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EXPRESSIVE ARTS CURRICULUM OVERVIEW 2025/2026

| Year 1 | | | | | | |
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| Art, Craft & Design Knowledge and Skills Progression (to be taught during the year) | | | | | | |
| | COMMUNITY | PEACE | WISDOM | HOPE | DIGNITY | JOY |
| <p>Skills</p> <p>Become proficient in drawing, painting, sculpture and other art, craft, and design techniques</p> <p>NC Links</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> | <p><u>Drawing</u></p> <p>Skill and Control</p> <p>Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials.</p> <p>Medium</p> <p>Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms.</p> <p>Purpose</p> <p>Pupils draw for pleasure, developing an interest in things in the world around them. Draw from imagination and observation.</p> <p><u>Painting & Mixed Media</u></p> <p>Skill and Control</p> <p>They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.</p> <p>Techniques</p> <p>They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is suitable for a give task.</p> <p>Formal Elements</p> <p><i>Colour:</i> Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p><i>Tone/Form:</i> Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form.</p> <p><i>Pattern & Texture:</i> They paint patterns and add things to paint to make textures such as sand, grit, salt.</p> <p><i>Shape/Line:</i> They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</p> <p><u>Design</u></p> <p>Pupils should design and make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.</p> <p><u>Craft</u></p> <p>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.</p> <p><u>Other Materials</u></p> <p>Printing</p> <p>Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, card, string, foam, textured materials and paper, clay, etc.</p> <p>3D sculpture</p> <p>Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented or seen.</p> | | | | | |
| <p>Creativity</p> <p>Explore ideas, invent, imagine, problem solve</p> <p>NC Links</p> <p>Pupils should be taught:</p> | <p><u>Develop and share ideas</u></p> <p>This may be coming up with an idea linked to a theme or topic they are studying.</p> <p><u>Experiences, Imagination</u></p> <p>Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.</p> | | | | | |



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| to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | | | | |
| <p>Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements</p> <p>NC Links Pupils should be taught:</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | <p>Artists, Craftspeople, Designers Study famous works of art, craft and design, learning how and when they were made. They describe the content and the feelings and emotions conveyed by the work.</p> <p>Formal Elements Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.</p> | | | |
| <p>Reflection (Which leads to personal development) Evaluate and Analyse own & others work</p> | <p>Identify similarities and differences to others’ work Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well and how they might improve it.</p> <p>Make choices and decisions Compare their art to appropriate works of art recognising what is the same and what is different.</p> | | | |
| Famous Artists, Craftspeople and Designers | | | | |
| <p>Focussed Artist to be taught in the given term</p> | <table><tr><td><p>Autumn Term - Piet Mondrian was a Dutch painter and art theoretician who is regarded as one of the greatest artists of the 20th century. He was one of the pioneers of 20th-century abstract art, as he changed his artistic direction from figurative painting to an increasingly abstract style, until he reached a point where his artistic vocabulary was reduced to simple geometric elements.</p><div></div></td><td><p>Spring Term - LS Lowry was an English artist who painted scenes of life in the industrial districts of North West England in the mid-20th century. He developed a distinctive style of painting and is best known for his urban landscapes peopled with human figures, often referred to as "matchstick men".</p><div></div></td><td><p>Summer Term - Clarice Cliff was an English ceramic artist and designer. Active from 1922 to 1963, Cliff became the head of the Newport Pottery factory creative department.</p><div></div></td></tr></table> | <p>Autumn Term - Piet Mondrian was a Dutch painter and art theoretician who is regarded as one of the greatest artists of the 20th century. He was one of the pioneers of 20th-century abstract art, as he changed his artistic direction from figurative painting to an increasingly abstract style, until he reached a point where his artistic vocabulary was reduced to simple geometric elements.</p> <div></div> | <p>Spring Term - LS Lowry was an English artist who painted scenes of life in the industrial districts of North West England in the mid-20th century. He developed a distinctive style of painting and is best known for his urban landscapes peopled with human figures, often referred to as "matchstick men".</p> <div></div> | <p>Summer Term - Clarice Cliff was an English ceramic artist and designer. Active from 1922 to 1963, Cliff became the head of the Newport Pottery factory creative department.</p> <div></div> |
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| Cross Curricula Links to Inspire Works of Art | | | |
| Geography | Polar bears or penguins | | Sun hats or umbrellas? |
| History | Shops since the 1930s | | The Great Fire of London |
| R.E | What responsibility has God given people for taking care of creation? | Noah's Ark Nativity characters: Which character are you? Why are you important? | What Is It like to live as a Jew? Why are saints important to Christianity? Why is Easter the most important festival for Christians? |
| Music Knowledge and Skills Progression | | | |
| Topic to be taught each half term | Hey You! | Rhythm in the way we walk The Banana Rap | In the Groove |
| Listen and Appraise <u>NC Links</u> Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music | Knowledge To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. | | Skills To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. |
| Games | Knowledge 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. | | Skills There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: ● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse |



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| | | <ul style="list-style-type: none"> ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. |
| Singing NC Links Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes | Knowledge To confidently sing or rap five songs from memory and sing them in unison. | Skills Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. |
| Playing NC Links Pupils should be taught to: play tuned and untuned instruments musically | Knowledge Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. | Skills Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. |
| Improvisation NC Links Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music | Knowledge Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! | Skills Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. |
| Composition NC Links Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music | Knowledge Composing is like writing a story with music. Everyone can compose. | Skills Help to 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. |
| Performance | Knowledge A performance is sharing music with other people, called an audience. | Skills Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. |

French Knowledge and Skills Progression



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| Topics to be taught each half term | Listening / Speaking | Listening / Speaking | Listening / speaking | Listening | Listening | Listening |
|------------------------------------|--|---|--|--|---|--|
| | <p>Speaking</p> <p>Basic Greetings:</p> <p>Bonjour ! (Hello)</p> <p>Salut ! (Hi)</p> <p>Bonsoir (Good evening)</p> <p>Bonne nuit (Good night)</p> <p>Au revoir (Goodbye)</p> <p>À bientôt (See you soon)</p> <p>Name:</p> <p>Comment tu t'appelles ? (What's your name?)</p> <p>Je m'appelle.. (My name is..)</p> <p>Il / Elle s'appelle (He / she is called..)</p> <p>How are you ?</p> <p>Ça va ? (How are you?)</p> <p>Ça va très bien ? (Very well)</p> <p>Ça va bien? (well)</p> <p>Ça va mal? (bad)</p> <p>Comme ci, comme ça (o.k)</p> <p>Bof (o.k)</p> | <p>Colours:</p> <p>jaune (yellow)</p> <p>rose (pink)</p> <p>vert (green)</p> <p>blanc (white)</p> <p>gris (grey)</p> <p>bleu (blue)</p> <p>noir (black)</p> <p>orange (orange)</p> <p>rouge (red)</p> <p>Numbers 1-10:</p> <p>un</p> <p>deux</p> <p>trois</p> <p>quatre</p> <p>cinq</p> <p>six</p> <p>sept</p> <p>huit</p> <p>neuf</p> <p>dix</p> <p>Age</p> <p>Quel âge as-tu ? (How old are you?)</p> <p>J'ai..... ans (I am...,years old)</p> <p>Christmas in France: Similarities and differences between how Christmas is celebrated in France and in England.</p> | <p>Days of the week:</p> <p>Lundi (Monday)</p> <p>Mardi (Tuesday)</p> <p>Mercredi (Wednesday)</p> <p>Jeudi (Thursday)</p> <p>Vendredi (Friday)</p> <p>Samedi (Saturday)</p> <p>Dimanche (Sunday)</p> | <p>Animals:</p> <p>As-tu un animal ? (Do you have a pet?)</p> <p>J'ai..... (I have..)</p> <p>un chat (a cat)</p> <p>une souris (a mouse)</p> <p>un lapin (a rabbit)</p> <p>un chien (a dog)</p> <p>un poisson (a fish)</p> <p>un hamster (a hamster)</p> <p>un oiseau (a bird)</p> <p>Je n'ai pas d'animal (I don't have a pet)</p> <p>Easter in France:</p> <p>Similarities and differences between how Christmas is celebrated in France and in England.</p> | <p>Family:</p> <p>As- tu des frères ou des souers? (do you have brothers or sisters?)</p> <p>J'ai .. (I have..)</p> <p>un frère (a brother)</p> <p>une soeur (a sister)</p> <p>deux frères (two brothers)</p> <p>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],</p> <p>ma (f)/ mon (m)/mes (pl)</p> <p>mon frère [brother], ma soeur [sister],</p> <p>ma mère [mother],</p> <p>mon père [father], mes parents [parents],</p> <p>ma grand-mère [grandmother],</p> <p>mon grand-père [grandfather],</p> <p>ma tante [aunt], mon oncle [uncle],</p> | <p>Countries:</p> <p>La France (France) L'Angleterre (England) L'Italie (Italy)</p> <p>L'Espagne (Spain) L'Allemand (Germany)</p> <p>Where do you live?:</p> <p>Où habites-tu ? (Where do you live?)</p> <p>J'habite à...(I live in..)</p> |



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| Year 2 | | | | | | |
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| Art, Craft & Design Knowledge and Skills Progression (to be taught during the year) | | | | | | |
| | COMMUNITY | PEACE | WISDOM | HOPE | DIGNITY | JOY |
| <p>Skills</p> <p>Become proficient in drawing, painting, sculpture and other art, craft, and design techniques</p> <p>NC Links</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> | <p><u>Drawing</u></p> <p>Skill and Control</p> <p>Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines and geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces and gaps. Identify and draw detail, texture, pattern.</p> <p>Medium</p> <p>Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</p> <p>Purpose</p> <p>Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.</p> <p><u>Painting & Mixed Media</u></p> <p>Skill and Control</p> <p>Develop brush control and learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure and mix the paint needed and apply paint sensitively with control.</p> <p>Techniques</p> <p>Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.</p> <p>Formal Elements</p> <p><i>Colour:</i> Develop colour mixing to make finer variations in secondary colours.</p> <p><i>Tone/Form:</i> Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art.</p> <p><i>Pattern & Texture:</i> Create original patterns and make textures.</p> <p><i>Shape/Line:</i> Understand the importance of outlines and paint more sophisticated shapes.</p> <p><u>Design</u></p> <p>Pupils design and make complex forms from imagination and invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.</p> <p><u>Craft</u></p> <p>Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used. Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.</p> <p><u>Other Materials</u></p> <p>Printing</p> <p>Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>3D sculpture</p> <p>Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms and make things they have designed, invented or seen and can modify and correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p> | | | | | |









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| <p>Creativity</p> <p>Explore ideas, invent, imagine, problem solve</p> <p>NC Links</p> <p>Pupils should be taught:</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> | <p><u>Develop and share ideas</u></p> <p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.</p> <p><u>Experiences, Imagination</u></p> <p>Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</p> |
| <p>Knowledge</p> <p>Learn great Artists, Craft & Design Learn how artists use formal elements</p> <p>NC Links</p> <p>Pupils should be taught:</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | <p><u>Artists, Craftspeople, Designers</u></p> <p>Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p> <p><u>Formal Elements</u></p> <p>Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.</p> |
| <p>Reflection</p> <p>(Which leads to personal development)</p> <p>Evaluate and Analyse own & others work</p> | <p><u>Identify similarities and differences to others' work</u></p> <p>Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.</p> <p><u>Make choices and decisions</u></p> <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> |



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| Focussed Artist to be taught in the given term | <u>Autumn Term - Ted Harrison</u> was an English-Canadian artist who created many paintings of the Yukon. Beginning in 1968, Harrison resided in Yukon, Canada, a location with prominence in many of his works. He stayed there until 1993. His work from this period focused on the colours and culture of the Yukon.   | | <u>Spring Term - Oscar-Claude Monet</u> was a French painter and founder of impressionism painting who is seen as a key precursor to modernism, especially in his attempts to paint nature as he perceived it.   | | <u>Summer Term - Andy Warhol</u> was an American visual artist, film director and producer. A leading figure in the pop art movement, Warhol is considered one of the most important American artists of the second half of the 20th century.   | |
| Cross Curricula Links to Inspire Works of Art | | | | | | |
| 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? | |
| R.E | Why are they having a Jewish party? | What are God’s Rules for Living? Where is the light of Christmas? | Why did Jesus teach the Lord’s Prayer as the way to pray? | The School’s Own Saint’s Day (St Peter). How do Easter symbols help us to understand the true meaning of Easter? | Christian baptism and marriage. | What does It mean to be a Muslim? |
| Music Knowledge and Skills Progression | | | | | | |
| Topic to be taught each half term | Hands, feet, heart | Ho Ho Ho / NATIVITY | I wanna play in a band | Zootime | Friendship song | Reflect, Rewind and Replay |
| Listen and Appraise <u>NC Links</u> Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music | <u>Knowledge</u> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. | | | <u>Skills</u> 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. | | |
| Games | <u>Knowledge</u> 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. Rhythms are different from the steady pulse. | | | <u>Skills</u> There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: Game 1 – Have Fun Finding the Pulse! Flnd the pulse. Choose an animal and find the pulse. | | |



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| | We add high and low sounds, pitch, when we sing and play our instruments. | | | Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat. Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. | | |
| Singing NC Links Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes | Knowledge To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. | | | Skills Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. | | |
| Playing NC Links Pupils should be taught to: play tuned and untuned instruments musically | Knowledge Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. | | | Skills Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. | | |
| Improvisation NC Links Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music | Knowledge Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. | | | Skills Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. | | |
| Composition NC Links Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music | Knowledge Composing is like writing a story with music. Everyone can compose. | | | Skills Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. | | |
| Performance | Knowledge A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. | | | Skills Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. | | |
| French Knowledge and Skills Progression | | | | | | |
| Topics to be taught each half term | Listening / Speaking Basic Greetings: | Listening / Speaking | Listening / Speaking | Listening / Speaking | Listening/ Speaking | Listening / Speaking |



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| | <p>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>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>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) 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</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 œil ! 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 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 granddad ma grand-mère: my grandma ma tante: my aunt mon oncle: my uncle Il s'appelle: he is called</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>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>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 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</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. “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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| | <p>Transport:</p> <p>L'avion: plane</p> <p>Le bus: bus</p> <p>Le camion: lorry</p> <p>Le car: coach</p> <p>L'hélicoptère: helicopter</p> <p>Le moto: motorbike</p> <p>Le train: train</p> <p>Le vélo: bike</p> <p>La voiture: car</p> <p>Le ferry: ferry</p> <p>À pied: foot</p> <p>Le cheval: horse</p> <p>Je suis allé(e): I went</p> <p>J'ai pris: I took</p> <p>Je suis venu(e) à: I came</p> <p>Days of the week:</p> <p>Lundi (Monday)</p> <p>Mardi (Tuesday)</p> <p>Mercredi (Wednesday)</p> <p>Jeudi (Thursday)</p> <p>Vendredi (Friday)</p> <p>Samedi (Saturday)</p> <p>Dimanche (Sunday)</p> | <p>Jospeh: Joseph</p> <p>Je voudrais une chambre: I would like a room</p> <p>Je n'ai pas de: I don't have any</p> <p>une étable: a stable</p> <p>Il fait froid: it is cold</p> <p>regardez, le ciel: look at the sky</p> <p>les étoiles: stars</p> <p>un enfant roi: a baby king</p> <p>cadeau: present</p> <p>l'or: gold</p> <p>l'encens: frankincense</p> <p>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>Elle s'appelle: she is called</p> | <p>Easter in France: Similarities and differences between how Easter is celebrated in France and in England.</p> <p>Joyeuse Pâques: Happy Easter</p> <p>Un oeuf de Pâques: Easter egg</p> <p>Le lapin de Pâques: Easter bunny</p> <p>Un poussin: chick</p> <p>Un agneau: lamb</p> <p>Une église: church</p> <p>Une croix: cross</p> | <p>La France: France</p> <p>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</p> <p>Il fait chaud: it is hot</p> <p>Il y a du soleil: it is sunny</p> <p>Il y a du vent: it is windy</p> <p>Il pleut: it is rainy</p> <p>Il neige: it is snowy</p> <p>J'aime: I like</p> <p>Je n'aime pas: I don't like</p> <p>Nager: to swim</p> <p>Vélo: bike</p> <p>rester à la plage: stay at the beach</p> <p>la lecture: reading</p> <p>Tennis: tennis</p> <p>Volley: volleyball</p> <p>Foot: football</p> <p>Manger la glace: eat an ice cream</p> <p>Musée: museum</p> <p>Pique-niques: picnic</p> | |
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| Year 3 | | | | | | |
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| Art, Craft & Design Knowledge and Skills Progression (to be taught during the year) | | | | | | |
| | COMMUNITY | PEACE | WISDOM | HOPE | DIGNITY | JOY |
| <p>Skills</p> <p>Become proficient in drawing, painting, sculpture and other art, craft, and design techniques</p> <p>NC Links</p> <p>Pupils should be taught:</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> | <p><u>Drawing</u></p> <p>Skill and Control</p> <p>Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms.</p> <p>Medium</p> <p>Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need.</p> <p>Purpose</p> <p>Record experiences such as trips and experiences or to describe sequences of events. Describe, copy, and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)</p> <p><u>Painting & Mixed Media</u></p> <p>Skill and Control</p> <p>Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.</p> <p>Techniques</p> <p>Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)</p> <p>Formal Elements</p> <p><i>Colour:</i> Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</p> <p><i>Tone/Form:</i> Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.</p> <p><i>Line/Shape:</i> Painting with line for expression and to define detail.</p> <p><i>Pattern/Texture:</i> Create more complex patterns and textures.</p> <p><u>Design</u></p> <p>Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.</p> <p><u>Craft</u></p> <p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p> <p><u>Other Materials</u></p> <p>Printing</p> <p>Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>3D sculpture</p> <p>They should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> | | | | | |





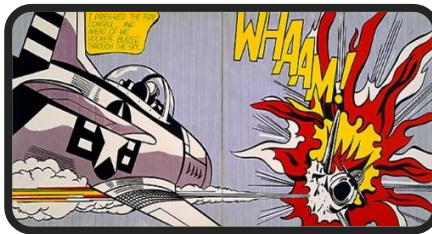



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| <p>Creativity</p> <p>Explore ideas, invent, imagine, problem solve</p> <p>NC Links</p> <p>Pupils should be taught:</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> | <p><u>Sketchbooks</u></p> <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.</p> <p><u>Develop and share ideas</u></p> <p>They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p> <p><u>Experiences, Imagination</u></p> <p>Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.</p> |
| <p>Knowledge</p> <p>Learn great Artists, Craft & Design Learn how artists use formal elements</p> <p>NC Links</p> <p>Pupils should be taught:</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>about great artists, architects and designers in history.</p> | <p><u>Artists, Craftspeople, Designers</u></p> <p>Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> |
| <p>Reflection</p> <p>(Which leads to personal development)</p> <p>Evaluate and Analyse own & others work</p> | <p><u>Increasing understanding of purpose & intention for art</u></p> <p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> <p><u>Awareness choices and decisions</u></p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.</p> |



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| Focussed Artist to be taught in the given term | <u>Autumn Term - Wassily Kandinsky</u> was a Russian painter and art theorist. Kandinsky is generally credited as one of the pioneers of abstraction in western art.   | | <u>Spring Term - Leonardo da Vinci</u> was an Italian polymath of the High Renaissance who was active as a painter, draughtsman, engineer, scientist, theorist, sculptor, and architect.   | | <u>Summer Term - Roy Lichtenstein</u> was an American pop artist. During the 1960's, along with Andy Warhol, Jasper Johns, and James Rosenquist, he became a leading figure in the new art movement.   | |
| Cross Curricula Links to Inspire Works of Art | | | | | | |
| Geography | Where does our lunch come from? Around the world in a school lunch! | | What on Earth? Our World from the International Space Station. | | Where and why does the world rumble? | |
| History | The Stone Age | | The Bronze Age | | The Iron Age (Celts) | |
| R.E | What is the importance of Symbols, Beliefs and Teaching in Hinduism? | Do Fame and Christian Faith go together? How do advent and epiphany show us what Christmas is REALLY about? | How did belief in God affect the actions of people in the Old Testament? | How do Christians believe following Jesus’ new commandment and his two greatest commandments make a difference? Easter people: Who Is the Most Important Person in The Easter Story? | How has the Christian message survived for over 2000 years? | What do Sikhs believe? |
| Music Knowledge and Skills Progression | | | | | | |
| Topic to be taught each half term | Let your spirit fly | Glockenspiel stage 1 | Three little birds | The Dragon song | Bringing us together | Reflect, Rewind and Replay |
| Listen and Appraise <u>NC Links</u> Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | <u>Knowledge</u> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song | | | <u>Skills</u> 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. | | |



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| develop an understanding of the history of music. | | |
| Games | <u>Knowledge</u> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. | <u>Skills</u> Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups |
| Singing <u>NC Links</u> Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <u>Knowledge</u> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice | <u>Skills</u> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To have an awareness of the pulse internally when singing. |
| Playing <u>NC Links</u> Pupils should be taught to: use and understand staff and other musical notations play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <u>Knowledge</u> To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder) | <u>Skills</u> To treat instruments carefully and with respect. Play anyone, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) 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. |
| Improvisation <u>NC Links</u> Pupils should be taught to: | <u>Knowledge</u> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot | <u>Skills</u> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the |



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| <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> | <p>Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> ● Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. |
| <p>Composition</p> <p><u>NC Links</u></p> <p>Pupils should be taught to:</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p> | <p><u>Skills</u></p> <p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> |
| <p>Performance</p> | <p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p> | <p><u>Skills</u></p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> |



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| French Knowledge and Skills Progression | | | |
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| <p>Topics to be taught each half term</p> <p>NC Links: Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions.</p> <p>Read carefully and show understanding of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> | <p>To learn key phonics sounds. To learn basic greetings and giving your name. To understand and recall orally the numbers 1 – 12 To ask how old someone is and give own age To learn new classroom instructions To learn the nouns for items in a pencil case</p> | <p>To learn some key classroom language To learn animals using both the infinite article and plurals Colours</p> | <p>To read the story: La chenille qui fait des trous (The Hungry Caterpillar) To learn some fruits To learn the days of the week To name some food in the story: La chenille qui fait des trous To order food in a café</p> |



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| Year 4 | | | | | | |
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| Art, Craft & Design Knowledge and Skills Progression (to be taught during the year) | | | | | | |
| | COMMUNITY | PEACE | WISDOM | HOPE | DIGNITY | JOY |
| <p>Skills</p> <p>Become proficient in drawing, painting, sculpture and other art, craft, and design techniques</p> <p>NC Links:</p> <p>Pupils should be taught:</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> | <p><u>Drawing</u></p> <p>Skill and Control</p> <p>Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p> <p>Medium</p> <p>Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.</p> <p>Purpose</p> <p>Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken)</p> <p><u>Painting & Mixed Media</u></p> <p>Skill and Control</p> <p>Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties.</p> <p>Techniques</p> <p>Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.</p> <p>Formal Elements</p> <p><i>Colour:</i> Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.</p> <p><i>Tone/Form:</i> Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. <i>Line/Shape:</i> Use line with greater confidence to highlight form and shape.</p> <p><i>Pattern/Texture:</i> Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p><u>Design</u></p> <p>Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.</p> <p><u>Craft</u></p> <p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p> <p><u>Other Materials</u></p> <p>Printing</p> <p>Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>3D sculpture</p> <p>Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.</p> | | | | | |

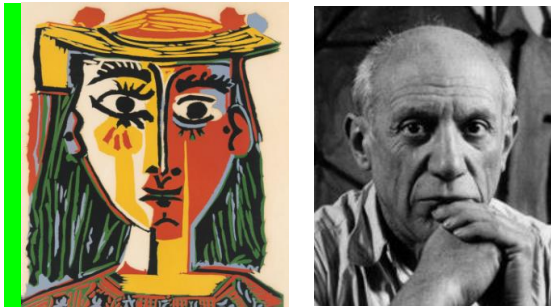
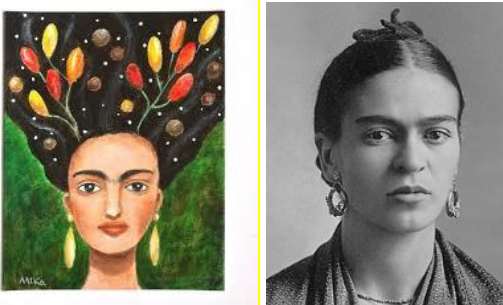



NUTFIELD CHURCH CE PRIMARY SCHOOL
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| <p>Creativity</p> <p>Explore ideas, invent, imagine, problem solve</p> <p>NC Links: Pupils should be taught:</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> | <p><u>Sketchbooks</u></p> <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space.</p> <p><u>Experiences, Imagination</u></p> <p>They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p> <p><u>Develop Ideas</u></p> <p>Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.</p> |
| <p>Knowledge</p> <p>Learn great Artists, Craft & Design Learn how artists use formal elements</p> <p>NC Links: Pupils should be taught:</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>about great artists, architects and designers in history.</p> | <p><u>Artists, Craftspeople, Designers</u></p> <p>Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist’s work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists’ make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> |
| <p>Reflection</p> <p>(Which leads to personal development)</p> <p>Evaluate and Analyse own & others work</p> | <p><u>Increasing understanding of purpose & intention for art</u></p> <p>Orally describe their work and the work of others, describing the formal elements of colour and line.</p> <p><u>Awareness of choices and decisions</u></p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p> |



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| Focussed Artist to be taught in the given term | <u>Autumn Term - Picasso</u> was a Spanish painter, sculptor, printmaker, ceramicist, and theatre designer who spent most of his adult life in France. One of the most influential artists of the 20th century, he is known for co-founding the Cubist movement, the invention of constructed sculpture, the co-invention of collage, and for the wide variety of styles that he helped develop and explore.  | | <u>Spring Term - Frida Kahlo</u> was a Mexican painter known for her many portraits, self-portraits, and works inspired by the nature and artifacts of Mexico. Inspired by the country's popular culture, she employed a naïve folk-art style to explore questions of identity, postcolonialism, gender, class, and race in Mexican society.  | | <u>Summer Term - Nike Davies-Okundaye</u> is a Nigerian Yoruba and adire textile designer. She is best known as an artist for her cloth work and embroidery pieces. Finding that the traditional methods of weaving and dyeing that had been her original inspiration were fading in Nigeria, she set about launching a revival of this aspect of Nigerian culture, building art centres offering free courses for young Nigerians to learn traditional arts and crafts.  | |
| Cross Curricula Links to Inspire Works of Art | | | | | | |
| 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 | |
| R.E | What does it mean to be a Hindu? | Wisdom. Is Peace the most important message of Christmas? | What do the miracles of Jesus teach? | What do the monastic traditions within Christianity, show us about living in community? What happens in churches at Easter? | Liturgy | What does It mean to be a Sikh? |
| Music Knowledge and Skills Progression | | | | | | |
| Topic to be taught each half term | Mamma Mia | Glockenspiel stage 2 | Stop! | Lean on me | Blackbird | Reflect, Rewind and Replay |
| Listen and Appraise <u>NC Links</u> Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn | <u>Knowledge</u> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. | | | <u>Skills</u> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words. Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. | | |



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| from different traditions and from great composers and musicians | | |
| develop an understanding of the history of music. | | |
| Games | <u>Knowledge</u> Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to | <u>Skills</u> Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups |
| Singing <u>NC Links</u> Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <u>Knowledge</u> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice | <u>Skills</u> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To rejoin the song if lost. To listen to the group when singing. |
| Playing <u>NC Links</u> Pupils should be taught to: use and understand staff and other musical notations play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <u>Knowledge</u> To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. | <u>Skills</u> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song 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 experience leading the playing by making sure everyone plays in the playing section of the song. |



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| Improvisation <u>NC Links</u> Pupils should be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music | Knowledge To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations | Skills Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. Bronze Challenge: o Copy Back – Listen and sing back melodic patterns o Play and Improvise – Using instruments, listen and play your own answer using one note. o Improvise! – Take it in turns to improvise using one note. Silver Challenge: o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. o Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using two different notes. o Improvise! – Take it in turns to improvise using three different notes. |
| Composition <u>NC Links</u> Pupils should be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music | Knowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) | Skills Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
| Performance | Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music | Skills To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. |



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| French Knowledge and Skills Progression | | | |
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| <p>Topics to be taught each half term</p> <p>NC Links: Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words and phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Write phrases from memory.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.</p> | <p>To revise greetings and classroom language To learn numbes 1 – 31 To revise the days of the week To learn the months To learn dates To learn the seasons To learn about Christmas in France</p> | <p>To learn birthday celebration vocabulary To learn the shapes To revise colours To learn some prepositions To learn parts of the face To learn parts of the body.</p> | <p>To learn nouns to describe family members To talk about your family and your pets. To learn how to describe somebody’s hair and eye colour</p> |



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| Year 5 | | | | | | |
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| Art, Craft & Design Knowledge and Skills Progression (to be taught during the year) | | | | | | |
| | COMMUNITY | PEACE | WISDOM | HOPE | DIGNITY | JOY |
| <p>Skills</p> <p>Become proficient in drawing, painting, sculpture and other art, craft, and design techniques</p> <p>NC Links:</p> <p>Pupils should be taught:</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> | <p><u>Drawing</u></p> <p>Skill and Control</p> <p>Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.</p> <p>Medium</p> <p>Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.</p> <p>Purpose</p> <p>Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.</p> <p><u>Painting & Mixed Media</u></p> <p>Skill and Control</p> <p>Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.</p> <p>Techniques</p> <p>They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.</p> <p>Formal Elements</p> <p><i>Colour:</i> Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.</p> <p><i>Tone/ Form:</i> Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.</p> <p><i>Line/Shape:</i> Uses line or shape to create original compositions.</p> <p><i>Pattern Texture:</i> Uses pattern & texture for purposeful effect.</p> <p><u>Design</u></p> <p>Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries.</p> <p><u>Craft</u></p> <p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p> <p><u>Other Materials</u></p> <p>Printing</p> <p>Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision.</p> <p>3D sculpture</p> <p>Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.</p> | | | | | |









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| <p>Creativity</p> <p>Explore ideas, invent, imagine, problem solve</p> <p>NC Links:</p> <p>Pupils should be taught:</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> | <p><u>Sketchbooks</u></p> <p>Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.</p> <p><u>Experiences, Imagination</u></p> <p>Take risks when trying out materials, investigate and explore the properties of materials.</p> <p><u>Develop Ideas</u></p> <p>Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.</p> | | |
| <p>Knowledge</p> <p>Learn great Artists, Craft & Design Learn how artists use formal elements</p> <p>NC Links:</p> <p>Pupils should be taught:</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>about great artists, architects and designers in history.</p> | <p><u>Artists, Craftspeople, Designers</u></p> <p>Study significant works of art using the following method:</p> <ul style="list-style-type: none">• Content – Describe the art. Social, historical factors affect the work.• Process – When & how made? What materials & techniques are used?• Formal elements – line, tone, colour, shape, form, comp, pattern, texture.• Mood – what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.</p> | | |
| <p>Reflection</p> <p>(Which leads to personal development)</p> <p>Evaluate and Analyse own & others work</p> | <p><u>Increasing understanding of purpose & intention for art</u></p> <p>Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</p> <p><u>Awareness of choices and decisions</u></p> <p>Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.</p> | | |
| <p>Focussed Artist to be taught in the given term</p> | <p><u>Autumn Term - Vincent van Gogh</u></p> <p>was a Dutch Post-Impressionist painter who is among the most famous and influential figures in the history of Western art. His work includes landscapes, still life, portraits, and self-portraits, most of which are characterized by bold colours and</p> | <p><u>Spring Term - Jean-Michael Basquiat</u></p> <p>was an American artist who rose to success during the 1980s as part of the Neo-expressionism movement. He first achieved notoriety in the late 1970s as part of the graffiti duo SAMO, alongside Al Diaz, writing enigmatic epigrams all over Manhattan, particularly in the cultural hotbed of the Lower</p> | <p><u>Summer Term - Hokusai</u></p> <p>was a Japanese ukiyo-e artist of the Edo period, active as a painter and printmaker. He is best known for the woodblock print series Thirty-Six Views of Mount Fuji, which includes the iconic print The Great Wave off Kanagawa.</p> |



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| | <p>dramatic brushwork that contributed to the rise of expressionism in modern art.</p>   | <p>East Side where rap, punk, and street art coalesced into early hip-hop culture.</p>   |   |
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Cross Curricula Links to Inspire Works of Art

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| 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 | |
| R.E | What Is Buddhism? | What are the beatitudes and what do they mean for Christians? How do Music and Art convey Christmas? | Who is Jesus? | Should every Christian go on a pilgrimage? Easter hope | What does It mean to be a Jew? | The journey of life and death. (to include Islam) |

Music Knowledge and Skills Progression

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| Topic to be taught each half term | 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 |
| <p>Listen and Appraise</p> <p>NC Links</p> <p>Pupils should be taught to:</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> | <p>Knowledge</p> <p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none">o Some of the style indicators of the songs (musical characteristics that give the songs their style)o The lyrics: what the songs are abouto Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)o Identify the main sections of the songs (intro, verse, chorus etc.)o Name some of the instruments they heard in the songso The historical context of the songs. What else was going on at this time? | | | <p>Skills</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p> | | |



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| Games | <u>Knowledge</u> Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to | <u>Skills</u> Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge o Find the pulse o Copy back rhythms based on the words of the main song, that include syncopation/off beat o Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge o Find the pulse o Lead the class by inventing rhythms for others to copy back o Copy back two-note riffs by ear and with notation o Question and answer using two different notes Gold Challenge o Find the pulse o Lead the class by inventing rhythms for them to copy back o Copy back three-note riffs by ear and with notation o Question and answer using three different notes |
| Singing <u>NC Links</u> Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <u>Knowledge</u> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice | <u>Skills</u> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. |
| Playing <u>NC Links</u> Pupils should be taught to: use and understand staff and other musical notations play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <u>Knowledge</u> To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends | <u>Skills</u> 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 – a one-note, simple or medium part or the melody of the song 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. |



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| <p style="text-align: center;">Improvisation</p> <p>NC Links Pupils should be taught to:</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>Knowledge</p> <p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians</p> | <p>Skills</p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back o Bronze – Copy back using instruments. Use one note. o Silver – Copy back using instruments. Use the two notes. o Gold – Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes: o Bronze – Question and Answer using instruments. Use one note in your answer. o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes.</p> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> |
| <p style="text-align: center;">Composition</p> <p>NC Links Pupils should be taught to:</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>Knowledge</p> <p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol</p> | <p>Skills</p> <p>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 in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> |
| <p style="text-align: center;">Performance</p> | <p>Knowledge</p> <p>To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music</p> | <p>Skills</p> <p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p> |



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French Knowledge and Skills Progression

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| <p>French:</p> <p>NC Links:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> | <p>To revise classroom language and learn some question words</p> <p>To learn how to ask and give the time</p> <p>To learn how to communicate likes and dislikes</p> | <p>To learn how to describe what you usually have for breakfast</p> <p>To say what you eat and drink for lunch on different days</p> <p>To learn expressions of frequency</p> | <p>To give your opinions on sports</p> <p>To talk about different sports using the verb ‘faire’ and how often you do these sports</p> <p>To use verbs to give instructions</p> <p>To give your opinion on different types of music</p> <p>To talk about different instruments using the verb ‘jouer’</p> |
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| <p>Write phrases from memory, and adapt these to create new sentences.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> | | | |
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| Year 6 | | | | | | |
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| Art, Craft & Design Knowledge and Skills Progression (to be taught during the year) | | | | | | |
| | COMMUNITY | PEACE | WISDOM | HOPE | DIGNITY | JOY |
| <p>Skills</p> <p>Become proficient in drawing, painting, sculpture and other art, craft, and design techniques</p> <p>NC Links:</p> <p>Pupils should be taught:</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> | <p>Drawing</p> <p>Skill and Control</p> <p>Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.</p> <p>Medium</p> <p>Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes.</p> <p>Purpose</p> <p>Learn styles of drawing and how it is used; 1. graphic (<i>cartoon, graffiti, fashion etc.</i>) 2. realistic (<i>portrait, still life etc.</i>) 3. technical (<i>architecture, product design, plans, diagrams</i>) 4. Illustration (<i>books, magazines</i>) 5. Abstract 6. Sculptural (<i>3D, wire, card, architectural models</i>) 7. Digital (<i>using computers, tablets, film</i>) other materials.</p> <p>Painting & Mixed Media</p> <p>Skill and Control</p> <p>Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.</p> <p>Techniques</p> <p>Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.</p> <p>Formal Elements</p> <p><i>Colour:</i> Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary and harmonious colours.</p> <p><i>Tone/Form:</i> They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint and apply paint carefully, thinking about effects and detail.</p> <p><i>Line/Shape:</i> Uses line with confidence to represent own ideas and compositions.</p> <p><i>Pattern/Texture:</i> Understands how to apply pattern and texture with confidence to decorate or embellish paintings.</p> <p>Design</p> <p>Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design for example. To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries.</p> <p>Craft</p> <p>Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc.</p> <p>Other Materials</p> <p>Printing</p> <p>Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision.</p> <p>3D sculpture</p> <p>Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> | | | | | |

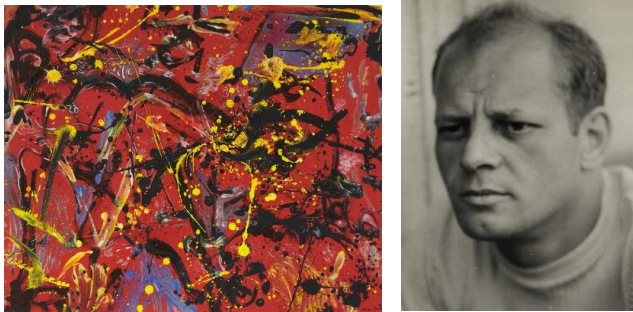




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| <p>Creativity</p> <p>Explore ideas, invent, imagine, problem solve</p> <p>NC Links:</p> <p>Pupils should be taught:</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> | <p><u>Sketchbooks</u></p> <p>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.</p> <p><u>Experiences, Imagination</u></p> <p>Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media</p> <p><u>Develop Ideas</u></p> <p>Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p> |
| <p>Knowledge</p> <p>Learn great Artists, Craft & Design Learn how artists use formal elements</p> <p>NC Links:</p> <p>Pupils should be taught:</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>about great artists, architects and designers in history.</p> | <p><u>Artists, Craftspeople, Designers</u></p> <p>Study significant works of art using the following method:</p> <ul style="list-style-type: none">• Content – Describe the art. What social, historical factors affect the work?• Process – When & how was the work made? What materials & techniques are used?• Formal elements – line, tone, colour, shape, form, composition, pattern, texture.• Mood – what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.</p> |
| <p>Reflection</p> <p>(Which leads to personal development)</p> <p>Evaluate and Analyse own & others work</p> | <p><u>Increasing understanding of art purpose and intention</u></p> <p>They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p> <p><u>Awareness of choices and decisions</u></p> <p>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p> |



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| Focussed Artist to be taught in the given term | <u>Autmn Term - Jackson Pollock</u> was an American painter. A major figure in the abstract expressionist movement, Pollock was widely noticed for his "drip technique" of pouring or splashing liquid household paint onto a horizontal surface, enabling him to view and paint his canvases from all angles.  | | <u>Spring Term - Banksy</u> is a pseudonymous England-based street artist, political activist, and film director whose real name and identity remain unconfirmed and the subject of speculation.[2] Active since the 1990s, his satirical street art and subversive epigrams combine dark humour with graffiti executed in a distinctive stencilling technique.  | | <u>Summer Term - Isabel le Roux</u> Is one of the most prolific artists in South Africa and has been painting professionally since 1974. She is well known for her typical South African scenes, especially those from the Cape, but her travels abroad bring a new dimension to her work.  | |
| Cross Curricula Links to Inspire Works of Art | | | | | | |
| 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 | |
| R.E | What does it mean to be a Buddhist? | Remembrance How would Christians advertise Christmas to show what Christmas means today. | Understanding faith in Surrey. (to include Islam) | Holy communion. The contemporary Anglican church. | The Bible. | Who Decides? (to include Islam) |
| Music Knowledge and Skills Progression | | | | | | |
| Topic to be taught each half term | Happy | Jazz stage 2 | New Year Carol | Music and Me | You’ve got a friend | Reflect, Rewind and Replay SUMMER PLAY |
| Listen and Appraise <u>NC Links</u> Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn | <u>Knowledge</u> To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: o The style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs | | | <u>Skills</u> 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. 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. | | |



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| from different traditions and from great composers and musicians develop an understanding of the history of music. | <ul style="list-style-type: none">o The historical context of the songs. What else was going on at this time, musically and historically?o Know and talk about that fact that we each have a musical identity | |
| Games | <u>Knowledge</u> Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to | <u>Skills</u> Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge <ul style="list-style-type: none">o Find the pulseo Copy back rhythms based on the words of the main song, that include syncopation/off beato Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge <ul style="list-style-type: none">o Find the pulseo Lead the class by inventing rhythms for others to copy backo Copy back two-note riffs by ear and with notationo Question and answer using two different notes Gold Challenge <ul style="list-style-type: none">Find the pulseLead the class by inventing rhythms for them to copy backCopy back three-note riffs by ear and with notationQuestion and answer using three different notes |
| Singing <u>NC Links</u> Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <u>Knowledge</u> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: <ul style="list-style-type: none">o Its main featureso Singing in unison, the solo, lead vocal, backing vocals or rappingo To know what the song is about and the meaning of the lyricso To know and explain the importance of warming up your voice | <u>Skills</u> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. |
| Playing <u>NC Links</u> Pupils should be taught to: use and understand staff and other musical notations play and perform in solo and ensemble contexts, using their voices and playing musical | <u>Knowledge</u> To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends | <u>Skills</u> 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 – a one-note, simple or medium part or the melody of the song 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. |



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| instruments with increasing accuracy, fluency, control and expression | | |
| Improvisation <u>NC Links</u> Pupils should be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music | Knowledge To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians | Skills Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back o Bronze – Copy back using instruments. Use one note. o Silver – Copy back using instruments. Use the two notes. o Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: o Bronze – Question and Answer using instruments. Use one note in your answer. o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) |
| Composition <u>NC Links</u> Pupils should be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music | Knowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol | Skills 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 in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
| Performance | Knowledge To know and be able to talk about: Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music | Skills To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" |



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French Knowledge and Skills Progression

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| <p>French:</p> <p>NC Links:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> | <p>To revise key classroom language</p> <p>To revise months and seasons</p> <p>To describe a variety of weathers using the present tense</p> <p>To learn the names of countries which border France and describe their location using compass points</p> | <p>To describe where you live</p> <p>To talk about nationality</p> <p>To revise essential personal identification vocabulary and structures including questions</p> | <p>To revise where you live</p> <p>To revise the weather</p> <p>To talk about where you go on holiday using the verb ‘aller’</p> <p>To talk about clothes</p> <p>To revise ordering food in a café</p> <p>To order a different flavoured ice cream</p> |
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| <p>Write phrases from memory, and adapt these to create new sentences.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> | | | |
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