|  |  |  |  |
| --- | --- | --- | --- |
|  | EYFS and Year One | Year 2 and Year 3 | Upper KS2 |
| Visual Arts, Design and Craft |
| Art, Craft and Design Materials | Plasticine, play dough, clay and dough (with straws or wire to make solid framed structures)Pencils, crayon, chalk pastels, chalk and felt tipsPaint- ready mixPre-made stamps and potatoes/ sponges etc for printing**Sewing/ Textiles**Large plastic needles moving on to large metal needles. WoolCD’s as weaving loom | Chalk, charcoal, pastels, pens and pencils. Begin to understand how to select a particular pencil to give a particular effect. Paint- ready mix, powder, block, water-colour and acrylic. Using brush alternatives such as cotton buds, scrapers and spreaders, natural materials and hands to manipulate paint differently. Clay and tools- mixed media including balsa wood, art straws and corrugated plastics with clay and plasticine. Sculpture with found and everyday objects. **Sewing/ Textiles**Fabric and ribbon scraps to weaveCardboard LoomsBinka and yarn/ coloured cotton yarnMetal needles (size adjusted dependent on motor skills)Wool Cold water dye | Acrylic and oil paints, oil pastels, charcoal, drawing pencils and pens. Use water and thinners to create different textures and consistencies of paint.Introduce tints, washes and stains to paint work. Explore materials to create sculptures (mod roc, clay, natural materials, household objects, chicken wire.) Use of different materials to create texture and layering underneath and over paint (laminating, modroc, collage.)Experiment with working on different surfaces. **Sewing/ Textiles**paper- Kente patternsyarn on a wooden loom. fabricwax |
| Expression and Imagination | Create Art from my own imagination, using my own ideas. Create Art from an experience, using my own ideas. Explain my ideas and the decisions I made when making my art. Draft an artwork by sketching an idea and making at least 2 drafts- choosing a favourite and describing what you prefer about that version. | Respond to a range of stimuli.Begin to give reasons for choice of materials and colours.Begin to look at different artists’ work and attempt own interpretations of the style and technique.Respond to the work of others (both other children in the class and other artists) and say how it makes them feel or think and give reasons as to why.Begin to use a sketchbook to gather ideas and inspiration, for practice and to show development of their own ideas and to explore technique and composition.Develop an extended piece through multiple drafts to refine an idea. Begin a portfolio of finalised work with written descriptions and expansions of their own work.  | Talk about their intention and how they wanted their audience to feel or think. Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning.Use Art to express an emotion. Explain why you have chosen the materials and methods you have in an accompanying blurb. Continue to build a portfolio of your work- showing the development of ideas into finalised pieces. Consider how artists have used their art to express political and social ideas. Create your own piece of Art to express your views on a political or social idea. Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept. Use notes and add details to clarify and explain your artistic processes. Continue with their portfolios.Curate and lead a pop up gallery complete with private view and a catalogue of Art produced by pupils.  |
| Art, Design and Craft Techniques | **Drawing**Explore line and mark making in different ways including in the environment and using a variety of media (e.g. pencils, crayon, chalk)**Painting**Work with a variety of different brushes. Colour mixing (primary colours- red, yellow, blue to create secondary colours- green, purple, orange). Use a range of tools (sponges, fabric) to begin to experiment with texture. Printing using pre-made stamps and designs of simple geometric shapes on potatoes and sponges **Other Media**Manipulating clay using fingers and tools. **Sewing and Textiles**Sewing a ready-made kit using a simple running stitchPom poms Weaving on a CD | **Drawing**Create simple line drawings with increasing reference to proportions and form. Use simple shapes together to provide a frame for drawing animals and people. Explore shading with a pencil. **Painting**Colour mixing to create a colour wheel and complimentary colours.Mixing to create shades of colour creating light and dark colours by tinting.**Other Media**Sculpture using found and everyday objects (link to Dali Lobster Telephone)Explore pattern through printing and stamping. Manipulating clay using fingers and tools. Decoration techniques such as embossing, engraving and imprinting.Combine materials and give reasons for choices.**Sewing/ Textiles**Running stitch, simple cross stich pattern and design. Finger knitting and friendship bracelets.Simple dyeing techniques including tie dying and lino cut printingWeaving on cardboard loom using fabric scraps | **Drawing**Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.) Use viewfinders and perspective techniques in compositionUse a boxing up technique to create proportion (e.g. when drawing a self-portrait). Use pencils and penwork to create tone and shade and intricate marks when drawing. **Painting**Mixing to create tertiary colours by combining secondary and primary colours (browns, neutrals, flesh.) Build up painting techniques (resist work, layering, and scraping.) Practice skills to create different surfaces (e.g. Modroc or papier mache under painting to create different effects). Apply paint to show textures. ‘Limited palette’ work. Working with one colour and developing work using tints and shades. **Sewing/ Textiles**Create and make designs with applique onto fabric. Decorate fabric using different materials to finish.KnittingDesign and create Kente cloth first by weaving a design in paper and then in fabric. Resist dying including Batik |
| Artists/ Designers | **Famous Artists-** Henri Matisse, Wassily Kandinsky, Anni Albers and Jackson Pollock**Cornish Artists and Designers -** Terry Frost, Barbara Hepworth, Peter Lanyon, Bernard Leech | **Impressionist/ post-impressionist artists-** Claude Monet, Eduardo Manet, Berthe Morisot, Paul Cezanne and Vincent Van Gogh**Cubist artists-** Pablo Picasso and Georges Braques**Surrealist artists-** Max Ernst and Salvador Dali | **Contemporary BAME artists-** Chris Ofili, Ai WeiWei, Anish Kapoor, Guerilla Girls, Sonia Boyce and Yinka Shonibare**Work in the environment or for a particular role** (eg: in hospitals, parks, school playgrounds. Visit Anish Kapoor sculpture at London Olympic Park as part of the school residential).  |

|  |
| --- |
| **Music** |
|  | **EYFS and Year One** | **Year Two and Year Three** | **Year Four, Year Five and Year Six** |
| Instrument based teaching (10 weeks specialist lessons) | Djembe/African DrummingFollow instructions on how and when to sing/play an instrument.Take notice of others when performing. Make a sequence of long and short sounds with help (duration).Clap longer rhythms with help.Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). | Samba DrummingMake and control long and short sounds (duration).Make and control long and short sounds using voices and instruments, including simple improvisation.Listen carefully and recall short rhythmic and melodic patterns.Start to recognise different instruments. | GuitarPlay notes on instruments clearly and including steps/ leaps in pitch.Introduce simple notation (crotchet, quaver).Play with a sound-then-symbol approach.Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. | ViolinMaintain a simple part within an ensemble.Read notation- single part.Know that sense of occasion affects performance.Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo). | Cornet/TrumpetPerform with control and awareness of what others are singing/ playing in solo and ensemble contexts. Read and perform using extended notation- both single and layered parts.Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody and harmony.  | ClarinetPlay more complex instrumental parts.Perform in live contexts, accounting for musical dimensions.Know and use standard musical notation to perform and record own. Introduce notation recorded on a stave. |
| Singing (weekly in Tuesday assembly) | Take part in singing.Explore pitch– high and low.Use voice to good effect, understanding the importance of warming up first.Sing songs in ensembles, following the tune (melody) well.Perform in an ensemble with instructions from the leader. | Sing songs from memory with accurate pitch and in tune.Show control in voice and pronounce the words in a song clearly (diction).Sing in tune, breathe well, pronounce words, change pitch and dynamics. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). | Show control, phrasing and expression in singing.Hold part in a round (pitch/structure).Improvise independently with increasing aural memory. Sing or play from memory with confidence.Take turns to lead a group.Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. |
| Listening and Understanding | Listen for different types of sounds (provide opportunities to listen to live music). Identify texture– one sound or several sounds?Know how sounds are made and changed. Know music can be played or listened to for a variety of purposes (in history/ different cultures).Hear different moods in music. | Describe different purposes of music in history/ other cultures. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. | Describe different purposes of music in history/ traditions/ other cultures. Develop an idea of a musical chronology and how music has changed over time.  |
| Composing your own music | Order sounds to create an effect (structure- beginnings/ endings).Create short musical patterns using two or three notes. Make sounds and use symbols to record your music (graphic scoring). | Use musical dimensions together to compose music.Use silence for effect and know symbol for a rest. | Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). |