






NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

Year 1						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	<p>Painting</p> <p>Begin sketching skills, observational work: draw objects or from memory/ imagination. Apply paint in a range of different ways, experimenting with texture and colours.</p>	<p>Sculpture</p> <p>Further exploring moulding and modelling different materials. Using a range of tools to sculpt or make impressions.</p>	<p>Collage</p> <p>Further explore textures, using specific textures for a reason. Representing something for example: faces, landscape, animals.</p>	<p>Printing</p> <p>Printing by pressing, rolling. Explore man-made and natural objects. Overlapping and repeating patterns. Using stamping techniques.</p>	<p>Textiles</p> <p>Using a needle and thread. Sewing with simple running stitch with pre-made holes. Adding detail with felt and hot glue gun.</p>	<p>Drawing</p> <p>Begin sketching skills, observational work: draw objects or from memory/ imagination. Junk modelling: Children to use a range of materials and a variety of methods to attach objects (pva glue, double sided sticky tape).</p>
Famous artist:	<p>Transport – Piet Mondrian (Europe)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Link to ideas of roads and straight lines.</p>		<p>LS Lowry (British)</p> <p>https://www.youtube.com/watch?v=pFafPqsW3Cg&safe=active</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Can link back to 'Up, Up and Away' and pictures of other capital cities.</p>		<p>Isabel de Roux (South African)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Children create a multi-coloured landscape, linking to learning from this year.</p>	



NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

Geography:	Polar bears or penguins		Sun hats or Umbrellas?		What if I live in....	
History:	Shops since the 1930s		The Great Fire of London		Victorian Children at play	
Music:	Hey You!	Rhythm in the way we walk The Banana Rap	In the Groove	Round and Round	Your Imagination	Revise
<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <ul style="list-style-type: none"> ● Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. ● Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. ● Playing - start to play a classroom instrument in a group/band/ensemble. ● Improvisation - begin to explore and create your own responses, melodies and rhythms. ● Composition - begin to create your own responses, melodies and rhythms and record them in some way. <p>Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>						
French:	<p>Listening / Speaking</p> <p>Basic Greetings:</p> <p>Bonjour ! (Hello) Salut ! (Hi) Bonsoir (Good evening) Bonne nuit (Good night) Au revoir (Goodbye) À bientôt (See you soon)</p> <p>Name:</p> <p>Comment tu t'appelles ? (What's your name?) Je m'appelle.. (My name is..) Il / Elle s'appelle (He / she is called..)</p> <p>How are you ? Ça va ? (How are you?) Ça va très bien ? (Very well)</p>	<p>Listening / Speaking</p> <p>Colours:</p> <p>jaune (yellow) rose (pink) vert (green) blanc (white) gris (grey) bleu (blue) noir (black) orange (orange) rouge (red)</p> <p>Numbers 1-10:</p> <p>un deux trois quatre cinq six sept huit</p>	<p>Listening / speaking</p> <p>Days of the week:</p> <p>Lundi (Monday) Mardi (Tuesday) Mercredi (Wednesday) Jeudi (Thursday) Vendredi (Friday) Samedi (Saturday) Dimanche (Sunday)</p>	<p>Listening:</p> <p>Animals:</p> <p>As-tu un animal ? (Do you have a pet?) J'ai..... (I have..) un chat (a cat) une souris (a mouse) un lapin (a rabbit) un chien (a dog) un poisson (a fish) un hamster (a hamster) un oiseau (a bird)</p> <p>Je n'ai pas d'animal (I don't have a pet)</p> <p>Easter in France: Similarities and differences between how Christmas is celebrated in France and in England.</p>	<p>Listening:</p> <p>Family:</p> <p>As- tu des frères ou des souers? (do you have brothers or sisters?)</p> <p>J'ai .. (I have..) un frère (a brother) une soeur (a sister) deux frères (two brothers) deux soeurs (two sisters)</p> <p>Je n'ai pas de.. (I don't have..)</p> <p>Qui est-ce? [Who's this?], moi [me], ma (f)/ mon (m)/mes (pl) mon frère [brother], ma soeur [sister], ma mère [mother],</p>	<p>Listening:</p> <p>Countries:</p> <p>La France (France) L'Angleterre (England) L'Italie (Italy) L'Espagne (Spain) L'Allemand (Germany)</p> <p>Where do you live?:</p> <p>Où habites-tu ? (Where do you live?) J'habite à...(I live in..)</p>






NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

	Ça va bien? (well) Ça va mal? (bad) Comme ci, comme ça (o.k) Bof (o.k)	neuf dix Age Quel âge as-tu ? (How old are you?) J'ai..... ans (I am...,years old) Christmas in France: Similarities and differences between how Christmas is celebrated in France and in England.			mon père [father], mes parents [parents], ma grand-mère [grandmother], mon grand-père [grandfather], ma tante [aunt], mon oncle [uncle],	
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NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

Year 2						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	<p>Painting</p> <p>Look at Artists work- Van Gogh, Matisse, Piet Mondrian. How colour is applied. Mix colours- Primary/ Secondary, mix brow, add black/ white. Objects/ people/ places Memory and imagination.</p> <p>Project: Create a painting inspired by the style of Clarice Cliff.</p>	<p>Sculpture</p> <p>Use modelling tools to add detail to a project (clay tile impressions).</p>	<p>Textiles</p> <p>Begin to explore patchwork. Discuss textures/ colours. Changing fabric (bleach, dye, fabric paint).</p>	<p>Collage</p> <p>Making a desired pattern using a range of textures. Creating something from another culture.</p> <p>Project: Create a collage inspired by the work of Clifford Possum Tjapaltjarri.</p>	<p>Printing</p> <p>Printing by pressing, rolling, rubbing, stamping. Explore man-made and natural objects.</p> <p>Overlapping and repeating patterns. Using stamping techniques. Build on last year's skills.</p>	<p>Drawing</p> <p>To continue sketching skills using still life objects for inspiration (Using African Safari Animals as inspiration - Geography)</p>
Famous artist:	<p>Clarice Cliff (Europe)</p> 		<p>Clifford Possum Tjapaltjarri (Australia)</p> 		<p>Andy Warhol (North America)</p> 	



NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

Geography	Is it really round?		A visit to China		Which way shall I go?	
History	The Gunpowder Plot and Guy Fawkes		Women who made a difference (Rosa Parks and Elizabeth Fry)		What was it like to be a child during World War II	
Music:	Hands, feet, heart	Ho Ho Ho / NATIVITY	I wanna play in a band	Zootime	Friendship song	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> • Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. • Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - continue to play a classroom instrument in a group/band/ensemble. • Improvisation - continue to explore and create your own responses, melodies and rhythms. • Composition - continue to create your own responses, melodies and rhythms and record them in some way. • Perform/Share - continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 					
French:	<p>Listening / Speaking</p> <p>Basic Greetings: Bonjour ! (Hello) Salut ! (Hi) Bonsoir (Good evening) Bonne nuit (Good night) Au revoir (Goodbye) À bientôt (See you soon)</p> <p>Name: Comment tu t'appelles ? (What's your name?) Je m'appelle.. (My name is..) Il / Elle s'appelle (He / she is called..)</p> <p>How are you ? Ça va ? (How are you?) Ça va très bien ? (Very well) Ça va bien? (well) Ça va mal? (bad) Comme ci, comme ça (o.k) Bof (o.k)</p>	<p>Listening / Speaking</p> <p>Norbert Story: J'ai un chat This covers the following vocabulary:</p> <p>Pets: Un chat: cat Une souris: mouse Un lapin: rabbit Un chien: dog Un poisson: fish Un hamster: hamster Un oiseau: bird</p> <p>Colours: jaune (yellow) rose (pink) vert (green) blanc (white) gris (grey) bleu (blue) noir (black)</p>	<p>Listening / Speaking</p> <p>Norbert Story: Norbert et le houx. This covers the following vocabulary:</p> <p>Douleur! Aie! Ouille! Aie, aie, aie: pain. Ouch! Ouch! Le dégoût: Beurk! disgusting L'incrédulité: Tu parles! Mon oeil ! Quoi!: I don't believe you Miam ! Miam! Yum Yum! Zut! Oh là là (cross)</p> <p>Parts of the body: La tête: head Les épaules: shoulders Les genoux: knees Les pieds: feet Le nez: nose Les yeux: eyes Les oreilles: ears La bouche: mouth Le bras: arms</p>	<p>Listening / Speaking</p> <p>Norbert Story: Norbert et faim. This covers the following vocabulary:</p> <p>Food: Le petit déjeuner: breakfast Le déjeuner: lunch Le dîner: dinner La cuisine: food Maman: mummy La bouche: mouth L'eau: water Le couteau: knife La fourchette: fork La cuillère: spoon L'assiette: plate La boulangerie: bakery La pâtisserie: cake shop La charcuterie: butchers Le Marché: market</p>	<p>Listening/ Speaking</p> <p>Norbert Story: Les vacances de Norbert. This covers the following vocabulary:</p> <p>Les lunettes de soleil: sunglasses Un tee-shirt: a t-shirt Des sandales: sandals Un chapeau: hat Un short: shorts Un maillot de bain: swimming costume Le crème solaire: sun cream</p> <p>Je voyage avec: I am travelling with Ma mère: my mum mon père: my dad ma soeur: my sister mon frère: my brother mon grand-père: my granddad</p>	<p>Listening / Speaking</p> <p>Les trois cochons: The Three Little Pigs Cochon: pig Le loup: wolf Est-ce que je peux entrer? Please may I come in? Je vais souffler encore et encore. I will huff and I will puff. En paille: straw En bois: wood En brique: brick Gentil Petit Cochon, est-ce que je peux entrer ?” Little pig, little pig let me come in? “Mais non, mais non par les poils de mon petit menton, tu ne peux pas entrer.” No, no, no not by the hair on my chinny, chin chin. I will not let you in.</p>



NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

	<p>Norbert Story: Je m'appelle Norbert. This covers the following vocabulary:</p> <p>Family: Ma maman: Mummy Mon papa: Dadday Il s'appelle: He is called Elle s'appelle: She is called Mon Frère: My brother Ma Soeur: My sister</p> <p>Countries and nationalities: Je suis anglais(e) I am English Français(e) French La Manche: The Channel La France: France L'Angleterre: England L'Italie: Italy L'Espagne: Spain L'Allemand: Germany Je suis: I am italien(ne): Italian espagnol(e): Spanish allemand(e): German</p> <p>Transport: L'avion: plane Le bus: bus Le camion: lorry Le car: coach L'hélicoptère: helicopter Le moto: motorbike Le train: train Le vélo: bike La voiture: car Le ferry: ferry À pied: foot Le cheval: horse Je suis allé(e): I went J'ai pris: I took Je suis venu(e) à: I came</p> <p>Days of the week:</p>	<p>orange (orange) rouge (red)</p> <p>Norbert Story: Norbert au volant. This covers the following vocabulary:</p> <p>Faire: to do Mon père: my dad Ma mère: my Mum Devant: behind au volant: the wheel Les enfants: children Petit: small une poupée: a doll une voiture: a car un dinosaure: a dinosaur un ballon: a ball un livre: a book un train: a train un nounours: a teddy un puzzle: a puzzle</p> <p>La nativité: The nativity Marie: Mary Joseph: Joseph Je voudrais une chambre: I would like a room Je n'ai pas de: I don't have any une étable: a stable Il fait froid: it is cold regardez, le ciel: look at the sky les étoiles: stars un enfant roi: a baby king cadeau: present l'or: gold l'encens: frankincense la myrrhe: myrrh</p> <p>Christmas in France: Similarities and differences between how Christmas is celebrated in France and in England. Include La Galette.</p>	<p>La jambe: leg Le ventre: stomach Le dos: back La main: hand Le doigt: finger</p> <p>J'ai mal.... I am ill Quel est le problème ? What is the problem?</p> <p>Norbert Story: L'oncle James vient au Paris. This covers the following vocabulary:</p> <p>Family: ma mère: my mum mon père: my dad ma soeur: my sister mon frère: my brother mon grand-père: my grandad ma grand-mère: my grandma ma tante: my aunt mon oncle: my uncle Il s'appelle: he is called Elle s'appelle: she is called</p>	<p>La chenille qui fait des trous: The hungry caterpillar Il mange: he eats Une pomme: an apple deux poires: two pears trois prunes: three plums quatre fraises: four strawberries cinq oranges: five oranges</p> <p>Mardi Gras Un carnaval: carnival Un bal masque: masked ball Un costume: costume Un défile: disguise Un feu de joie: bonfire Un masque: mask Une reine: queen Un roi: king Une invitation: an invitation Rejoins-moi à: join me La date: date L'heure: time Le lieu: place</p> <p>Easter in France: Similarities and differences between how Easter is celebrated in France and in England.</p> <p>Joyeuse Pâques: Happy Easter Un oeuf de Pâques: Easter egg Le lapin de Pâques: Easter bunny Un poussin: chick Un agneau: lamb Une église: church Une croix: cross</p>	<p>ma grand-mère: my grandma ma tante: my aunt mon oncle: my uncle Il s'appelle: he is called Elle s'appelle: she is called</p> <p>Norbert Story: Norbert et le hélicoptère. This covers the following vocabulary:</p> <p>L'avion: plane Le bus: bus Le camion: lorry Le car: coach L'hélicoptère: helicopter Le moto: motorbike Le train: train Le vélo: bike La voiture: car Le ferry: ferry À pied: on foot Le cheval: horse L'Angleterre: England La France: France Je vais: I am going...</p> <p>Norbert Story: Norbert au bord de la mer. This covers the following vocabulary:</p> <p>Il fait froid: it is cold Il fait chaud: it is hot Il y a du soleil: it is sunny Il y a du vent: it is windy Il pleut: it is rainy Il neige: it is snowy J'aime: I like Je n'aime pas: I don't like Nager: to swim Vélo: bike rester à la plage: stay at the beach la lecture: reading Tennis: tennis</p>	<p>"Alors, je vais souffler, encore et encore pour te forcer à venir dehors. I will huff and puff and blow your house in."</p>
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NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

	Lundi (Monday) Mardi (Tuesday) Mercredi (Wednesday) Jeudi (Thursday) Vendredi (Friday) Samedi (Saturday) Dimanche (Sunday)				Volley: volleyball Foot: football Manger la glace: eat an ice cream Musée: museum Pique-niques: picnic	
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NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

Year 3						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	<p>Painting</p> <p>Mixing colours- create a colour wheel. Mixing strips (DIY stores). Tertiary colours. Water colours. Hiroshige and Hokusai. Colour to create mood. Abstract use of colour.</p> <p>Project: Painting inspired by Kandinsky.</p>	<p>Collage</p> <p>Paper quilling (small and large spirals) to create a picture or pattern. Use repeated colours</p> <p>Project: quilled flowers.</p>	<p>Drawing</p> <p>Pencil drawings line drawings, shading and depth of lines for effect. (Inspired by Da Vinci)</p> <p>Project: portraits (self or of a partner).</p>	<p>Sculpture</p> <p>Explore clay techniques in greater detail (using water and a range of tools to create a pattern or effect). Using papier mache.</p> <p>Project: Design their own vase (with detail).</p>	<p>Printing</p> <p>Make own printing block- string, texture, card, masking tape. Make 2 colour print. Using press prints. Polystyrene mono-printing.</p> <p>Project: Using card templates to make a pattern.</p>	<p>Textiles</p> <p>Use a range of string/ thread/ wool to stitch. Learn a range of stitches. Sew buttons/ other fabrics and textures to create a project.</p> <p>Project: making their own 3D animal.</p>
Famous artist:	<p>Wassily Kandinsky (Asia)</p> 		<p>Leonardo da Vinci (Europe)</p> 		<p>Jen Hewett (American)</p> 	
Geography	<p>Where does our lunch come from? Around the world in a school lunch!</p>		<p>What on Earth? Our World from the International Space Station.</p>		<p>Where and why does the world rumble?</p>	
History	<p>The Stone Age</p>		<p>The Bronze Age</p>		<p>The Iron Age (Celts)</p>	
Music:	Let your spirit fly	Glockenspiel stage 1	Three little birds	The Dragon song	Bringing us together	Reflect, Rewind and Replay
<ul style="list-style-type: none"> • Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. • Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - continue to play a classroom instrument in a group/band/ensemble. 						


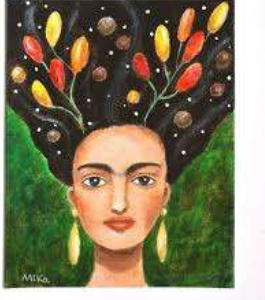



NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

	<ul style="list-style-type: none"> • Improvisation - continue to explore and create your own responses, melodies and rhythms. • Composition - continue to create your own responses, melodies and rhythms and record them in some way. • Perform/Share - continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 		
<p>French:</p>	<p>Key phonic sounds and vowels Basic greetings Numbers 1 – 12 and saying your age Classroom instructions Rhyming stories, songs and tongue twisters Items in your pencil case and nouns and gender of nouns Verb forms: 'J'ai – I have', 'il / elle est – it is' and the negative forms of these verbs. Christmas in France</p>	<p>Key classroom language and commands Animals Colours Gender of nouns Articles (definite and indefinite), plurals and adjectives (positions and basic agreement) Verbs: 'Il est / elle est (he /she / it is), il y a (there is / are) and the negative form of these verbs. Aussi (also / too / as well) mais (but).</p>	<p>Nouns for different fruits Days of the week To listen and understand a French story</p>



NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

	Year 4					
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	<p>Painting</p> <p>Making marks with different kinds of paint. Discuss painting marks, colours and visual elements. Using visual elements to make images. Artists: Cezanne, Picasso, Gauguin. Emotional use of colour.</p> <p>Project: Create masks and use specific colours to enhance.</p>	<p>Collage</p> <p>Explore paper and other materials. Curling, pleating, scrumpling, overlapping, etc. Develop cutting skills to make repeated images, railings, windows, etc.</p> <p>Develop work on limited colour to create pattern.</p> <p>Project: Use a range of techniques to create a detailed piece of art.</p>	<p>Drawing</p> <p>Self-portrait and portrait drawings.</p>	<p>Sculpture</p> <p>Modelling in response to drawing.</p> <p>Observe artefacts/ projects (coiling, pinching, joining, impressing).</p> <p>Using other objects to create a different effect on clay.</p> <p>Project: Create a sculpture based on your portrait or self-portrait drawings.</p>	<p>Printing</p> <p>Design and make T-shirts, Carrier bags, wrapping paper. Look at pattern in past times- Greek, Roman, etc. Continue mono-printing techniques.</p> <p>Project: Greek/ roman vases.</p>	<p>Textiles</p> <p>Look at different materials and explore different effects and textures when put together.</p> <p>Project: patterned beadwork</p>
Famous artist:	<p>Picasso (Europe)</p> 		<p>Frida Kahlo (North America)</p> 		<p>Laduma Ngxokolo (Africa)</p> 	
Geography	Where on Earth?		Why different weather? Weather around the world.		What can we discover about our local area?	
History	Ancient Greeks, their culture and legacy		Ancient Egypt		Roman Britain	
Music:	Mamma Mia	Glockenspiel stage 2	Stop!	Lean on me	Blackbird	Reflect, Rewind and Replay






NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

	<ul style="list-style-type: none"> • Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. • Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. • Improvisation - continue to explore and create your own responses melodies and rhythms. • Composition - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. • Perform/Share - continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together 		
<p>French:</p>	<p>Key classroom language Basic greetings To revise numbers 1 – 12 Numbers 13 - 31 Months of the year Seasons Birthdays La Fête des Rois (Ephipany) Christmas songs</p>	<p>Shapes Prepositions of place Parts of the face and adjectives Parts of the body French artist - Matisse</p>	<p>Family members Alphabet Brothers and sisters - J'ai un / une..... qui s'appelle (I have a called) Pets Describing hair and eyes French story: les quatre amis (The giant turnip) Key verbs in the third person – a (has), est (is), ont (have), sont (are).</p>



NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

	Year 5					
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	<p>Painting</p> <p>Collecting colours. Colour families. Match and name colours in nature and man-made environment. Match colours of artists for a purpose.</p> <p>Project: Painting to represent a part of nature.</p>	<p>Collage</p> <p>Develop work to convey contrast. Rough/ smooth, dark/ light, plain/ pattern. Develop using observational drawing.</p> <p>Project: Represent a real object- birds etc.</p>	<p>Textiles</p> <p>Explore weaving using different thread, wool and materials.</p> <p>Soft sculptures (fruit and veg).</p> <p>Project: Weaving project using different textures.</p>	<p>Sculpture</p> <p>Re-creating a drawing or painting.</p> <p>Modelling for a purpose (designing something functional).</p> <p>Project: creating and decorating an insect or animal.</p>	<p>Printing</p> <p>Re-visit previous print making. Discuss where we see prints around us? Make a collection of printed material. Print on prepared surface. Block printing. Mono printing.</p> <p>Project: Printing onto fabric.</p>	<p>Drawing</p> <p>Combine Y3/4 skills, sawing and hammering with reduced adult support.</p> <p>Project: Creating a model with a moving element.</p>
Geography:	Why on Earth?		Where does our water come from and go to? Water's never ending journey!		Rivers	
History:	The Anglo-Saxons		The Maya		A local history study	
Famous artist:	Turner (Europe)		Bob Patterson (Alaska)		Hokusai (Japan)	
						
Music:	Living on a Prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel Air	Dancing in the street	Reflect, Rewind, Replay



NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

	<ul style="list-style-type: none"> • Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - explore and create your own responses, melodies and rhythms. • Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. • Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 		
<p>French:</p>	<p>Key classroom vocabulary Revising numbers needed to tell the time Telling the time (hour, half, quarter, o'clock) Communicating likes and dislikes Using the verb 'manger' (to eat) Breakfast Talking about what you eat at lunch and dinner. Giving opinions on food and drink using the verb 'preferer' (to prefer) To practise the use of -ER regular verbs in different persons Time expressions</p>	<p>Sports Giving opinions on different sports Saying which sports you know how to play / do Expressions of frequency Using the verb 'faire' (Je fais, tu fais, il fait, elle fait, nous faisons, vous faites, ils font, elles font) Using verbs to give instructions</p>	<p>Music genres Saying which music you like and dislike Using a dictionary Musical instruments Using the verb 'jouer' to express which instruments you play Learning to give reasons using 'parce que' (because) and adjectives</p>






NUTFIELD CHURCH CE PRIMARY SCHOOL
EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

	Year 6					
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	<p>Painting Colour matching. Discuss colour likes and dislikes. Colour to convey mood. Warm/ cold colours, dark/ light. joy/</p> <p>Project: Princess blankets painting (using colours for moods).</p>	<p>Collage Adding collage to enhance and inform drawing and painting. Photomontage. Explore veiling and layering to create depth.</p> <p>Project: Whole class piece- using a range of techniques and textures.</p>	<p>Textiles Printing on different materials using a range of dyes/paints. Work from a photograph- creating the desired effect or pattern. Felting- using a range of textures. Using 'Starry Night' as template Sewing solar system Project: natural dying clothes with vegetables</p>	<p>Sculpture Recap papier mache skills (use different materials to create texture and shape). Use clay or other sculpting to express ideas or feelings.</p> <p>Project: sculpt and design a vase.</p>	<p>Printing Revisit ways of print making. Screen printing. Lino-printing- positive/ negative images. Links with other cultures, e.g. Africa. India etc.</p> <p>Project: T-shirts or other fabric, experiment with printing techniques.</p>	<p>Drawing Making sketches for a finished drawing for example; school building. Use a sketch book. Drawing for a purpose for example; illustration</p>
Geography	How do I find out about our local area?		How on Earth? Our world from the International Space Station		How do we impact on our landscape?	
History	The Vikings		The Battle of Britain		Early Islamic civilisation	



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EXPRESSIVE ARTS CURRICULUM OVERVIEW 2023/2024

Famous artist:	Jackson Pollock (North America)		Van Gogh(Europe)		Isabel le Roux (Africa)	
						
Music:	I'll be there	Jazz stage 2	New Year Carol	Happy	You've got a friend	Reflect, Rewind and Replay
	SUMMER PLAY					
	<ul style="list-style-type: none"> • Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music. • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - create your own responses, melodies and rhythms. • Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. • Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 					
French:	Classroom vocabulary Revising months and seasons Describing the weather using the present tense The geography of France Describing the features of France using 'Il y a beaucoup de' (there is a lot of...) Countries Flags of the world Using the correct word for 'in' when talking about towns and countries (J'habite à / en) Languages and nationalities		Talking about different areas and types of places to live Describing places in a town Performing a poem in French French festivals using the present tense of 'ER' verbs		Revision of where you live Revision of weather Holidays using the verb 'aller' (to go) Clothes At the café Ice creams	



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