



BENNERLEY FIELDS SCHOOL

Creative

Stage 1

| Stage 1 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | | | DT- Explore a range of materials to create related to stories, e.g. three little pigs. | DT- Explore materials for creating a duck pond. | DT- Explore materials to create a mini beast hotel. | |
| | Art- Explore texture and natural materials to create 3D art, e.g. mini scarecrow | Art- Explore creating with clay and a range of shiny materials to create 3D art e.g. wind spinners, Christmas decorations. | | Art- Explore colour and paints related to Spring flowers | Art- Explore texture and materials to create 3D mini beasts. | Art- Explore debris and materials from the beach to explore collage work. |
| | Music- Take part in Harvest songs | Music- Take part in Christmas Songs | | Music- Explore Spring music and bird song. | | Music- Explore sounds, and music related to the seaside. |
| Year 2 | DT- Explore large building with boxes. | DT- Explore pattern through snowflakes, ice cubes etc, snow ball garlands. | | DT- Explore shape and size to make 2D buildings Explore larger construction to make 3D buildings. | DT- Explore patterns, using patterns to make masks, jewellery, | |
| | | | Art- Explore pattern with items from nature. | | | Art- Explore animal art through sponge painting and collage. |
| | Music- Explore rhythm through song and rhyme. | | | | Music- Explore instruments and sound | Music- Explore songs related to seaside |

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| Year 3 | DT- Explore printing with a range of food and materials. | | | DT- Explore materials for building and using larger materials for building. Explore materials for weaving. | DT- Explore building structures for water. | DT- Explore junk modelling to make vehicles |
| | | Art- Explore materials through collage and 3 D art. | Art- Explore colour through paint, song and collage. | | Art- Explore colour and mixing colours | |
| | Music- Explore music and rhythm related to class stories. | Music- Take part in Christmas Songs. | Music- Explore music and rhythm related to class stories. | Music- Explore music and rhythm related to class stories. | Music- Explore music and rhythm related to class stories. | Music- Explore songs related to travel |

Stage 2

| Stage 2 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | | | DT- Materials; Mechanisms | DT- Making models; Baking; Making signs; Designing buildings | DT- Origins of food; Selecting natural materials | DT- Carnival masks and headdresses; Collage |
| | Art- Drawing; Painting; Collage; Family portraits | Art- Large-scale painting | Art- Sculpture | Art- Famous local artists; Creating views from the local area | Art- Observational drawing; Model making | Music- Carnival music; Percussion; Song lyrics |
| | Music- Songs that help us remember; Writing a class song | Music- Percussion; Listening; Improvising; Using voices | | Music- Play tuned and untuned instruments | | |
| Year 2 | | DT- Building Structures Making party food. | DT- Constructing landmarks Making a building | | DT- Designing labels; Designing and making animal enclosures | |
| | Art- Collage; Painting Describe and explore work of significant | Art- Working with different materials painting and drawing | | Art- Use malleable materials to make a sculpture | Art- Talking about art; Drawing; Collage; Making models; | Art- Sketchbooks; 3-D modelling; Sand art; Seascapes |

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| | artists, work in relation to colour, shape and material and subject matter. Collage as an art technique | | | | Painting; Sculpture; Masks and products | |
| | Music- Listen and respond to music Use voiced to join in with musicrt Use sounds by playing instrument | | Music- Nursery rhymes | | Music- Animal songs | |
| Year 3 | DT- Designing and making space-themed vehicles; Evaluating toys; Using mechanisms | | DT- Food tasting; Origins of food; Healthy meals; Following recipes; Designing an outdoor kitchen | | DT- Mechanisms; Structures | |
| | Art- Models of the Solar System | Art- Drawing and modelling superheroes | Art- Printing; Food landscapes; Mixed media pictures and collages; Colour mixing; Using clay | Art- Observational drawing; Sculpture; Flower-pressing | Art- Observational drawing; Printing | Art- Materials and techniques |
| | Music- Space sounds; Space-themed song | | | Music- Action rhymes | Music- Sea shanties | Music- Sea shanties |
| Year 4 | DT Dinosaur biscuits Dinosaur sock puppets | DT Design and make a bird feeder | DT Design and make a robot. | DT Building a bridge with towers | DT Making farm vehicles | DT African Masks |
| | Art Dinosaur Eggs with malleable materials | Art Winter art | Art Digital Art | Art | Art Explore fruit art through the study of <i>The Fruit Basket</i> picture card by Giuseppe Arcimboldo. | Art Exploring camouflage and animal patterns |
| | Music | Music Winter themed music Winter from the Four seasons by Vivaldi, Walking in the air by Howard Blake, The | Music Explore rhythm and rhyme through songs and noises. | Music Medieval Music | Music | Music African Music and drums |

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| | | Nutcracker by Tchaikovsky | | | | |
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Stage 3

| | Stage 3 | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | | DT- Egyptian food; Making tombs and pyramids | DT- Making Norman helmets; Designing drawbridges and castles; Making a Domesday Book | | DT- Making puppets; Flip books | |
| | Art- Observational drawing; 3-D models; Clay sculpture; Anthony Gormley; Batik; Printing; Seascapes | Art- Drawing artefacts; Headwear; Hieroglyphic amulets | Art- The Bayeux Tapestry; Drawing; Embroidery | Art- Sculpture; Photography | Art- Sculpture; Illustration | Art- Still life |
| | | | | Music- Composing | Music- Singing and performing; Comparing music; Listening and appreciation; Notation; Composing; Rhythm | |
| Year 2 | | DT- Healthy foods; Textiles; Working models | | DT- Planning, creating and reviewing a large structure (Viking long boat) | | DT- Mountain climbing equipment |
| | Art- Sculpture | | Art- 3-D models | Art- Patterns and print making; Sketchbooks | Art- Painting | |
| | Music- Playing instruments; Performing | Music- Composing lyrics | | Music- Composing lyrics | | |
| Year 3 | | DT- Preparing US dishes; Making models; Designing totem pole | | | DT- Developing products | |

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| | Art- Music-inspired art | Art- Native American dreamcatchers; Weaving; Journey sticks | Art- Photography; Graffiti art; Observational drawing | | Art- Design; Clay work; Crayon art; Photography | |
| | Music- Music of the 20th century | Music- Traditional and cultural music | | | Music- Improvising | Music- Performing |

Key Stage 4

| Pre-entry | Stage 3 | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | | DT- Sketching a design | DT- Design | | | DT- Baking & Soup Wood carving |
| | | Art- Winter art | | | | |
| | | | Music- World music | | | |
| Year 2 | | | DT- Design | | DT- Den making Wood crafting | DT- Den making Wood crafting |
| | Art- Sensory drawing | Art- Sketching Christmas Art | | | | |
| | Music- Composing and performing | | Music- World music | | | |

| Entry level | Stage 3 |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | | DT- Sketching a design | DT- Wood carving | DT- Wood carving | | |
| | | Art- Winter art | | | | |
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| Year 2 | | DT- Design Creating chocolate | DT- Making animal shelters | DT- Making animal shelters | | |
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| | | | | | Music- Music expression | Music- Music expression |

Music Stage 1

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| Stage 1 End Points | |
| Use voices expressively | To find a singing voice and begin to use their voice confidently |
| Listening, memory and movement | Remember short songs and sounds |
| Playing untuned percussion | To begin to explore and create sounds by selecting instruments |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | Autumn Leaves | Sparkle and Shine | Once Upon a Time... | Spring Time | Minibeasts | What's at the beach? |
| | Music- Take part in Harvest songs | Music- Take part in Christmas Songs | | Music- Explore Spring music and bird song. | | Music- Explore sounds, and music related to the seaside. |
| Knowledge outcomes | I know how to perform in front of an audience. | I know how to perform in front of an audience. | | I know what a bird song sounds like. | | I know key seaside sounds. |

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| | I know how to clap. I know some familiar songs. I know loud and quiet, fast and slow. | I know how to clap. I can recognise some familiar Christmas songs. I know loud and quiet, fast and slow. | | I know what musical sounds are. I know instruments make sounds. I know how to match an instrument with a sound. | | I know instruments make sounds. I know how to match an instrument with a sound. I know loud and quiet, fast and slow. |
| Skill outcomes | I can explore singing to music. I can respond to a familiar song. I can demonstrate rhythm by clapping I can start and stop. I can join in with a song. I can listen and respond to music. | | | I can listen for short periods of time. I can express interest in music. I can move my instruments to music. I can explore different musical instruments. I can make and copy simple rhythms. | | I can listen to different seaside sounds. I can make seaside sounds with a percussion instrument. I can make loud and quiet, fast and slow sounds. |
| Year 2 | Topic: Explorers Exploring rhythm through song and rhyme | | | | Topic: Going on Safari Exploring instruments and sound | Topic: At the Seaside Exploring sounds related to the seaside |
| Knowledge outcomes | I know how to start and stop when playing instruments | | | | I know the different sounds instruments can make | I know key seaside sounds |
| Skill outcomes | I can explore different rhythms with an instrument I can experiment with shaking my instruments fast/slow I can sing/sign to a simple song/rhyme | | | | I can identify different instrument sounds I can play a range of percussion instruments I can listen for a brief period of time I can explore different ways of playing my instrument | I can listen to different seaside sounds I can make seaside sounds with a percussion instrument I can sing/explore music with a group |

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| Year 3 | Topic: Healthy Choices Exploring rhythm and music related to class stories | Topic: Hibernating Taking part in Christmas songs | Topic: Our Colourful World Exploring music and rhythm related to class stories | Topic: Knights and Dragons Exploring music and rhythm related to class stories | Topic: Splash! Exploring music and rhythm related to class stories | Topic: Take me on a Journey Exploring songs related to travel |
| Knowledge outcomes | I know how to sing echo songs and perform movements to a steady beat. | I know how to perform in front of an audience | I know what fast and slow sounds like | I know how to use the voice to create loud and quiet sounds | I know how to repeat a pattern of sounds | I know how to create sounds from different countries |
| Skill outcomes | I can repeat back a simple song I can use movements to reflect my singing I can explore different types of beat | I can explore singing I can sing/sign/express in front of an audience I can listen for short periods of time I can start and stop | I can change my tempo I can sign/sing songs fast and slow | I can use my voice loudly and quietly I can change my voice to match the song I can use my voice to express myself | I can repeat a pattern using my voice or instrument I can confidently join in a song | I can explore a wide variety of instruments I can relate certain sounds to different places I can explore a variety of percussion instruments |

Music Stage 2

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| Stage 2 End Points | |
| Use voices expressively | To confidently use voices in different ways including singing, speaking and chanting to a steady beat. |
| Listening, memory and movement | Repeat patterns of sounds with increasing accuracy. |
| Playing untuned percussion | To choose sounds and instruments for a specific purpose. |

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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Building on stage 1 learning: | Building on stage 1 learning: | | | Building on stage 1 learning: I can explore singing | Building on stage 1 learning: I can explore singing |

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| | <p>I can explore singing</p> <p>I can experiment with the different sounds my voice can make</p> <p>I can listen for short periods of time</p> <p>I can start and stop</p> | <p>I can explore singing</p> <p>I can experiment with the different sounds my voice can make</p> <p>I can listen for short periods of time</p> <p>I can start and stop</p> | | | <p>I can experiment with the different sounds my voice can make</p> <p>I can listen for short periods of time</p> <p>I can start and stop</p> | <p>I can experiment with the different sounds my voice can make</p> <p>I can listen for short periods of time</p> <p>I can start and stop</p> |
| Year 1 | <p>Topic: Me and My Memories</p> <p>Songs that help us remember</p> | <p>Topic: Make some Noise!</p> <p>Drumming ensemble</p> | | | <p>Topic: Nature Detectives</p> <p>Poem performance</p> | <p>Topic: Colourful Carnivals</p> <p>Carnival Day</p> |
| ENGAGEMENT PATHWAY | <p>I know how to start and stop when playing instruments (link to nursery rhymes).</p> | <p>I know the different sounds musical instruments can make (link to a story).</p> | | | <p>I know key nature sounds.</p> | <p>I know how to respond to music, including clapping, creating actions and dance movements.</p> |
| Skill outcomes | <p>I can explore different rhythms with an instrument, to a chosen nursery rhyme.</p> <p>I can experiment with shaking my instrument fast and slow to a nursery rhyme, song or chant.</p> <p>I can sing/sign to a simple song/rhyme.</p> | <p>I can identify different musical instrument sounds that are used in a simple story.</p> <p>I can play a range of musical instruments that link to a story.</p> <p>I can listen for a brief period of time.</p> <p>I can explore ways of playing my instrument during my story.</p> | | | <p>I can listen to different nature sounds.</p> <p>I can make nature sounds with a percussion instrument.</p> <p>I can sing/explore music with a group.</p> | <p>I can listen to different music.</p> <p>I can begin to play instruments to a beat.</p> <p>I can explore how loud and quiet instruments are.</p> |
| Knowledge outcomes | <p>I know traditional songs, nursery rhymes and chants have been passed</p> | <p>I know how to identify different instruments</p> | | | <p>I know percussion instruments make a sound when they are hit, shaken or</p> | <p>I know how to respond to music include playing or clapping along to</p> |

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| | down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words. | I know how to create music that links to a story. | | | scraped. Tuned percussion instruments, such as the xylophone or timpani, produce notes of different pitches | the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music. |
| Skill outcomes | I can sing traditional songs, nursery rhymes and chants clearly I can use my voice to change the volume I can sing fast and slow | I can listen and respond with movement, words and pictures to a range of and recorded music that tell a story. I can play a range of rhythms and pulses and identify the differences between them. | | | I can play tuned and untuned percussion instruments and use your voice with awareness of others. | I can listen to a range of music I can play a range of percussion instruments to a beat I can explore different volumes of instruments |
| Year 2 | Topic: Whatever the Weather Weather themed music | | Topic: London Life London's burning | | Topic: The Animal Kingdom Animal songs and rhymes | |
| ENGAGEMENT PATHWAY Knowledge outcomes | I know how to respond to music by clapping or singing. | | I know some traditional nursery rhymes. | | I know how to explore music played by a group of musicians. | |
| Skills outcomes | I can explore music that links to the weather I can begin to play different instruments like a rain stick I can play my instruments with different volumes, with support. | | I can explore different traditional nursery rhymes and songs. I can explore differences between volume. I can experiment with repetition in songs. | | I can play music starting and finishing together I can explore different beats I can express an animal through instrumentation, with support. | |

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| Knowledge outcomes | I know how to respond to music by using clapping along to rhythms or singing melodies | | I know how to use my voice to sing traditional nursery rhymes. | | I know a piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure that the audience can hear the tune. | |
| Skill outcomes | <p>I can explore music that represents the weather</p> <p>I can play different instruments like a rain stick</p> <p>I can play my instruments with different volumes</p> | | <p>I can explore the history of the song I'm singing</p> <p>I can explore the emotional impact of volume</p> <p>I can experiment with round singing and repetition</p> | | <p>I can play music starting and finishing together</p> <p>I can explore different beats</p> <p>I can express an animal through instrumentation</p> | |
| Year 3 | <p>Topic: Blast off!</p> <p>Space sounds</p> | | | <p>Topic: In the Garden</p> <p>Action Rhymes</p> | <p>Topic: A Pirate Life</p> <p>Sea Shanties</p> | <p>Topic: On the Coast</p> |
| Knowledge outcomes | I know sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds | | | <p>I know the melody is the main tune</p> <p>I know how to add actions to my songs</p> | I know what a sea shanty is and I can perform one | I know what a sea shanty is and I can perform one |

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| Skill outcomes | <p>I can create, select and combine sounds and rhythms using a variety of instruments, objects and the voice</p> <p>I can represent space through sound</p> | | | <p>I can sing simple songs with a melody</p> <p>I can create actions to match my song</p> <p>I can copy simple movement to reflect a song</p> | <p>I can perform a sea shanty to an audience</p> <p>I can explore different volumes</p> <p>I can explore using different tones of voice to sing</p> | <p>I can perform a sea shanty to an audience</p> <p>I can explore different volumes</p> <p>I can explore using different tones of voice to sing I can perform a sea shanty to an audience</p> <p>I can explore different volumes</p> <p>I can explore using different tones of voice to sing.</p> |
| Year 4 | A Land Before Time | The Big Freeze! | Mighty Machines | Brilliant Buildings | Let's Get Growing! | All About Africa |
| Coverage | | <p>Winter themed music</p> <p>Winter from the Four seasons by Vivaldi, Walking in the air by Howard Blake, The Nutcracker by Tchaikovsky</p> | <p>Explore rhythm and rhyme through songs and noises.</p> | <p>Medieval Music</p> | | <p>African Music and drums</p> |
| Knowledge outcomes | | <p>I know some musical instruments.</p> <p>I know changes in tempo.</p> <p>I know the name and composer of the music.</p> <p>I know what the concept of pitch is.</p> | <p>I know some songs and rhymes.</p> <p>I know the beat of the music.</p> <p>I know that music can have a specific rhythm.</p> <p>I know music can be written down.</p> | <p>I know the names of and can identify a variety of medieval musical instruments.</p> <p>I know the sounds and characteristic of medieval music.</p> <p>I know the historical context of medieval music.</p> | | <p>I know various African rhythms and beats.</p> <p>I know the sounds produced by African drums.</p> |

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| Skill outcomes | | <p>I can match the instrument to the sound it makes.</p> <p>I can respond to the different pieces of music by moving my body.</p> <p>I can use the zones of regulation to say how the music makes me feel.</p> <p>I can listen attentively to music.</p> | <p>I can recognise the rhythm of the music.</p> <p>I can copy a simple rhythm.</p> <p>I can explore how sounds are made and can be changed.</p> <p>I can explore simple notation.</p> | <p>I can take part in basic rhythmic activities related to medieval music.</p> <p>I can describe the main features of medieval music.</p> <p>I can make musical preferences.</p> | | <p>I can imitate various African rhythms and beats.</p> <p>I can compare the sounds produced by different African drums.</p> <p>I can create a short composition using African instruments.</p> |
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Music Stage 3

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| Stage 3 End Points | |
| Use voices expressively | <p>Find out how to sing with expression, confidence and creativity to an audience.</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> |
| Listening, memory and movement | <p>To begin to identify pitch and pattern of long and short sounds in music pitch.</p> <p>To begin to create sequences of movements in response to sounds.</p> |
| Playing untuned percussion | <p>To hear the pulse and join in getting faster and slower together with instruments.</p> <p>Begin to explore and create sounds to a given stimulus.</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | | | | <p>Building on stage 2 learning:</p> <p>I can sing traditional songs, nursery rhymes and chants clearly</p> | <p>Building on stage 2 learning:</p> <p>I can listen and respond with movement, words and pictures to a range of and</p> | |

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| | | | | <p>I can use my voice to change the volume</p> <p>I can sing fast and slow</p> | <p>recorded music that tell a story.</p> <p>I can play a range of rhythms and pulses and identify the differences between them.</p> | |
| Year 1 | | | | <p>Topic: Natural Disasters</p> <p>Volcanic soundscapes</p> | <p>Topic: Good vs Bad</p> <p>Cruella De Vil</p> | |
| Knowledge outcomes | | | | <p>I know specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).</p> | <p>I know the voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p> | |
| Skill outcomes | | | | <p>I can recognise sound changes in a piece of music</p> <p>I know what a soundscape is</p> <p>I can use music to reflect a natural disaster</p> | <p>I can use my voice in a variety of ways</p> <p>I can use my voice to create a villain</p> <p>I can record a group performance</p> | |
| Year 2 | <p>Topic: All Things Delicious!</p> <p>Food glorious food</p> | <p>Topic: Our Bodies</p> <p>Funny songs</p> | | <p>Topic: Vicious Vikings</p> <p>When King Arthur ruled the land</p> | | |

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| Knowledge outcomes | I know my voice can be used in different ways to add interest to the music | I know how pitch and the length of notes effect the music | | I know how dynamics have an effect on a piece of music | | |
| Skill outcomes | <p>I can take part in a group performance</p> <p>I can use my voice to create interest</p> <p>I can perform to an audience</p> <p>I can express different items of food and my feelings towards it through my voice</p> | <p>I can play or sing from memory</p> <p>I can write my own funny song</p> <p>I can explore different ways of adding humour to a song or performance</p> | | <p>I can sing simple melodies with dynamics</p> <p>I can compose my own verse to a song</p> <p>I can use syllabic patterns</p> <p>I can use basic instruments whilst I'm singing</p> | | |
| Year 3 | <p>Topic: Press Play!</p> <p>Musical Performance</p> | <p>Topic: Stars and Stripes</p> <p>Native American Music</p> | | | | <p>Topic: Magnificent Metal</p> <p>Steel Band time</p> |
| Knowledge outcomes | I know how to choose appropriate instruments for songs | I know how instruments can present animals and different emotions | | | | <p>I know how sequences of sounds combine melodies, harmonies, pitches, rhythms and dynamics.</p> <p>I know sequences can be written down using informal pictures or symbols in a graphic score or using musical notation.</p> |

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| Skill outcomes | <p>I can describe how different instruments are used throughout a piece of music to add interest and meaning</p> <p>I can perform a piece of music to an audience</p> <p>I can explore different musicality's within the piece of music</p> | <p>I can describe how different instruments are used throughout a piece of music to add interest and meaning</p> <p>I can express different attributes of a country through music</p> <p>I can highlight key themes in a musical piece</p> | | | | <p>I can improvise and compose sequences of sounds and vocals and record them using notes or pictures.</p> <p>I can use home made instruments to create music</p> <p>I can experiment with different ways to play an instrument</p> |
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Music Stage 4

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| Stage 4 End Points | |
| Use voices expressively | <p>Find out how to sing with expression, confidence and creativity to an audience.</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> |
| Listening, memory and movement | <p>To begin to identify pitch and pattern of long and short sounds in music pitch.</p> <p>To begin to create sequences of movements in response to sounds.</p> |
| Playing untuned percussion | <p>To hear the pulse and join in getting faster and slower together with instruments.</p> <p>Begin to explore and create sounds to a given stimulus.</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | | | <p>Topic: Exploring Culture</p> <p>European Cultures</p> | | | |
| Knowledge outcomes | | | I know the different features of music | | | |

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| | | | from around different cultures | | | |
| Skill outcomes | | | <p>I can identify key features of European music</p> <p>I can sing or perform a piece of European music</p> <p>I can explore different musical techniques within my performance</p> | | | |
| Year 2 | <p>Topic: Drama</p> <p>Performance</p> | | <p>Topic: Exploring Culture</p> <p>European Cultures</p> | | | |
| Knowledge outcomes | I know how to prepare a performance for an audience | | I know the different features of music from around different cultures | | | |
| Skill outcomes | <p>I can use a variety of performance techniques to create a performance for an audience</p> <p>I can perform with confidence</p> | | <p>I can identify key features of European music</p> <p>I can sing or perform a piece of European music</p> <p>I can explore different musical techniques within my performance</p> | | | |

DT Stage 1

Stage 1 learning is planned to be the building blocks for the learning in stages 2 & 3. It is planned so all students receive a full and broad design and technology curriculum which is carefully planned into topics, within these topics students cover a range of areas that they will build upon throughout their school career. DT skills are also planned into the how my world works curriculum to ensure that the students are getting all the knowledge and skills they require to progress onto stage 2 learning,

Stage 1 is based upon experience learning and students learning from real life experiences, the aim of our stage 1 curriculum is to foster engagement and develop a love of learning. Stage 1 is an open platform for all students to make progress whatever their starting point or educational background.

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| Stage 1 End Points | |
| Design | I can create my own designs |
| Evaluate | I can share my own creations |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 Coverage | Topic: Autumn Leaves | Topic: Sparkle and Shine | Topic: Once Upon a Time... | Topic: Spring Time | Topic: Minibeasts | Topic: What's at the beach? |
| Coverage | Making a scarecrow | | Explore a range of materials to create a piece of work related to stories, e.g. three little pigs. | Explore materials for creating a duck pond. | Explore materials to create a mini beast hotel. | |
| Knowledge outcomes | I know what a scarecrow is. I know how to match materials. I know simple equipment. | | I know the materials of the 3 little pigs houses. I know how to match the houses to the story. | I know what a duck pond is. I know water can be indifferent containers. | I know what a mini beast hotel is. I know how to look at the different parts. | |
| Skill outcomes | I can explore the materials of a scarecrow. I can choose natural materials to make a scarecrow. I can use simple equipment. | | I can use simple equipment. I can match the materials to make the houses. I can explore the materials using my senses. I can experiment with textures. | I can explore through water play. I can explore the materials using my senses. I can explore waterproof materials. | I can explore the materials using my senses. I can experiment with textures. I can explore how materials can be combined. I can use simple equipment. | |

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| Year 2 Coverage | <p>Topic: Explorers</p> <p>Explore large building with boxes</p> | <p>Topic: Light and Shade</p> <p>Art Focus</p> | <p>Topic: Let it Snow!</p> <p>Explore pattern through snowflakes, ice cubes etc, snow ball garlands.</p> | <p>Topic: Let's Build!</p> <p>Explore shape and size to make 2D buildings Explore larger construction to make 3D buildings.</p> | <p>Topic: Going on Safari</p> <p>Explore patterns, using patterns to make masks, jewellery,</p> | <p>Topic: At the Seaside</p> <p>Art/Music focus</p> |
| Knowledge outcomes | .I know how to join different materials together. | | I know how to print different patterns | I know what a building looks like and can construct a replica. | I know how to create different patterns using a variety of materials. | |
| Skill outcomes | <p>I can experiment with blocks colours and marks</p> <p>I can join boxes together</p> <p>I can explore different sticking agents</p> | | <p>I can print using Ice cubes</p> <p>I can use snowflake prints to create garlands</p> <p>I can explore snow printing</p> | <p>I can construct using 2D shapes</p> <p>I can explore different structures and how they work</p> | <p>I can print patterns onto a mask</p> <p>I can using threading to make a necklace/bracelet</p> | |
| Year 3 Coverage | <p>Topic: Healthy Choices</p> <p>Explore printing with a range of food and materials.</p> | <p>Topic: Hibernating</p> <p>Art/Music focus</p> | <p>Topic: Our Colourful World</p> <p>Art/Music focus</p> | <p>Topic: Knights and Dragons</p> <p>Explore materials for building and using larger materials for building.</p> <p>Explore materials for weaving.</p> | <p>Topic: Splash!</p> <p>Explore building structures for water.</p> | <p>Topic: Take me on a Journey</p> <p>Explore junk modelling to make vehicles</p> |

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| Knowledge outcomes | I know that different objects when printed give different shapes and patterns | | | I know how different materials can be used for different purposes | I know how to use different materials to create a stable structure | I know how to use a variety of recycled materials to create something new |
| Skill outcomes | I can use a variety of healthy foods to print I can experiment with how different colours can be used I can explore different shapes when printed | | | I can experiment with different blocks, colours and marks I can explore how different media can be combined to create new effects | I can explore objects that hold water and objects that do not I can explore how paper boats float and sink | I can use a variety of materials to create new shapes I can explore how to combine different elements to create something new |

DT Stage 2

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| Stage 2 End Points | |
| Design | I can design purposeful, functional, appealing products for myself and other users based on design criteria. |
| Evaluate | I can explore and evaluate a range of existing products |
| Cooking and nutrition | I understand where food comes from. |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | | | Building on stage 1 learning: I can construct using 2D shapes I can explore different structures and how they work | Building on stage 1 learning: I can construct using 2D shapes I can explore different structures and how they work | Building on stage 1 learning: I can use a variety of healthy foods to print I can experiment with how different colours can be used I can explore different shapes when printed | Building on stage 1 learning: I can use a variety of materials to create new shapes I can explore how to combine different elements to create something new |

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| Year 1 | Topic: Me and My Memories Art focus | Topic: Make some Noise! Art focus | Topic: Let's Get Fit! Balloon powered cars | Topic: Exploring our Neighbourhood Model making | Topic: Nature Detectives Exploring honey | Topic: Colourful Carnivals Making headdresses |
| ENGAGEMENT PATHWAY Knowledge outcomes | | | I know how to join materials together to make a model. | I know what a building looks like and can create my own building. | I know what honey is. | I know how to print different patterns. I know how to make patterns using different materials. |
| Skill outcomes | | | I can experiment with blocks, colours and marks. I can join boxes together. I can explore different sticking agents. | I can construct using 2D shapes. I can explore different structures and how they work. | I can prepare food with the help of a teacher. I can explore and taste raw honey. | I can print patterns to make my headdress. I can explore printing. |
| Knowledge outcomes | | | I know how a mechanism works | I know how shapes work together to create a structure | I know where honey comes | I know the process in making a piece of clothing for a festival |
| Skill outcomes | | | I can use a range of levers, sliders, wheels and axels I can create a car that moves on its own | I can differentiate between shiny and dull materials I can manipulate shapes to create a structure | I can explore a range of food I can prepare food safely and correctly I can observe and taste raw honey | I can use different materials for different purposes I can create something using contrasting colours I can use a range of materials |
| Year 2 | Topic: Whatever the Weather Art focus | Topic: Down in the Woods Woodland treats | Topic: London Life Constructing landmarks | Topic: In the Past Art focus | Topic: The Animal Kingdom Animal enclosures | Topic: Beach Explorer Art focus |
| ENGAGEMENT PATHWAY Skills outcomes | | I know some foods that are good for us. | I know how to create strong and | | I know how to make an enclosure that works and is safe. | |

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| | | | stable structures with support. | | | |
| Knowledge outcomes | | <p>I can create treats for woodland animals</p> <p>I can cut different treats safely, with support.</p> <p>I can mix and create mixtures</p> | <p>I can build a stable structure, with support.</p> <p>I can choose materials for a building.</p> <p>I can stick material together firmly, with support.</p> <p>I can use the 'plan, do, review cycle' with support to review my structure.</p> | | <p>I can create a structure using recycled materials, with support.</p> <p>I can explore using different shapes, with support.</p> <p>I can use the 'plan, do, review cycle' with support to review my structure.</p> | |
| Knowledge outcomes | | I know the principles of a balanced diet | I know how structures can be made stronger and more stable | | I know what makes an enclosure functional and safe | |
| Skill outcomes | | <p>I can create treats for woodland animals</p> <p>I can cut different treats safely</p> <p>I can mix and create mixtures</p> | <p>I can build a stable structure</p> <p>I can choose materials for a building</p> <p>I can stick material together firmly</p> | | <p>I can create a structure using recycled materials</p> <p>I can explore the impact of using different shapes</p> | |
| Year 3 | <p>Topic: Blast off!</p> <p>Spaceships</p> | <p>Topic: I Need a Hero!</p> <p>Art focus</p> | <p>Topic: Messy Mixtures</p> <p>Taste Test</p> | <p>Topic: In the Garden</p> <p>Art focus</p> | <p>Topic: A Pirate Life</p> <p>Making boats</p> | <p>Topic: On the Coast</p> <p>Art focus</p> |
| Knowledge outcomes | I know how structures can be made stronger and more stable | | I know how different flavours are associated with different foods | | I know what materials float and what sinks | |

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| Skill outcomes | <p>I can build a stable structure</p> <p>I can choose materials for a building</p> <p>I can stick material together firmly</p> | | <p>I can safely prepare food</p> <p>I can wash my hands before preparing and eating food</p> <p>I can taste a range of foods</p> | | <p>I can explore different mechanisms</p> <p>I can choose correct materials for a boat</p> <p>I can construct a object</p> | |
| Year 4 | Dinosaur Planet | Winter Wonderland | Marvellous Machines | Towers Tunnels and Turrets | Ready Steady Grow | Animal Safari |
| | Dinosaur biscuits Dinosaur sock puppets | Design and make a bird feeder | Design and make a robot. | Building a bridge with towers | Making farm vehicles | African Masks |
| Knowledge outcomes | <p>I know the need for safety measures.</p> <p>I know the need for basic hygiene</p> <p>I know that planning is important.</p> <p>I know how to evaluate my work.</p> | <p>I know why it is important to provide food and water to birds.</p> <p>I know the key features of a good bird feeder.</p> | <p>I know the need for safety measures.</p> <p>I know the need for basic hygiene</p> <p>I know that planning is important.</p> <p>I know how to evaluate my work.</p> | <p>I know the purpose of a bridge and that it is designed to support weight and allow passage.</p> <p>I know how to identify different types of bridges.</p> | <p>I know the names of different vehicles.</p> <p>I know the purpose of various vehicles.</p> <p>I know the different parts of the vehicle.</p> <p>I know how different vehicles are powered.</p> | <p>I know what African masks are and their significance.</p> <p>I know the different materials to make African masks.</p> |
| Skill outcomes | <p>I can design and make basic products</p> <p>I can use simple tools and equipment safely.</p> <p>I can work collaboratively to plan and design.</p> <p>I can use basic measuring, marking and cutting techniques.</p> <p>I can evaluate my work.</p> | <p>I can plan and design a simple bird feeder.</p> <p>I can use basic tools and equipment safely.</p> <p>I can explore different designs and evaluate my product.</p> | <p>I can design and make basic products</p> <p>I can use simple tools and equipment safely.</p> <p>I can work collaboratively to plan and design.</p> <p>I can use basic measuring, marking and cutting techniques.</p> <p>I can evaluate my work.</p> | <p>I can create a simple design using drawings.</p> <p>I can use simple tools and equipment to construct a simple bridge.</p> <p>I can evaluate my final product.</p> | <p>I can create a simple design using drawings.</p> <p>I can use simple tools and equipment to construct a simple vehicle.</p> <p>I can evaluate my final product.</p> | <p>I can select appropriate materials to make a mask.</p> <p>I can apply simple techniques like cutting, shaping, and joining.</p> <p>I can discuss and plan my designs.</p> <p>I can evaluate my final product.</p> |

DT Stage 3

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| Stage 3 End Points | |
| Design | I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. |
| Evaluate | I can evaluate my ideas and products against design criteria. |
| Cooking and nutrition | I can use the basic principles of a healthy and varied diet to prepare dishes. |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | | Building on stage 2 learning: I can use different materials for different purposes I can create something using contrasting colours I can use a range of materials | Building on stage 2 learning: I can use different materials for different purposes I can create something using contrasting colours I can use a range of materials | | Building on stage 2 learning: I can differentiate between shiny and dull materials I can manipulate shapes to create a structure | |
| Year 1 | Topic: The Blue Planet Art focus | Topic: Ancient Egypt Building pyramids | Topic: The Battle of Hastings Designing drawbridges | Topic: Natural Disasters Art focus | Topic: Good vs Bad Sock puppets | Topic: Farm to Fork Art focus |
| Knowledge outcomes | | I know how a pyramid is constructed | I know how the mechanism of a drawbridge works | | I know how to combine different construction materials | |
| Skill outcomes | | I can explain the strength of triangles I can arrange different materials to create a pyramid | I can explain how different mechanisms work I can explore how different features work | | I can design a sock puppet I can use recycled products to create something new | |

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| | | I can select appropriate materials for building | I can design a solid structure | | | |
| Year 2 | Topic: All Things Delicious! Art focus | Topic: Our Bodies Healthy snacks | Topic: Food Chains Art focus | Topic: Vicious Vikings Invaders | Topic: The Water Cycle Art focus | Topic: Marvellous Mountains |
| Knowledge outcomes | | I know a selection of healthy snacks and how to prepare them | | I know how to create a large structure | | I know how climbing equipment is designed |
| Skill outcomes | | I can design a healthy lunch I can design a balanced diet I can prepare a healthy snack | | I can create a large boat using a net. I can choose the correct materials for my boat. I can design my boat using detail. | | I can explain how to make equipment safe I can identify key features of equipment I can design my own piece of equipment |
| Year 3 | Topic: Press Play! Art focus | Topic: Stars and Stripes Traditional Dish | Topic: Urban Life Art Focus | Topic: The Roman Empire Art focus | Topic: Hubble, Bubble, Toil and Trouble Making bath bombs | Topic: Magnificent Metal Art focus |
| Knowledge outcomes | | I know the different components of a meal I know how to use plan, do and review for my product | | | I know how different components can create a product I know how to use plan, do and review for my product | |

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| Skill outcomes | | <p>I can use hand hygiene when making food</p> <p>I can chop vegetables</p> <p>I can combine foods to make a meal</p> | | | <p>I can choose different scents</p> <p>I can mix a solution together to create something new</p> | |
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DT Stage 4

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| Stage 4 End Points | |
| Design | <ul style="list-style-type: none"> -evaluate the quality and purpose of a design -evaluate ideas and finished product against design and specification -test and evaluate final product |
| Evaluate | <ul style="list-style-type: none"> -draw on market research to inform design and planning -create own design criteria and specification -create innovation design ideas |
| Cooking and nutrition | <ul style="list-style-type: none"> -prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. -use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | | <p>Topic: Winter Solstice Explore Nature</p> <p>Sketching a design</p> | | | | <p>Topic: Forest Schools</p> <p>Making Soup</p> <p>Wood Carving</p> |

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| Knowledge outcomes | | I know how to design a winter wonderland | | | | I know how to carve wood and how to make a soup using natural ingredients |
| Skill outcomes | | <p>I can draw/paint a scene using different techniques</p> <p>I can explore using different materials on my artwork</p> <p>I can use colour to represent the scenes mood</p> | | | | <p>I can choose safe ingredients for my soup</p> <p>I can forage for ingredients</p> <p>I can cook safely</p> <p>I can practice good hygiene</p> <p>I can carve a design into wood safely</p> |
| Year 2 | | | Topic: Design Designing a chocolate bar | | Topic: Forest Schools Den making Wood crafting | Topic: Forest Schools Den making Wood crafting |
| Knowledge outcomes | | | I know how to create and prepare an item for market | | I know how to craft and build using natural materials | I know how to craft and build using natural materials |
| Skill outcomes | | | <p>I can design a product and its packaging</p> <p>I can consider the environmental impact of the process</p> <p>I can create the product</p> | | <p>I can build a den using wood</p> <p>I can ensure my structure is sound</p> <p>I can carve wood to fit my structure</p> <p>I can make internal reinforcement structures</p> | <p>I can build a den using wood</p> <p>I can ensure my structure is sound</p> <p>I can carve wood to fit my structure</p> <p>I can make internal reinforcement structures</p> |

Art Stage 1

Stage 1 learning is planned to be the building blocks for the learning in stages 2 & 3. It is planned so all students receive a full and broad art curriculum which is carefully planned into topics, within these topics students cover a range of areas that they will build upon throughout their school career.

Stage 1 is based upon experience learning and students learning from real life experiences, the aim of our stage 1 curriculum is to foster engagement and develop a love of learning. Stage 1 is an open platform for all students to make progress whatever their starting point or educational background.

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| Stage 1 End Points | |
| Interpretation and evaluation | I can attempt work without fear of failure |
| Drawing and colouring | I can experiment with mixing different colours. |
| Printing and textile | I can print with a range of hard and soft materials, e.g. corks, sponge, veg. |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | Topic: Autumn Leaves | Topic: Sparkle and Shine | Topic: Once Upon a Time... | Topic: Spring Time | Topic: Minibeasts | Topic: What's at the beach? |
| Coverage | | Space Rocks | | Spring flowers | Creating 3D mini beasts | Seashore art |
| Knowledge outcomes | | I know how to manipulate clay to change its shape. I know I can alter the shape of clay. | | I know what a flower looks like. I know how to match colours. I can match flowers. | I know how to match mini beast images. I know what a mini beast is. | I know how different objects can make a picture. I know different seaside pictures. |

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| | | I know how to copy and action. | | | | |
| Skill outcomes | | I can copy and action to mould the clay. I can make a shape with a purpose- i.e. a space rock. I can paint my space rock. I can explore different artistic elements to decorate my rock. | | I can use flowers to print shapes. I can make colour choices. I can use paint to create an image. I can mark make with paints. | I can choose different materials. I can copy an action to create a minibeast. I can make colour choices. | I can explore different textures with my senses. I can use different objects to make a collage. |
| Year 2 | Topic: Explorers DT Focus | Topic: Light and Shade Patterns | Topic: Let it Snow! DT Focus. | Topic: Let's Build! DT Focus | Topic: Going on Safari DT Focus | Topic: At the Seaside Star Prints |
| Knowledge outcomes | | I know the effects of blocks, colours and marks | | | | I know a variety of ways to print using different objects |
| Skill outcomes | | I can explore a light box I can print with paint I can copy a simple pattern | | | | I can print using natural materials I can experiment with blocks and colours I can explore what happens when colours mix |
| Year 3 | Topic: Healthy Choices DT Focus | Topic: Hibernating Bed time | Topic: Our Colourful World Painting | Topic: Knights and Dragons DT Focus | Topic: Splash! Exploring colours | Topic: Take me on a Journey DT Focus |

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| Knowledge outcomes | | I know how to combine mediums to make a piece of art | I know how to blend and mix a range of colours | | I know how to mix colours | |
| Skill outcomes | | I can engage in imaginative play I can use artistic props to support role play I represent my feelings through art | I can explore how colours can change I can paint using a range of materials I can make marks using my hands and feet | | I can mix colours to create something new I can choose and identify colours | |

Art stage 2

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| Stage 2 End Points | |
| Interpretation and Evaluation | I can ask questions about art and designs |
| Drawing, painting and colouring | I can use a variety of tools and name primary and non-primary colours |
| Printing and textiles | I can make rubbings to collect textures and patterns |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Building on stage 1 learning: I can use my fingers to mark make I can choose and identify colours | Building on stage 1 learning: I can use my fingers to mark make I can choose and identify colours | | Building on stage 1 learning: I can join different shapes together to make a picture I can choose appropriate colours | Building on stage 1 learning: I can use different objects to make a collage I can explore different textures | |
| | Topic: Me and My Memories Family portraits | Topic: Make some Noise! Colour March | | Topic: Exploring our Neighbourhood Urban landscapes | Topic: Nature Detectives | Topic: Colourful Carnivals |

| Year 1 | | | | | Observational Drawing | DT Focus |
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| ENGAGEMENT PATHWAY Knowledge outcomes | I know how to use marks to draw members of my family. | I know the effects of blocks, colours and marks. | | | I know ways to print using different objects. | |
| Skill outcomes | I can use collage materials to create my picture. I can choose colours for my picture. | I can explore a light box. I can print with paint. I can copy a simple pattern. | | | I can print using natural materials. I can experiment with blocks and colours. I can explore what happens when colours mix. | |
| Knowledge outcomes | I know how to draw key members of my family | I know how to mix colours to create another colour | | I know who Van Gough is and can create work in their style | I know how to complete an observational drawing of a flower | |
| Skill outcomes | I can use collage to create a picture that represents my family I can copy small aspects from a photograph I can choose appropriate colours | I can work as a team to create a large painting I can mix different primary colours I can experiment with different textures (glitter, paint, crayon) | | I can use a variety of medium (crayons and paints) to draw Goughs sunflowers I can create art based on a Van goughs sunflowers | I can draw what I see I can use different colours in my drawing I can explore different shapes of flowers | |
| Year 2 | Topic: Whatever the Weather Weather themed art | Topic: Down in the Woods Natural Art | Topic: London Life DT Focus | Topic: In the Past Face sculptures | Topic: The Animal Kingdom Animal Art | Topic: Beach Explorer Beachcomber art |
| ENGAGEMENT PATHWAY Knowledge outcomes | I know how to recognise symbols/use signs relating to colour shape and materials to explore weather | I know how to use natural materials, with support, to create a piece of art (fairy house) | | I know a human face includes features, such as eyes, nose and mouth. | I know key features of animals, with support. | I know how to print different sea objects and animals. |

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| Skill outcomes | <p>I can explore the different types of weather</p> <p>I can choose appropriate weather colours, with support.</p> <p>I can recognise and attempt to draw basic weather shapes</p> | <p>I can choose pieces of nature to use in my art.</p> <p>I can stick and arrange my objects in a way to make my fairy house.</p> | | <p>I can make a human face using different materials.</p> <p>I can choose different shapes for different parts of the face.</p> | <p>I can copy colours and patterns of different animal furs, with support.</p> <p>I can collage different animal patterns with support.</p> <p>I can use a range of medium, with support.</p> | <p>I can choose and collect materials for my picture.</p> <p>I can use paint and print to create a beach collage, with support.</p> |
| Knowledge outcomes | I know how to use words/signs relating to colour shape and materials to explore weather | I know how to use natural materials to create a piece of art (fairy house) | | I know a human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. | I know key features of animals and there distinguishing features | I know how to print different sea objects and creatures . |
| Skill outcomes | <p>I can explore the different types of weather</p> <p>I can choose appropriate weather colours</p> <p>I can draw basic weather shapes</p> | <p>I can choose appropriate pieces of nature to use in my art</p> <p>I can stick and arrange my objects in a logical/artistic manner .</p> | | <p>I can represent a human face using different medium</p> <p>I can choose different shapes for different facial features</p> | <p>I can copy different animal furs</p> <p>I can collage to show similar and different animals</p> <p>I can use a range of medium</p> | <p>I can forage and choose suitable materials for my picture</p> <p>I can use paint and print to create a beach collage</p> |
| Year 3 | <p>Topic: Blast Off!</p> <p>Spaceships</p> | <p>Topic: I Need a Hero!</p> <p>Modelling</p> | <p>Topic: Messy Mixtures</p> <p>Messy mixture morning</p> | <p>Topic: In the Garden</p> <p>Pressing flowers</p> | <p>Topic: A Pirate Life</p> <p>Sketching boats</p> | <p>Topic: On the Coast</p> <p>Waves</p> |
| Knowledge outcomes | I know that different materials have different properties which are suited for different sculptures | I know that malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. | I know that different materials can be combined to make something new | I know how to preserve a flower or plant by pressing and different processes. | I know that tone is the lightness or darkness of a colour. | I know that materials and techniques that are well suited to different tasks |

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| Skill outcomes | <p>I can design and make a rocket ship using clay</p> <p>I can complete a observational drawing.</p> | <p>I can manipulate malleable materials</p> <p>I can sketch a illustration of my favourite superhero</p> <p>I can highlight facial features on my drawing</p> | <p>I can mix a variety of different paints to create a different colour.</p> <p>I can use splatter painting to create a picture</p> <p>I can mix different paints</p> | <p>I can choose a range of flowers for arrangement</p> <p>I can back the flowers on a painted background</p> | <p>I can use pencil to sketch a boat</p> <p>I can use the pressure on my pencil to make light or dark lines</p> | <p>I can use a variety of medium for my work</p> <p>I can create a variety of line shapes to suit my pictures</p> |
| Year 4 | A Land Before Time | The Big Freeze! | Mighty Machines | Brilliant Buildings | Let's Get Growing! | All About Africa |
| | Dinosaur Eggs with malleable materials | Winter art | Digital Art | | Explore fruit art through the study of <i>The Fruit Basket</i> picture card by Giuseppe Arcimboldo. | Exploring camouflage and animal patterns |
| Knowledge outcomes | <p>I know a range of materials.</p> <p>I know vocabulary to talk about texture.</p> <p>I know how colours are made by mixing colours.</p> <p>I know a variety of art forms.</p> | <p>I know what items depict winter.</p> <p>I know what makes a winter picture.</p> <p>I know what artists have made winter art.</p> | <p>I know that the computer or Ipad can be used to produce art.</p> <p>I know which programmes can be used to create art.</p> <p>I know famous pieces of digital art.</p> | | <p>I know the colours and shapes of fruit.</p> <p>I know the Fruit Basket and explore the themes.</p> | <p>I know what a camouflage pattern is.</p> <p>I know the concept of camouflage.</p> |
| Skill outcomes | <p>I can use a range of materials to create dinosaur egg artwork.</p> <p>I can use materials to create texture.</p> <p>I can mix colours to create a new colour.</p> <p>I can reflect on my own artwork.</p> | <p>I can experiment with different materials and tools.</p> <p>I can develop observational skills by looking closely at objects.</p> <p>I can use my imagination to express through art.</p> | <p>I can use art programmes to create simple digital art.</p> <p>I can experiment with basic editing and techniques.</p> | | <p>I can explore different techniques and brush strokes.</p> <p>I can mix and blend colours.</p> <p>I can use a variety of materials such as pencil, crayon, paints.</p> | <p>I can create my own camouflage artwork.</p> <p>I can develop observational skills to identify animals and objects hidden in camouflage.</p> <p>I can demonstrate an understanding of colour shape and texture.</p> |

Art stage 3

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| Stage 3 End Points | |
| Interpretation and Evaluation | -I can identify similarities and differences about different art pieces -I can attempt different styles, without fear of failure, and build on mistakes |
| Drawing, painting and colouring | -I can draw for a sustained period of time from the figure and real objects, including single and grouped objects. -I know how to make the main colours |
| Printing and textiles | I can overprint motifs and colour. |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Building on stage 2 learning: I can draw what I see I can use different colours in my drawing | Building on stage 2 learning: I can create a model on a base structure I can represent what a ball looks like in my sculpture I can use a variety of colours | Building on stage 2 learning: I can draw what I see I can use different colours in my drawing | Building on stage 2 learning: I can create a model on a base structure I can represent what a ball looks like in my sculpture I can use a variety of colours | Building on stage 2 learning: I can create a model on a base structure I can represent what a ball looks like in my sculpture I can use a variety of colours | Building on stage 2 learning: I can represent a human face using different medium I can choose different shapes for different facial features |
| Year 1 | Topic: The Blue Planet Observational drawing | Topic: Ancient Egypt Tomb Artefacts | Topic: The Battle of Hastings Bayeux Tapestry | Topic: Natural Disasters Sculptural stone work | Topic: Good vs Bad Clay work | Topic: Farm to Fork Still life |
| Knowledge outcomes | I know different materials, techniques and visual elements, such as line, tone, | I know preliminary sketches and models are usually simple line drawings or trial pieces of | I know artists in Disney animation use sketching to develop an idea over time | I know the work of Banksy including distinctive features, including the subject matter that inspires | I know malleable materials, such as clay, papier-mâché and Modroc, are | I know a tint is a colour mixed with white, which increases lightness, and a shade is a |

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| | shape, pattern, colour and form, can be combined to create a range of effects. | sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. | | them, the movement to which they belong and the techniques and materials they have used. | easy to change into a new shape. | colour mixed with black, which increases darkness. |
| Skill outcomes | I can develop techniques through experimentation to create different types of art I can experiment with a variety of different pencil lines | I can produce creative work on the theme of sport, developing ideas through a range of preliminary sketches or models. I can use a variety of pencil strokes and lines | I can create a series of sketches over time to develop ideas on a Disney film I can identify and explore Disney artists | I can work in the style of a significant artist, architect, culture or designer. I can work with a variety of different sculpting materials | I can Create a 3-D form using malleable or rigid materials, or a combination of materials. | I can mix and use tints and shades of colours using a range of different materials, including paint. |
| Year 2 | Topic: All Things Delicious! Observational drawing | Topic: Our Bodies | Topic: Food Chains 3D models | Topic: Vicious Vikings Anglo-Saxon patterns | Topic: The Water Cycle Water patterns | Topic: Marvellous Mountains |
| Knowledge outcomes | I know visual elements include colour, line, shape, form, pattern and tone. | | I know that nature and natural forms can be used as a starting point for creating artwork. | I know different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. | I know examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. | |
| Skill outcomes | I can use and combine a range of visual elements in artwork I can use a range of techniques for my drawing | | I can use natural form as a starting point for my artwork I can make 3D models of birds as a team I can make use of recycled materials | I can combine a variety of printmaking techniques and materials to create a print on a theme. I can use a variety of different patterns | I can identify, mix and use contrasting coloured paints I can experiment with a variety of brush strokes | |

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| | I can explore a variety of colours and create and mix my own | | | I can create patterns using a variety of different techniques to represent a culture | | |
| Year 3 | Topic: Press Play! Representing sounds | Topic: Stars and Stripes Dreamcatchers | Topic: Urban Life Urban Art | Topic: The Roman Empire | Topic: Hubble, Bubble, Toil and Trouble Perfume bottles | Topic: Magnificent Metal |
| Knowledge outcomes | I know how to interoperate music and create new ideas | I know materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. | I know what graffiti art is and can explore the work of Banksy | | I know techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. | |
| Skill outcomes | I can sketch whilst listening to music I can explore different emotions through art I can represent emotions with colours | I can develop techniques through experimentation to create different types of art I can use weaving to create a dreamcatcher I can create art based on a period of time I can explore different patterns | I can experiment with different spray paints I can experience painting on different surfaces I can design an eye catching design which people will look at | | I can use clay to create a detailed or experimental 3-D form I can use my hands to create different textures I can design ahead before I make | |

Art stage 4

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| Stage 4 End Points | |
| Interpretation and Evaluation | Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features. |
| Drawing, painting and colouring | <p>Use a wide range of techniques to create a range of effects.</p> <p>Use knowledge of colour families to create contrast.</p> <p>Create light and dark tones.</p> |
| Printing and textiles | <p>Use and incorporate shapes and patterns in nature, the environment and different cultures and times.</p> <p>Make a multi-coloured block print.</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | | Topic: Winter Solstice Exploring nature | | | | |
| Knowledge outcomes | | I know how to explore art using different techniques | | | | |

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| | | to represent my emotions | | | | |
| Skill outcomes | | <p>I can use sketch two winter designs</p> <p>I can sketch sunrise and sunset</p> <p>I can draw to music and see the impact</p> | | | | |
| Year 2 | <p>Topic: Exploring Cultures</p> <p>European Cultures</p> | <p>Topic: Design</p> <p>Food Packaging</p> | | | | |
| Knowledge outcomes | I know how to represent different cultures through art | I know how to design logos for food packaging | | | | |
| Skill outcomes | <p>I can recreate different countries flags through art</p> <p>I can use various mediums of art to represent a country</p> <p>I can use a country's colours to make a artistic collage of the country</p> | <p>I can use different mediums to create different logos</p> <p>I can experiment with different colours and analyse their effects</p> <p>I can write about my chosen product and its artistic aims</p> | | | | |

