding decorations to fabric, using applique to attach pieces of fabric decoration and stitches to decorate fabric. <p>Assembly</p> <ul style="list-style-type: none"> • Using a blanket stitch to assemble the components of the toy, stuffing the toy and evaluating the end product. <p>.....</p> <p>Music: Trumpet Lessons</p>	<p>Due to having Trumpets every week and therefore less time to complete art/DT in the half term, so these two terms are for Y5 to finish any Art/DT projects that have carried over terms. If possible do:</p> <p>Art: Design for a Purpose</p> <p>Music: Trumpet Lessons</p> <p>Trumpets</p> <ul style="list-style-type: none"> • Learn to play an instrument and play in an ensemble. • Explore and develop their knowledge of musical concepts. (musical elements) • Learn how to improvise and compose. • Learn to appraise their own work and that of others. • Learn and develop a basic knowledge of their chosen instrument and that of others. • Produce a quality sound. • Develop their range and rhythmic ability on their instrument. • Develop their singing voices through singing varied songs/styles. • Use technology to aid their musical development (where available/applicable). 	



<p>.....</p> <p>Healthy Food Week: DT : What could be healthier? Food What could be healthier?</p> <p>What does healthy look like?</p> <ul style="list-style-type: none"> • Understand the term 'healthy' • Following a recipe to make a biscuit. <p>Adapt and improve a recipe</p> <ul style="list-style-type: none"> • Adapt a traditional recipe <p>What a tasty, healthy bolognaise!</p> <ul style="list-style-type: none"> • Complete a food product <p>Music: Trumpet Lessons Trumpets</p> <ul style="list-style-type: none"> • Learn to play an instrument and play in an ensemble. • Explore and develop their knowledge of musical concepts. (musical elements) • Learn how to improvise and compose. • Learn to appraise their own work and that of others. • Learn and develop a basic knowledge of their chosen instrument and that of others. • Produce a quality sound. • Develop their range and rhythmic ability on their instrument. • Develop their singing voices through singing varied songs/styles. • Use technology to aid their musical development (where available/applicable). • Learn to recognize different styles of music and their era. • Learn how to prepare for and participate in performances. 	<p>card, laying copper tape down in straight lines, ensuring corners are not broken and that the legs of the LED are the correct way round for the circuit to work.</p> <p>.....</p> <p>Music: Trumpet Lessons Trumpets</p> <ul style="list-style-type: none"> • Learn to play an instrument and play in an ensemble. • Explore and develop their knowledge of musical concepts. (musical elements) • Learn how to improvise and compose. • Learn to appraise their own work and that of others. • Learn and develop a basic knowledge of their chosen instrument and that of others. • Produce a quality sound. • Develop their range and rhythmic ability on their instrument. • Develop their singing voices through singing varied songs/styles. • Use technology to aid their musical development (where available/applicable). • Learn to recognize different styles of music and their era. • Learn how to prepare for and participate in performances. 	<p>without leaving brush marks or gaps.</p> <p>Drawing: A Walking Line</p> <ul style="list-style-type: none"> • Developing observational drawing skills, creating a continuous line drawing, using a pencil with fine control to create detail and adding tonal graduation. <p>Design: Little Inventors</p> <ul style="list-style-type: none"> • Designing a new invention for a set purpose, brainstorming ideas, developing and communicating these through notes and drawings then selecting one idea and drawing and annotating it in full. <p>.....</p> <p>Music: Trumpet Lessons Trumpets</p> <ul style="list-style-type: none"> • Learn to play an instrument and play in an ensemble. • Explore and develop their knowledge of musical concepts. 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	<ul style="list-style-type: none"> • Use technology to aid their musical development (where available/applicable). • Learn to recognize different styles of music and their era. • Learn how to prepare for and participate in performances. • Learn how to make their own musical decisions either in class or at home. 	<ul style="list-style-type: none"> • Learn how to make their own musical decisions either in class or at home. 	<ul style="list-style-type: none"> • Develop their singing voices through singing varied songs/styles. • Use technology to aid their musical development (where available/applicable). • Learn to recognize different styles of music and their era. • Learn how to prepare for and participate in performances. • Learn how to make their own musical decisions either in class or at home. 			
<p>Year 6</p>	<p>Music: Happy <u>Happy</u></p> <p>Listen & Appraise:</p> <ul style="list-style-type: none"> • Describe the style indicators of the song/ music. • Describe the structure of the song. • Identify the instruments /voices they can hear. • Talk about the musical dimensions used in the song. <p>Musical Activities using glocks and/or recorders</p> <ul style="list-style-type: none"> • Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. <p>Warm-up Games</p> <ul style="list-style-type: none"> • Rhythm and Pitch Copy Back. • Question and Answer. <p>Playing Instruments</p> <ul style="list-style-type: none"> • Singing in two parts. • Play instrumental parts accurately and in time as part of the performance. <p>Improvise</p>	<p>Art: Still Life <u>Still Life</u> Example theme: Memory Box</p> <p>Still Life Composition</p> <ul style="list-style-type: none"> • Sketch ideas for a still life study, focussing on form and layout. <p>Charcoal Still Life</p> <ul style="list-style-type: none"> • Draw a still life study in charcoal, creating clear lines and shapes and showing light and shadow. <p>Negative Medium Still Life</p> <ul style="list-style-type: none"> • Draw using a negative medium, picking out areas of light and shadow. <p>Life in Colour</p> <ul style="list-style-type: none"> • Paint a still life study in colour, focussing on: form, line and layout, mixing colours to create a desired hue and mixing darker and lighter tones. <p>Making a Memory Box</p> <ul style="list-style-type: none"> • Create a box to showcase work, representing ideas graphically, combining words and graphics. 	<p>DT: Digital World: Navigating the world <u>Digital World:</u> Navigating the World</p> <p>Navigating the World</p> <ul style="list-style-type: none"> • Write a design brief and criteria based on a client request <p>Programming a navigation tool</p> <ul style="list-style-type: none"> • Write a program to include multiple functions as part of a navigation device. <p>Product concept</p> <ul style="list-style-type: none"> • Develop a sustainable concept <p>3D CAD models</p> <ul style="list-style-type: none"> • Develop 3D CAD skills to produce a virtual model <p>Product pitch</p> <ul style="list-style-type: none"> • Present a pitch to ‘sell’ the product to a specified client. <p>.....</p> <p>Music: A New Year Carol</p>	<p>Art: Photography <u>Photography</u> Photomontage, macro photography and self-portrait</p> <p>Photomontage</p> <ul style="list-style-type: none"> • Create a photomontage image by selecting images and creating a composition from them. <p>Truisms</p> <ul style="list-style-type: none"> • Use text and images together to create meaningful and powerful photo posters. <p>Photography</p> <ul style="list-style-type: none"> • Create abstract art through photography, taking photographs with care and choice. • Make decisions about cropping, editing and presentation of images. • Learn the terms: macro, and monochromatic. <p>Self-Portraits</p>	<p>Music: Reflect, Rewind and Replay <u>Reflect, Rewind and Replay</u></p> <p>Listen & Appraise:</p> <ul style="list-style-type: none"> • Identify the piece’s structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending • Identify the instruments/ voices in a piece of music <p>Musical Activities using glocks and/or recorders</p> <p>Warm-up games</p> <ul style="list-style-type: none"> • Find the pulse whilst listening. <p>Playing Instruments</p> <ul style="list-style-type: none"> • Understand the language of music • Play instrumental parts accurately and in time as part of the performance. <p>The easy part: D + A by ear. The medium part: G + A by ear.</p> <p>Improvise</p>	<p>DT: Mechanical Systems <u>Mechanical systems:</u> Automata Toys</p> <p>Making the Frame</p> <ul style="list-style-type: none"> • Measure, mark and check the accuracy of the jelutong and dowel pieces required. • Use wood work tools safely. • Measure and cut the required card components accurately. <p>Assembling the Frame</p> <ul style="list-style-type: none"> • Cut and assemble the components to make a frame. • Secure the joints of the frame at right angles. • Use a glue gun safely. <p>Experimenting with Cams</p> <ul style="list-style-type: none"> • Undertake research to inform the design of the window display. • Explore cams and understand that different shaped cams produce



<p>• Improve in the lessons and as part of the performance.</p> <p>Compose</p> <ul style="list-style-type: none"> • Compose a melody using simple rhythms and use as part of the performance. <p>Perform & Share</p> <ul style="list-style-type: none"> • Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. • Record the performance and discuss their thoughts and feelings towards it afterwards. <hr/> <p>Healthy Food Week: DT : Adapt Come Dine with Me to fir round Healthy Food Week.</p> <p>Food: Come Dine with Me</p> <p>Three Ingredients; Three Courses</p> <ul style="list-style-type: none"> • Design a three course meal <p>To Start...</p> <ul style="list-style-type: none"> • Safely prepare a meal following a recipe. • Contribute a recipe to a class cookbook using imperative verbs, adjectives and illustrations. <p>The Main Course</p> <ul style="list-style-type: none"> • Safely prepare a meal following a recipe. • Contribute a recipe to a class cookbook using imperative verbs, adjectives and illustrations. <p>Dessert</p> <ul style="list-style-type: none"> • Safely prepare a meal following a recipe. • Contribute a recipe to a class cookbook using imperative 	<hr/> <p>Music: Classroom Jazz (At least 1 lesson and when you have spare time)</p> <p>Classroom Jazz 2</p> <p>Listen & Appraise: Bacharach Anorak and Meet The Blues</p> <ul style="list-style-type: none"> • Describe the style indicators of the song /music. • Describe the structure of the song. • Identify the instruments /voices they can hear. • Talk about the musical dimensions used in the songs. <p>Musical Activities using glocks and/or recorders</p> <p>Playing Instruments Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).</p>	<p>(At least 1 lesson and when you have spare time)</p> <p>A New Year Carol</p> <p>Listen & Appraise: A New Year Carol (The music of Benjamin Britten)</p> <ul style="list-style-type: none"> • Describe the style indicators of the song/ music. • Describe the structure of the song. • Identify the instruments /voices they can hear. • Talk about the musical dimensions used in the song. • Describe the mood and story told? <p>Musical Activities using glocks and/or recorders.</p> <p>Warm-up Games</p> <ul style="list-style-type: none"> • Pulse, rhythm and pitch games: <p>Playing Instruments</p> <ul style="list-style-type: none"> • Sing the song in its original style and the Urban Gospel version. <p>Geography</p> <p>Art: Make My Voice Heard: Guernica 1: Pablo Picasso: Design a poster about Protecting the Environment in the style of Picasso.</p> <p>Make My Voice Heard Messaging in drawing, painting and sculpture</p> <p>Guernica 1 - Pablo Picasso</p> <ul style="list-style-type: none"> • Plan and create a drawn composition in the style of Picasso’s ‘Guernica’ by: using symbols to convey a message and considering where the tones of black, grey and 	<ul style="list-style-type: none"> • Create a continuous line self portrait drawing from a photograph. <p>Expression</p> <ul style="list-style-type: none"> • Replicate the mood and expression of a painting through photography. <hr/> <p>Music: You’ve Got a Friend (At least 1 lesson and when you have spare time)</p> <p>You’ve Got A Friend</p> <p>Listen & Appraise: You’ve Got A Friend (The music of Carole King)</p> <ul style="list-style-type: none"> • Describe the style indicators of the song/ music. • Describe the structure of the song. • Talk about the musical dimensions used in the song. <p>Musical Activities using glocks and/or recorders</p> <p>Warm-up games</p> <ul style="list-style-type: none"> • Rhythm and Pitch Copy Back. • Question and Answer. <p>Playing Instruments</p> <ul style="list-style-type: none"> • Play instrumental parts accurately and in time as part of the performance. <p>Improvise</p> <ul style="list-style-type: none"> • Improve in the lessons and as part of the performance. <hr/> <p>History:</p> <p>Art: Make My Voice Heard: Clay Sculpture: Make a clay sculpture of a Roman Head.</p> <p>Art: Art & Design Skills: Zentangle Printing: Create</p>	<ul style="list-style-type: none"> • Improve in the lessons and as part of the performance. <p>Compose</p> <ul style="list-style-type: none"> • Compose a melody using simple rhythms and use as part of the performance. <p>Perform & Share</p> <ul style="list-style-type: none"> • Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. • Record the performance and discuss their thoughts and feelings towards it afterwards. <hr/> <p>RE:</p> <p>Art: Art & Design Skills: Impressionism: Paint a picture depicting the transforming spirit in the style of impressionist painters.</p> <p>Art & Design Skills</p> <p>Painting: Impressionism</p> <ul style="list-style-type: none"> • Research and adopt the style of impressionist painters. 	<p>different follower movements.</p> <p>Finishing Touches</p> <ul style="list-style-type: none"> • Make and assemble a window display, focusing on the decorative elements. <hr/> <p>Music: End of Year Performance</p> <p>Spanish:</p> <p>Art: Art and Design: Learning aboutthe work of Salvador Dali.</p> <p>Art & Design Skills Design, drawing, craft, painting and art appreciation</p> <p>Learning About...the work of Salvador Dali</p> <ul style="list-style-type: none"> • Analyse and evaluate artwork, specially: 'saying what you see', techniques used, form and shape, colour and light and its title.
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	<p>verbs, adjectives and illustrations.</p> <p>Art Display: Make my voice heard</p> <p>Lesson 2: self portrait in style of Kathe Kollwitz</p> <p>Kathe Kollwitz</p> <ul style="list-style-type: none"> • Draw emotions through a series of lines to create a simple portrait for a face, using charcoal to add shadows. 		<p>white are used to create effect.</p>	<p>a repeated pattern onto tile to display the Roman Head on.</p> <p><u>Make My Voice Heard</u> Messaging in drawing, painting and sculpture</p> <p>Clay Sculpture</p> <ul style="list-style-type: none"> • Create a sculpture of a head from clay using sculpting tools. <p><u>Art & Design Skills</u> Design, drawing, craft, painting and art appreciation</p> <p>Craft: Zentangle Printing</p> <ul style="list-style-type: none"> • Create a repeated pattern through printing. • Transferring a zentangle pattern onto a tile. • Create a reverse system where imprinted lines become white and the background the colour of the ink used 	
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