

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Music:</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to start and stop singing when following a leader. To know that music has a steady pulse, like a heartbeat.</p> <p>Listening & Appraising Beginning to understand, how the dimensions of music work together (Pulse, rhythm & pitch)</p> <p>Singing Start to sing in pitch, learn about singing and vocal health.</p> <p>Theme: Hey You! Old school Hip Hop</p> <p>Dimensions of Music Focus: Pulse and rhythm</p>	<p>Music:</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to start and stop singing when following a leader. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Listening & Appraising Beginning to understand, how the dimensions of music work together (Pulse, rhythm & pitch)</p> <p>Singing Start to sing in pitch, learn about singing and vocal health.</p> <p>Theme: Rhythm In the Way We Walk and The Banana Rap Reggae and Hip Hop</p> <p>Dimensions of Music Focus: Pulse and rhythm</p>	<p>Music:</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part (a one-note part, a simple part, medium part) Listen to and follow musical instructions from a leader. Listen and clap back your own answer. Listen and sing back. Improvise using one or two notes. To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Playing Start to play an un-tuned percussion instrument in a group. (Un-tuned percussion instruments)</p> <p>Improvisation Begin to explore and create own responses, melodies and rhythms.</p> <p>Theme: In The Groove Different styles of music (Blues, Baroque, Latin, Bhangra, Folk and Funk)</p> <p>Dimensions of Music Focus: Pulse and rhythm</p>	<p>Music:</p> <p>Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part (a one-note part, a simple part, medium part) Listen to and follow musical instructions from a leader. Listen and clap back your own answer. Listen and sing back. Improvise using one or two notes. To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Playing Start to play an un-tuned percussion instrument in a group. (Un-tuned percussion instruments)</p> <p>Improvisation Begin to explore and create own responses, melodies, and rhythms.</p> <p>Theme: Round and Round Bossa Nova Latin Style</p> <p>Dimensions of Music Focus: Pulse and rhythm</p>	<p>Music:</p> <p>Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to start and stop singing when following a leader. Treat instruments carefully and with respect. Help create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Composition Begin to create your own responses and rhythms. (Glockenspiels)</p> <p>Singing Recap and continue to learn about singing and vocal health.</p> <p>Theme: Your Imagination Songs about using the imagination</p> <p>Dimensions of Music Focus: Pulse and rhythm</p>	<p>Music:</p> <p>Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to start and stop singing when following a leader. To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Listening & Appraising Recap on how the dimensions of music work together (Pulse, rhythm & pitch)</p> <p>Singing Recap and continue to learn about singing and vocal health.</p> <p>Theme: Reflect, Rewind and Replay Consolidation of musical learning. Context for History of Music and Language of Music.</p> <p>Musician Study: Composer, Andrew Lloyd Webber</p> <p>Dimensions of Music Focus: Pulse and rhythm</p>
	<p>Art: Appraisal & Appreciation (Monet) Exploring Media Clay</p> <p>Explain what he/she likes about the work of others. Use artwork to record ideas, observations and experiences Experiment with different materials to design and make products in three dimensions. Manipulate malleable materials in different ways – roll, smooth, squash. Use thumbs to smooth clay.</p> <p>Experiment with using and manipulating clay to create art. Use fingertips to mould clay to make a 3D product.</p> <p>Theme: Claude Monet, clay waterlilies</p>	<p>Art: Skills & Technique Painting</p> <p>Experiment with a variety of media; different brush sizes and tools. Develop language of brush strokes – dab, flick, stroke, overlay.</p> <p>Experiment with a variety of media; different brush sizes and tools. Develop language of brush strokes – dab, flick, stroke, overlay. Begin to hold a paintbrush correctly.</p> <p>Theme: Firework paintings</p>	<p>Art: Exploring Media Mixed Media</p> <p>Experiment with different materials to design and make products in two and three dimensions. Explore mark-making using a variety of tools. Cut, glue and trim material to create images. Use scissors or snips to cut a range of materials to the size required. Explore techniques in collage such as tearing and overlapping.</p> <p>Explore mark making using a variety of tools including pencils, crayons, pastels, felt tips, charcoal, chalk.</p> <p>Theme: Place & Time, the flags of the UK, using colour pencil, pen, oil pastel and tissue paper collage.</p>	<p>Art: Appraisal & Appreciation (Sir Stanley Spencer)</p> <p>Explain what he/she likes about the work of others. Identify and draw shapes with increased accuracy. Develop language of brush strokes – dab, flick, stroke, overlay. Begin to hold a paintbrush correctly.</p> <p>Understand that artistic works are made by craftspeople of different cultures and times. Explain what you like about a piece of art & why</p> <p>Theme: Sir Stanley Spencer, famous painter in our locality</p>	<p>Art: Skills & Technique Collage</p> <p>Experiment with different materials to design and make products in two and three dimensions. Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. Use scissors or snips to cut a range of materials to the size required. Explore techniques in collage such as tearing and overlapping.</p> <p>Make textured collages by folding, crumpling, and tearing materials. Cut, glue and trim material to create images.</p> <p>Theme: France – artwork of Eiffel Tower, making Eiffel Tower using art straws</p>	<p>Art: Skills & Technique Drawing</p> <p>Use artwork to record ideas, observations and experiences. Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, chalk and other dry media to represent objects in lines. Explore mark-making using a variety of tools. Identify and draw shapes and patterns with increased accuracy.</p> <p>Develop pencil drawing skills. Experiment with tones using pencils, chalk or charcoal.</p> <p>Theme: Portraits using Chuck Close as inspiration</p>

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	<p>Drama: Retell stories, ordering events using story language. Theme: Role-play narratives, recount of Cox Green walk around</p>	<p>Drama: Drama Explore familiar themes and characters through improvisation and role play. Theme: Role-play activities, Little Penguin Lost, Beegu</p>	<p>Drama: Oracy Tell stories and describe incidents from own experiences in an audible voice Learn choral piece Theme: Snail and the Whale and The Gruffalo</p>	<p>Drama: Drama Act out own and well-known stories, using voices for characters. Theme: Role-play, traditional tales, Cinderella, Jack and the Beanstalk</p>	<p>Drama: Oracy Interpret a text by reading aloud with some variety in pace and emphasis Learn choral piece Theme: Arts & Culture week, France choral piece (Frère Jacques)</p>	<p>Drama: Drama Discuss why they like a performance. Theme: Performing poetry, Paul Cookson</p>
Year 2	<p>Music: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. To know that music has a steady pulse, like a heartbeat. Listening & Appraising Beginning to recognise styles of music and recognising instruments. Build on understanding of the dimensions of music (Pulse, rhythm, pitch & dynamics) Singing Continue to sing in pitch, learning about singing and vocal health. Start to learn about singing in a group. Theme: Hands, Feet and Heart South African music Dimensions of Music Focus: Pulse, rhythm and pitch</p>	<p>Music: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Listening & Appraising Beginning to recognise styles of music and recognising instruments. Build on understanding of the dimensions of music (Pulse, rhythm, pitch & dynamics) Singing Continue to sing in pitch, learning about singing and vocal health. Start to learn about singing in a group. Theme: Ho Ho Ho A Christmas song Dimensions of Music Focus: Pulse, rhythm and pitch</p>	<p>Music: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. Treat instruments carefully and with respect. Learn to play a tuned instrumental part (a one-note part, simple part, medium part) Play a part in time with the steady pulse. Listen to and follow musical instructions from a leader. Listen and clap back, then listen and clap back own answer. Use voices and instruments, listen and sing back. Improvise using one or two notes. To know that we can create rhythms from words, our names, favourite food, colours and animals. Know that rhythms are different from the steady pulse. Playing Continue to learn to play tuned percussion instruments in a group/band/ensemble. Use correct techniques & with respect. (Glockenspiels) Improvisation Improvise simple rhythms using different instruments including the voice. Theme: I Wanna Play in a Band Rock music Musician Study: The Beatles Dimensions of Music Focus: Pulse, rhythm and pitch</p>	<p>Music: To learn how songs can tell a story or describe an idea. Treat instruments carefully and with respect. Learn to play a tuned instrumental part (a one-note part, simple part, medium part) Play a part in time with the steady pulse. Listen to and follow musical instructions from a leader. Listen and clap back, then listen and clap back own answer. Use voices and instruments, listen and sing back. Improvise using one or two notes. Know that rhythms are different from the steady pulse. Know that we add high and low sounds, pitch, when we sing and play our instruments. Playing Continue to learn to play tuned percussion instruments in a group/band/ensemble. Use correct techniques & with respect. (Glockenspiels) Improvisation Improvise simple rhythms using different instruments including the voice. Theme: Zootime Reggae music Dimensions of Music Focus: Pulse, rhythm and pitch</p>	<p>Music: To learn how songs can tell a story or describe an idea. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. Treat instruments carefully and with respect. Help create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. Know that rhythms are different from the steady pulse. Know that we add high and low sounds, pitch, when we sing and play our instruments. Composition Begin to create your own responses, melodies and rhythms and record them in some way. Singing Continue to sing in pitch, learning about singing and vocal health. Start to learn about singing in a group. Theme: Friendship Song A song about being friends Dimensions of Music Focus: Pulse, rhythm and pitch</p>	<p>Music: To learn how songs can tell a story or describe an idea. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. Know that rhythms are different from the steady pulse. Know that we add high and low sounds, pitch, when we sing and play our instruments. Listening & Appraising Continue to recognise styles of music and recognising instruments. Build on understanding of the dimensions of music (Pulse, rhythm, pitch & dynamics) Singing Continue to sing in pitch, learning about singing and vocal health. Start to learn about singing in a group. Theme: Reflect, Rewind and Replay Consolidation of musical learning. Context for History of Music and Language of Music. Dimensions of Music Focus: Pulse, rhythm and pitch</p>
	<p>Art: Appraisal & Appreciation (Monet) Give reasons for his/her preferences when looking at art/craft or design work.</p>	<p>Art: Skills & Technique Drawing Try out different activities and make sensible choices about what to do next.</p>	<p>Art: Exploring Media Illustrations Develop more control using drawing tools (pens, pencils, pastels). Develop language of colours. Experiment with tones using pencils,</p>	<p>Art: Appraisal & Appreciation (David Hockney) Give reasons for his/her preferences when looking at art/craft or design work. Know that different artistic works are</p>	<p>Art: Skills & Technique Collage Try out different activities and make sensible choices about what to do next.</p>	<p>Art: Exploring Media Sculpture Try out different activities and make sensible choices about what to do next.</p>

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	<p>Know that different artistic works are made by craftspeople from different cultures and times. Develop control over the types of marks made with a range of media. Develop language of colours.</p> <p>Explain what you like about the work of a famous artist/craft maker/designer and give reasons. Recreate and create responses to work of the artist Theme: Claude Monet, using watercolours, sponge painting, finger painting. The Waterlily Pond.</p>	<p>Experiment with tones using pencils, chalk or charcoal. Represent things observed, remembered or imagined in two and three dimensions. Develop more control using drawing tools (pens, pencils, pastels, chalks, charcoal). Identify and draw shapes and patterns. (Cut and shape fabrics using scissors. Join fabrics by using glue or heat transfer. Say what they like about their work.)- Technology</p> <p>Develop pencil drawing skills. Experiment with tones using pencils, chalk or charcoal. Theme: Drawing a shoe from observation – science, materials</p>	<p>chalk or charcoal. Represent things observed, remembered or imagined using colour/tools in two dimensions. Identify and draw shapes and patterns.</p> <p>Use a variety of media including pencils, crayons, pastels, felt tips, charcoal & chalk to represent objects in lines Theme: Illustrations, work of Quentin Blake, Place & Time, Roald Dahl</p>	<p>made by craftspeople from different cultures and times. Develop control over the types of marks made with a range of media. Use a brush to produce marks appropriate to work e.g. small brush for small marks. Start to mix a range of secondary colours, moving towards predicting resulting colours. Develop language of colours.</p> <p>Understand that artistic works are made by craftspeople of different cultures and times. Explain what you like about a piece of art & why Theme: David Hockney, abstract landscape paintings, habitats X-Curricular Art – The Great Fire of London & St Paul’s Cathedral (Place & Time)</p>	<p>Select particular techniques to create a chosen product and develop some care and control over materials and their use. Make textured collages from a variety of media and by folding, crumpling and tearing materials. Make careful selections of materials for collage. Cut, place and adjust individual pieces before sticking. Talk about the process involved in their collage work and identify what went well.</p> <p>Make textured collages by folding, crumpling, and tearing materials. Cut, glue and trim material to create images. Theme: Arts & Culture week – China, Himalayan Mountain range collage</p>	<p>Select particular techniques to create a chosen product and develop some care and control over materials and their use. Represent things observed, remembered or imagined using colour/tools in two and three dimensions. Manipulate malleable materials in different ways – roll, smooth, squash, carve. Roll clay to an even thickness and use tools to impress and apply textures. (Cut and shape fabrics using scissors. Join fabrics by using glue or heat transfer. Say what they like about their work.)- Technology</p> <p>Experiment with using and manipulating clay to create art. Use fingertips to mould clay to make a 3D product. Theme: Design (draw), model and make a 3D plane, Place & Time, first aeroplane flight</p>
	<p>Drama: Drama Present part of traditional stories, own stories or work from different parts of the curriculum for members for members of class Theme: Role-play, story sequencing, (Pie Corbett) for traditional tales e.g. The Three Little Pigs</p>	<p>Drama: Oracy Tell real or imagined stories using the conventions of familiar story language Theme: Not Now Bernard, Gorilla – repetitive language in stories</p>	<p>Drama: Drama Adopt appropriate roles in small or large groups and consider alternative courses of action Theme: Faith & Belief, the Passover story, Judaism</p>	<p>Drama: Oracy Speak with clarity and use intonation when reading and reciting texts. Learn choral piece Theme: The Great Fire of London poem / song, Paul Perro</p>	<p>Drama: Oracy Explain ideas and processes using language and gesture appropriately Learn choral piece Theme: Chinese choral piece, Arts & Culture Week</p>	<p>Drama: Drama Consider how mood and atmosphere are created in live or recorded performance Theme: Using Green Screen – recorded performance of the Dragon Machine, Literacy</p>
<p>Year 3</p>	<p>Music: To confidently identify and move to the pulse. Listen carefully and respectfully to other people’s thoughts about the music. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know that every piece of music has a pulse/steady beat.</p> <p>Listening & Appraising Recognise styles of music and instruments and discuss the dimensions of music (Pulse, rhythm, pitch, dynamics & tempo) Singing Sing songs with multiple parts. Learn</p>	<p>Music: To confidently identify and move to the pulse. To treat instruments carefully and with respect. To rehearse and perform their part the context of the Unit song. Play any one, or all four differentiated parts on a tuned instrument from memory or using notation. To listen to and follow musical instructions from a leader. Listen and copy back using instruments, two different notes. Know the difference between a musical question and an answer.</p> <p>Playing Continue to learn to play tuned percussion instruments in a group/band/ensemble. Begin to understand formal musical notation. (Glockenspiels)</p>	<p>Music: To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. To sing with an awareness of being ‘in tune’. To have an awareness of the pulse internally when singing. Know that every piece of music has a pulse/steady beat. Know how pulse, rhythm and pitch work together to create a song.</p> <p>Listening & Appraising Find the pulse within the context of different songs/music with ease (Pulse, rhythm, pitch, dynamics & tempo)</p>	<p>Music: To confidently identify and move to the pulse. To treat instruments carefully and with respect. Play any one, or all four differentiated parts on a tuned instrument from memory or using notation. Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the Unit song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p>Composition & Playing Continue to create own responses, melodies & rhythms. Begin to record these using formal notation. (Glockenspiels)</p>	<p>Music: To confidently identify and move to the pulse. To treat instruments carefully and with respect. To rehearse and perform their part the context of the Unit song. Play any one, or all four differentiated parts on a tuned instrument from memory or using notation. To listen to and follow musical instructions from a leader. Listen and copy back using instruments, two different notes. Using instruments, listen and play own answer using two different notes. Take it in turns to improvise using three different notes.</p> <p>Playing Continue to learn to play tuned percussion instruments in a group/band/ensemble. Begin to understand formal musical notation.</p>	<p>Music: To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. To sing with an awareness of being ‘in tune’. To have an awareness of the pulse internally when singing. To enjoy exploring singing solo. Know how pulse, rhythm and pitch work together to create a song.</p> <p>Listening & Appraising Recognise styles of music and instruments and discuss the dimensions of music (Pulse, rhythm, pitch, dynamics & tempo) Singing Continue to learn about singing in a</p>

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<p>about singing in a group, working as an ensemble. Theme: Let Your Spirit Fly R&B music</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo and dynamics</p>	<p>Improvisation Explore and create own responses, melodies, and rhythms. Theme: Glockenspiel Stage 1 Introduction to playing the glockenspiel</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo and dynamics</p>	<p>Singing Continue to learn about singing in a group, working as an ensemble. Begin to listen to and recall sounds with increasing aural memory. Theme: Bringing Us Together Disco style music</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo and dynamics</p>	<p>Theme: Reflect, Rewind and Replay Bringing together musical learning to compose own melodies.</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo and dynamics</p>	<p>(Recorders) Improvisation Explore and create own responses, melodies, and rhythms. Theme: The Dragon Song Playing & improvising to a song about friendship, respect and kindness</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo and dynamics</p>	<p>group, working as an ensemble. Theme: Three Little Birds Reggae music, Bob Marley</p> <p>Musician Study: Carlton Barrett, Reggae Drummer</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo and dynamics</p>
<p>Art: Appraisal & Appreciation (Monet)</p> <p>Know about some of the great artistic, architects and designers in history and describe their work. Explain what he/she likes or dislikes about their work. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Explore ways of lightening a primary colour – using both white (making tints) and water. Explore watercolour paints by adding water and use techniques to create a painting.</p> <p>Study the work of a famous artist, architect or designer in history and describe their work. Give reasons for opinions when looking at their work. Create own responses to work of the artist Theme: Claude Monet, painting with light brush strokes, 'The Houses of Parliament', 'Sea'</p>	<p>Art: Skills & Technique Drawing</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Explain what he/she likes or dislikes about their work. Add finer detail when observational drawing. Explore shading, using different media. Develop drawing within a sketchbook and begin to annotate their own work. Begin to add tone to their work. Study an object and draw small details using a viewfinder. Demonstrate control over the types of marks made and experiment with different effects and textures.</p> <p>Explore drawing and shading skills, and experiment with tones using pencil, chalk or charcoal. Describe tones as warm and cold. Theme: Plastics – drawings of recycled plastics, impact on sea, cartoon draw</p>	<p>Art: Exploring Media Collage</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explain what he/she likes or dislikes about their work. Create a collage using overlapping and layering. Tear, cut, layer and overlap a range of materials. Use scissors confidently to cut a desired shape and begin to use a template for accuracy. Consider the positioning of the layers in a collage. Talk about the process involved in their collage work and begin to justify their choices.</p> <p>Experiment with layering different materials to create a range of effects. Create collages using overlapping and layering and a mix of media Theme: Victorians – silhouettes, black and white, colour</p>	<p>Art: Appraisal & Appreciation (John Constable)</p> <p>Know about some of the great artistic, architects and designers in history and describe their work. Explain what he/she likes or dislikes about their work. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Explore ways of lightening a primary colour – using both white (making tints) and water. Explore watercolour paints by adding water and use techniques to create a painting. Demonstrate control over the types of marks made and experiment with different effects and textures.</p> <p>Understand that artistic works are made by craftspeople of different cultures and times. Give reasons for opinions when looking at their work. Create own responses to work of the artist. Theme: John Constable, Victorian landscape painter. Landscape paintings.</p>	<p>Art: Skills & Technique Painting</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Explain what he/she likes or dislikes about their work. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Explore ways of lightening a primary colour – using both white (making tints) and water. Explore watercolour paints by adding water and use techniques to create a painting.</p> <p>Explore watercolour and other painting techniques to create different effects such as bleeds, washes, scratches and splashes Theme: Edvard Munch – The Scream</p>	<p>Art: Exploring Media Printmaking</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explain what he/she likes or dislikes about their work. Create printing blocks using relief or impressed techniques. Draw designs for printmaking in sketchbooks. Draw an image onto polystyrene and print using one or two colours.</p> <p>Create printed art using variety of techniques including printing blocks relief, press and fabric printing and rubbings. Theme: Plants – plant rubbings, fabric paint flowers, flowers pressings, flower printing</p>
<p>Drama: Oracy</p> <p>Explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively Theme: Hot seating and conscience alley – Science news report on how food goes through the body</p>	<p>Drama: Drama</p> <p>Use some drama strategies to explore stories or issues. Theme: Topical issues related to Europe e.g. Refugee camps in Calais</p>	<p>Drama: Drama</p> <p>Present events and character through dialogue to engage the interest of an audience Theme: Acting out of Oliver by Charles Dickens</p>	<p>Drama: Drama</p> <p>Identify and discuss qualities of others' performances, including gesture, action. Theme: Act out The Last Supper</p>	<p>Drama: Oracy</p> <p>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds Learn choral piece Theme: Viking chant for Arts and Culture</p>	<p>Drama: Oracy</p> <p>Sustain conversation, explain or giving reasons for their views or choices Learn choral piece Theme: Faith and Belief - Debate on whether made up stories tell the truth</p>

Art & Creativity Progression Matrix

<p>Year 4</p>	<p>Music:</p> <p>To confidently identify and move to the pulse. Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm.</p> <p>Listening & Appraising Confidently recognise styles of music and instruments and discuss the dimensions of music (Dynamics, tempo, timbre) Singing Sing songs as part of an ensemble with confidence and precision. Theme: Mamma Mia Pop music from the 70s</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics and texture</p>	<p>Music:</p> <p>To confidently identify and move to the pulse. Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To sing with an awareness of being 'in tune'. To re-join the song if lost. To listen to the group when singing. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat.</p> <p>Listening & Appraising Use musical language to appraise a piece or style of music and discuss the dimensions of music (Dynamics, tempo, timbre) Singing Sing songs as part of an ensemble with confidence and precision. Theme: Stop! Rap music, a song about bullying</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics and texture</p>	<p>Music:</p> <p>To confidently identify and move to the pulse. When talking, try to use musical words. To treat instruments carefully and with respect. Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the Unit song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p>Composition & Playing Continue to create own responses, melodies & rhythms. Begin to record these using formal notation. (Glockenspiels) Theme: Blackbird Music of The Beatles, song about civil rights</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics and texture</p>	<p>Music:</p> <p>To confidently identify and move to the pulse. When talking, try to use musical words. To treat instruments carefully and with respect. Play any one, or all four differentiated parts on a tuned instrument from memory or using notation. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. Using instruments, listen and play your own answer using to different notes. Take it in turns to improvise using three different notes.</p> <p>Playing Continue to learn to play tuned percussion instruments in a group/band/ensemble. Build on basic understanding of formal musical notation. (Recorders) Improvisation Explore and create own responses, melodies and rhythms. Theme: Lean On Me Soul / Gospel style, Bill Withers</p> <p>Musician Study: Tudor composer, John Dowland</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics and texture</p>	<p>Music:</p> <p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs. Listen carefully and respectfully to other people's thoughts about the music. When talking, try to use musical words. To rejoin the song if lost. To listen to the group when singing. To enjoy exploring singing solo.</p> <p>Listening & Appraising Recognise styles of music and instruments and discuss the dimensions of music (Pulse, rhythm, pitch, dynamics & tempo) Singing Continue to learn about singing in a group, working as an ensemble. Theme: Reflect, Rewind and Replay Bringing together musical learning to compose own melodies. Consolidating musical learning.</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics and texture</p>	<p>Music:</p> <p>To confidently identify and move to the pulse. To treat instruments carefully and with respect. To rehearse and perform their part the context of the Unit song. To listen to and follow musical instructions from a leader. Listen and copy back using instruments, two different notes. Using instruments, listen and play your own answer using to different notes. Take it in turns to improvise using three different notes.</p> <p>Playing Copy increasingly challenging rhythms using body percussion and tuned/un-tuned instruments. (Recorders) Improvisation Explore and create own responses, melodies and rhythms. Theme: Glockenspiel Stage 2 Developing playing skills through the glockenspiel</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics and texture</p>
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Art & Creativity Progression Matrix

	<p>Art: Appraisal & Appreciation (Monet)</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Create a landscape composition identifying the foreground, middle and background. Create different effects by using a variety of tools and techniques such as bleeds and washes. Use light and dark within painting and begin to show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use technical vocabulary to describe the techniques and ideas of a famous artist, architect or designer. Create own responses to work of the artist. Theme: Claude Monet, The Waterlilies, impressionist painting style</p>	<p>Art: Skills & Technique Drawing</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to adapt and improve his/her work. Articulate how he/she might improve their work using technical terms and reasons a matter of routine. Draw with increasing confidence, adding finer detail and at times, indicating 3D objects. Use tone to add depth.</p> <p>Explore drawing and shading skills, and experiment with tones using pencil, chalk or charcoal. Draw familiar objects with correct proportions Theme: Mayan – looking at patterns from the Mayan civilisation Making a Mayan death/event mask</p>	<p>Art: Exploring Media Collage</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Articulate how he/she might improve their work using technical terms and reasons a matter of routine. Begin to choose appropriate media to work with. Create collages using overlapping and layering and a mix of media. Make careful choices about the materials (colours, texture, size) to create planned collages. Become increasingly confident in creating images. Talk about the process involved in their collage work and identify reasons for their choices.</p> <p>Create collages using overlapping and layering and a mix of media Theme: Hans Holbein, 16th Century portraits, the Tudors</p>	<p>Art: Appraisal & Appreciation (Sgraffito)</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Create different effects by using a variety of tools and techniques such as scratches and splashes. Become increasingly confident in creating images.</p> <p>Use technical vocabulary to describe the techniques and ideas of a famous artist, architect or designer. Create own responses to work of the artist. Theme: Sgraffito art technique linked to Hampton Court Palace</p>	<p>Art: Skills & Technique Painting</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to adapt and improve his/her work. Articulate how he/she might improve their work using technical terms and reasons a matter of routine. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Use light and dark within painting and begin to show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Explore watercolour and other painting techniques to create different effects such as bleeds, washes, scratches and splashes Theme: Designing and creating an Ancient Egyptian death mask, looking at symmetry and use of colours found in nature</p>	<p>Art: Exploring Media Printmaking</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Articulate how he/she might improve their work using technical terms and reasons a matter of routine. Draw and develop designs for printmaking in sketchbooks. Draw an image onto polystyrene, Pressprint / Safeprint and print this using one or two colours. Make and repeat a print applying the right amount of ink, aiming to create several identical prints.</p> <p>Create printing blocks using relief of impressed techniques (e.g. polystyrene blocks) Theme: Sports week – designing a badge for a football team to turn in to a cross stich. Using a 2D printer to create this badge – linked to Computing.</p>
	<p>Drama: Oracy</p> <p>Respond appropriately on the contributions of others in light of alternative viewpoints Learn choral piece Theme: Perform adverb poems</p>	<p>Drama: Drama</p> <p>Comment constructively on plays and performances, discussing effects and how they are achieved Theme: The Lion, The Witch and The Wardrobe persuasive speech as the Queen. Using oracy skills to recite 'Twas the Night Before Christmas'.</p>	<p>Drama: Drama</p> <p>Develop scripts based on improvisation. Theme: Persuasive letter as one of Henry's queens. Write and perform a persuasive film trailer.</p>	<p>Drama: Drama</p> <p>Create roles showing how behaviour can be interpreted from different viewpoints. Theme: Acting out Easter story from different viewpoints</p>	<p>Drama: Oracy</p> <p>Use and reflect on some ground rules for dialogue. Learn choral piece Theme: Egyptian poem/rap for Arts and Culture performance</p>	<p>Drama: Oracy</p> <p>Tell stories effectively and convey detailed information coherently for listeners. Theme: Moving on – memories from the year</p>
<p>Year 5</p>	<p>Music:</p> <p>To identify and move to the pulse with ease. To think about the message of songs. Listen carefully and respectfully to other people's thoughts about the music. To sing in unison and to sing backing vocals. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To sing with awareness of being 'in tune'. To sing in unison and to sing backing vocals.</p>	<p>Music:</p> <p>To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. Play a musical instrument with the correct technique within the context of the Unit song. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Copy back on instruments using three notes. Question and answer on instruments using three notes in your answer, always start on a G. Improvise using three notes.</p>	<p>Music:</p> <p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. To talk about the musical dimensions working together in the Unit songs. To listen to each other and be aware of how you fit into the group. To enjoy exploring singing solo.</p> <p>Listening & Appraising Find and internalise pulse using</p>	<p>Music:</p> <p>To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge using one of the differentiated parts, from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Question and answer on instruments</p>	<p>Music:</p> <p>To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge using one of the differentiated parts, from memory or using notation. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody.</p>	<p>Music:</p> <p>To identify and move to the pulse with ease. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When talking try to use musical words. To talk about the musical dimensions working together in the Unit songs. To listen to each other and be aware of how you fit into the group. To enjoy exploring singing solo.</p>

Art & Creativity Progression Matrix

<p>Listening & Appraising Understanding how pulse, rhythm and pitch work together. Listening with attention to detail, recognising styles of music and instruments.</p> <p>Singing Recall vocal sounds with increasing aural memory. Continue to sing in an ensemble, with increasing confidence and precision.</p> <p>Theme: Livin' On a Prayer Classic rock music, Bon Jovi</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture and structure</p>	<p>Improvise with a feeling for the style of Bossa Nova and Swing using the pentatonic scale (5 notes – D, E, G, A + B)</p> <p>Playing Play classroom instruments in a group/band/ensemble. (Recorders and Glockenspiels)</p> <p>Improvisation Improvise with increasing confidence using own voice, rhythms and varied pitch.</p> <p>Theme: Classroom Jazz 1 Three Note Bossa and Five Note Swing</p> <p>Musician Study: Louis Armstrong, Jazz</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture and structure</p>	<p>movement. Use correct musical language consistently, to describe music and your feelings towards it.</p> <p>Singing Sing with expression, emotion and diction. Continue to sing in an ensemble with increasing confidence and precision.</p> <p>Theme: Make You Feel My Love Pop ballads, Bob Dylan & Adele</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture and structure</p>	<p>using three notes in your answer, always start on a G.</p> <p>Playing Continue to learn to play tuned percussion instruments in a group/band/ensemble. Explore the link between sound and symbol (simple, formal music notation). (Recorders and Glockenspiels)</p> <p>Improvisation Explore and create own responses, melodies and rhythms.</p> <p>Theme: The Fresh Prince of Bel Air Old School Hip Hop</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture and structure</p>	<p>Record the composition using graphic/pictorial notation and begin to use traditional staff notation.</p> <p>Composition & Playing Create own responses, melodies & rhythms. Begin to record these using formal notation, building on understanding of link between sound and symbol. Respect and improve work together. (Glockenspiels)</p> <p>Theme: Dancing In The Street Motown style music from the 80s</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture and structure</p>	<p>Listening & Appraising Recognise different musical styles from different times and traditions. Discuss the dimensions of music (Pulse, rhythm, pitch, dynamics, tempo, texture, structure & timbre)</p> <p>Singing Continue to sing in an ensemble, with increasing confidence, precision and diction, building on understanding of vocal health.</p> <p>Theme: Reflect, Rewind and Replay Bringing together musical learning to compose own melodies. Consolidating musical learning.</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture and structure</p>
<p>Art: Appraisal & Appreciation (Monet)</p> <p>Evaluate his/her work against their intended outcome. Research and discuss various artists, architects and designers and discuss their processed and explain how these were used in the finished product. Confidently control the types of marks made and experiment with different effects inc. blocking in colour, washes, thickened paint creating textural effects. Mix colours to express mood, divide foreground from background and demonstrate tones. Mix colour, shades and tones with confidence building on previous knowledge. Experiment with using layers and overlays to create new colours / texture. Know that adding black to a colour results in shade.</p> <p>Describe and discuss work of a famous artist / architect / designer. Discuss artist's technique and use technical vocabulary to appraise. Create own responses to artist's work.</p> <p>Theme: Claude Monet, Impressionist landscape paintings, school pond</p>	<p>Art: Skills & Technique Drawing</p> <p>Evaluate his/her work against their intended outcome. Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. Use language appropriate to skills and techniques – pattern, tone, shape, line. Begin to develop their own style of drawing using exploration and experiments in sketchbooks. Observe and add finer details to drawing. Use with confidence, a range of drawing mediums (charcoal etc) and identify why they have chosen them for a piece of work.</p> <p>Draw with correct proportions, using line tone and shading in three dimension</p> <p>Theme: Creating pictures linked to work of Marianne North</p>	<p>Art: Appraisal & Appreciation (Fibonacci)</p> <p>Evaluate his/her work against their intended outcome. Research and discuss various artists, architects and designers and discuss their processed and explain how these were used in the finished product. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. Use language appropriate to skills and techniques – pattern, tone, shape, line.</p> <p>Research and discuss work of a famous artist / architect / designer. Discuss artist's technique and use technical vocabulary to appraise. Create own responses to artist's work.</p> <p>Theme: Fibonacci spiral</p>	<p>Art: Exploring Media Collage</p> <p>Evaluate his/her work against their intended outcome. Develop different ideas which can be used and explain his/her choices for the materials and techniques. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. Tear, cut, layer and overlap a range of found and created materials. Arrange and adapt materials to improve the aesthetic appeal. Consider how to affix collage materials depending on its qualities e.g. use PVA for fabrics, glue stick for papers. Add collage to a painted, drawn or printed background using a range of media. Talk about the process involved in their collage work and suggest areas for development.</p> <p>Add collage to a painted, drawn or printed background using a range of media.</p> <p>Theme: Creating Roman Mosaics</p>	<p>Art: Exploring Media Sculpture – Clay</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques. Evaluate his/her work against their intended outcome. Develop skills in clay including coils. Use a rolling pin to roll clay to an equal thickness. Use thumbs to smooth surfaces creating an aesthetic finish. Develop understanding of different ways of finishing work: glaze, paint, polish. Discuss and evaluate their own work, identifying both areas of success and ways in which they could develop.</p> <p>Develop skills in using clay, including coils. Plan a sculpture through drawing and other preparatory work</p> <p>Theme: Design and model Indian water pot (Kara)</p>	<p>Art: Skills & Technique Painting</p> <p>Evaluate his/her work against their intended outcome. Observe and add finer details to drawing. Confidently control the types of marks made and experiment with different effects inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Experiment with using layers and overlays to create new colours / texture. Know that adding black to a colour results in shade. Start to develop their own style using tonal contrast and mixed media.</p> <p>Mix colours correctly, also experiment with using layers to create new colours. Divide foreground from background or demonstrate tones</p> <p>Theme: Still life painting boxing gloves</p>

Art & Creativity Progression Matrix

	<p>Drama: Oracy Tell a story using notes designed to cue techniques, such as repetition, recap and humour Learn choral piece Theme: Flanders Fields</p>	<p>Drama: Drama Reflect on how working in role helps to explore complex issues. Theme: Hot seating Ernest Shackleton</p>	<p>Drama: Oracy Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language Theme: Debate on who is the most influential mathematician from the 2 chosen as a class</p>	<p>Drama: Drama Perform a scripted scene making use of dramatic conventions. Theme: Iron Man Chapter 2, children writing and performing own playscripts</p>	<p>Drama: Oracy Use and explore different question types. Learn choral piece Theme: Tyger Tyger poem</p>	<p>Drama: Drama Use and recognise the impact of theatrical effects in drama. Theme: Film – piano, use Greenscreen to portray a scene</p>
<p>Year 6</p>	<p>Music: To identify and move to the pulse with ease. To think about the message of songs. Listen carefully and respectfully to other people's thoughts about the music. Play a musical instrument with the correct technique within the context of the Unit song. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Copy back on instruments using three notes. Question and answer on instruments using three notes in your answer, always start on a G. Improvise using three notes.</p> <p>Playing Play and perform in solo and ensemble contexts, demonstrating musical quality, e.g. clear starts, ends of pieces/phrases, technical accuracy etc. Use correct & accurate technique to play. (Recorders & Glockenspiels)</p> <p>Improvisation Confidently improvise using more complex rhythms and/or melodies.</p> <p>Theme: Happy Pop music, Pharrell Williams</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture, timbre and structure</p>	<p>Music: To identify and move to the pulse with ease. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge using one of the differentiated parts, from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Copy back on instruments using three notes. Question and answer on instruments using three notes in your answer, always start on a G. Improvise using three notes.</p> <p>Playing Play and perform in solo and ensemble contexts, demonstrating musical quality, e.g. clear starts, ends of pieces/phrases, technical accuracy etc. Use correct & accurate technique to play. (Recorders & Glockenspiels)</p> <p>Improvisation Confidently improvise using more complex rhythms and/or melodies. Understanding the difference between improvisation and composition – e.g. we do not notate improvisation</p> <p>Theme: Classroom Jazz 2 Meet The Blues and Bacharach Anorak</p> <p>Musician Study: Ella Fitzgerald, Jazz / Swing</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture, timbre and structure</p>	<p>Music: To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Talk about the music and how it makes you feel, using musical language to describe the music. To demonstrate a good singing posture. To follow a leader when singing. To sing in unison and to sing backing vocals.</p> <p>Improvisation Confidently improvise using more complex rhythms and/or melodies.</p> <p>Composition Create simple compositions using knowledge of the dimensions of music (pulse, rhythm, tempo, pitch etc.), and record using formal notation. Deepening understanding of notation. Use accurate technique when composing. (Use of Charanga compose software or GarageBand)</p> <p>Theme: Music and Me Contemporary, music and identity</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture, timbre and structure</p>	<p>Music: To identify and move to the pulse with ease. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. To listen to each other and be aware of how you fit into the group.</p> <p>Listening & Appraising Confidently use musical language to discuss different styles of music and give opinions. Accurately refer to all dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture).</p> <p>Singing Understanding how melody and words should be interpreted, starting to think musically.</p> <p>Theme: Benjamin Britten Gospel A Friday Afternoon's song by Benjamin Bitten</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture, timbre and structure</p>	<p>Music: To identify and move to the pulse with ease. Play a musical instrument with the correct technique within the context of the Unit song. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition using graphic/pictorial notation and staff notation.</p> <p>Composition & Playing Create simple compositions using knowledge of the dimensions of music (pulse, rhythm, tempo, pitch etc.), and record using formal notation. Deepening understanding of notation. Use accurate technique when playing. (Recorders & Glockenspiels)</p> <p>Theme: You've Got a Friend Music of Carole King</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture, timbre and structure</p>	<p>Music: To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. To listen to each other and be aware of how you fit into the group.</p> <p>Listening & Appraising - Confidently use musical language to discuss music, give opinions and feelings. Accurately refer to all dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture).</p> <p>Singing - Continue to sing with feeling, good diction, projection and posture. Sing proficiently in an ensemble, singing songs in different parts.</p> <p>Theme: Reflect, Rewind and Replay Bringing together musical learning to compose own melodies. Consolidating musical learning.</p> <p>Dimensions of Music Focus: Pulse, rhythm, pitch, tempo, dynamics, texture, timbre and structure</p>

Art & Creativity Progression Matrix

	<p>Art: Appraisal & Appreciation (Monet)</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists. Refine his/her use of learnt techniques. Discuss and evaluate their work and discuss the work of others, often suggesting success and improvement points. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Describe the work and ideas of a famous artist, architect or designer, using appropriate technical vocab, and referring to cultural and historical contexts. Create own responses to artist's work Theme: Claude Monet, Impressionist landscape paintings, features of impressionism, Waterlilies, oil pastels, paints, drawing</p>	<p>Art: Skills & Technique Drawing</p> <p>Refine his/her use of learnt techniques. Adapt his/her own final work following feedback or discuss based on their preparatory ideas. Begin to develop an awareness of composition, scale and proportion in their work. Discuss and evaluate their work and discuss the work of others, often suggesting success and improvement points. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style of drawing. Use simple perspective in their work using a single focal point and horizon.</p> <p>Being to develop an awareness of composition, perspective, scale and proportion within drawings. Use line, tone and shading in three dimensions Theme: Self-portraits, famous artist interpretation of self-portrait</p>	<p>Art: Exploring Media Sculpture - Clay</p> <p>Adapt his/her own final work following feedback or discuss based on their preparatory ideas. Discuss and evaluate their work and discuss the work of others, often suggesting success and improvement points. Develop skills in clay including slabs and slips. Cut 2D shapes accurately to create a 3D form. Develop artistic language when discussing sculpture such as using the term 'form' to discuss a 3D sculptural object. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Develop skills in using clay including slabs and slips. Plan a sculpture through drawing and other preparatory work Theme: Sculpture based on work of Gustav Klimt 'Tree of Life'</p>	<p>Art: Appraisal & Appreciation (Charles Barry)</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists. Use simple perspective in their work using a single focal point and horizon. Discuss and evaluate their work and discuss the work of others, often suggesting success and improvement points.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Research and discuss a famous artist, architect or designer and discuss their processes and explain how these were used in the finished product using appropriate vocab. Create own responses to artist's work Theme: Charles Barry, English architect, theme – Houses of Parliament</p>	<p>Art: Skills & Technique Painting</p> <p>Refine his/her use of learnt techniques. Adapt his/her own final work following feedback or discuss based on their preparatory ideas. Discuss and evaluate their work and discuss the work of others, often suggesting success and improvement points. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds etc. Work in a sustained and independent way to develop their own style of painting.</p> <p>Use painting techniques, colours, tones and effects in an appropriate way to represent things seen – e.g. brushstrokes following direction of the grass, stippling to paint sand, watercolour bleeds to show clouds Theme: Greece, Arts and Culture week, temples</p>	<p>Art: Exploring Media Printmaking & Textiles</p> <p>Adapt his/her own final work following feedback or discuss based on their preparatory ideas. Discuss and evaluate their work and discuss the work of others, often suggesting success and improvement points. Create intricate printing patterns by simplifying and modifying sketchbook designs. Draw and develop a 2 colour Pressprint design using stencils. Print on fabrics using tie-dyes or batik. Use a range of techniques e.g. printing, dyeing, silk painting. Discuss different textiles processes and express feeling about them. Print on fabric using tie-dyes or batik. Evaluate their work and that of others and explain how to further develop a piece of work.</p> <p>Textiles and printing. Print on fabrics using tie-dyes or batik. Produce intricate patterns in a malleable media i.e. fabric Theme: Fabric painting</p>
	<p>Drama: Drama</p> <p>Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires. Theme: Clockwork retelling of story – creating atmosphere</p>	<p>Drama: Oracy</p> <p>Use a range of oral techniques to present persuasive arguments and engaging narratives Learn choral piece Theme: The Sea is a Hungry Dog Remembrance poetry</p>	<p>Drama: Drama</p> <p>Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension Theme: Hot-seating, theme – evacuees, political address, x-curricular WW2</p>	<p>Drama: Oracy</p> <p>Participate in whole-class debate using the conventions and language of debate, including Standard English. Theme: Balanced arguments, x-curricular Literacy</p>	<p>Drama: Oracy</p> <p>Use the techniques of dialogic talk to explore ideas, topics or issues. Learn choral piece Theme: Medusa, Carol Ann Duffy, Hades, Celia Woolloch, When Your Heart is Stolen by Something Wicked – Amanda Rickettson, x-curricular Greek Myths</p>	<p>Drama: Drama</p> <p>Devise a performance considering how to adapt the performance for a specific audience. Theme: Leavers Assembly, theme – memories</p>