

Beaufort School - Programme of Learning

Creative Arts



Creative Arts

Intent:

- To have an appreciation for my favorite type of music, to be able to play along to it and to be able to vary and comment upon the tempo and dynamics (Music)
- To explore popular music genres, including pitch, instrumentation, style and beatboxing (Music)
- To listen to music from the past and move expressively to dance music from the twentieth century, as well as copying and playing a range of rhythms (Music)
- To use accessible technology (particularly iPads) to explore music making, recording and editing potential, with a focus upon timbres of instruments (Music)
- To read a range of simple notations, using colours, symbols or graphic scores, with a focus upon harmony and texture (Music)
- To take part in choosing instruments and language to write a simple song, with a focus upon musical structure (Music)
- To explore music of other cultures for comparison to more familiar content (Music)
- To create pictures in a mosaic style. (Art & Design)
- To experiment with materials to take part in sculpture, replicating other items linked to a topic (Art & Design)
- To refine painting techniques (including brush strokes, differing brush thicknesses, other painting tools and colour experimentation) to create a portrait of myself (Art & Design)
- To experiment with a range of tools to copy, create, blend and edit colour, pattern and texture (Art & Design)
- To learn about and imitate the techniques used in the work of Jackson Pollock (Expressionist), Andy Goldsworthy (Natural artwork) and Pablo Picasso (Drawing)
- To take, edit and manipulate photography, including combining/experimenting with the use of digital media (Art & Design)
- To develop the skills to design, create and evaluate an item of clothing using printing and sticking techniques (DT - Textiles)
- To take part in skills-based activities centred around weaving, winding and threading (DT - Textiles)
- To be able to control a range of basic circuits using switches, including everyday household items, and create simple circuits to activates light/sound (DT - Electrical)
- To possess the skills to design, create and evaluate a 3D model, with a focus upon Cutting, Stacking and Taping skills (DT - Construction)
- To possess the skills to design, create and evaluate a 2D model, with a focus upon Cutting, Gluing and Joining together skills (DT - Construction)
- To be able to operate and experiment with a range of gears, pulleys and levers, like those which I might encounter in my everyday life, developing my fine motor skills (Design Technology - Mechanics)
- To be able to design, create and evaluate a range of vehicular models linked to my topic (Design Technology - Mechanics)

Implementation:

Content, order and skills to deliver a sequential, cumulative and coherent curriculum

E = Emerging

D = Developing

S= Secure

C = Contextualising/Embedding

Pre-formal (P1 -4)	Semi-formal (PS4-6)	Formal (PS7 and above)
<p>Creative Arts:</p> <p>Whilst children with PMLD may partake in Creative Arts themed sessions, the skills they are learning would come from one of their four core areas above, namely:</p> <p>Communication and Interaction Physical Development Cognition Independent Life Skills</p>	<p>Music:</p> <p>Playing tuned and untuned instruments, along to my favourite music</p> <p><i>Musical element focus: Tempo (Fast, slow and comparative terms, e.g. faster, slower, fastest, slowest) and Dynamics (loud, quiet, alternation and gradation between loud and quiet, comparative terms (e.g. louder, loudest, 'big voice', quiet, 'shh')</i></p> <p><i>Activities: Suggested sequence of lessons to include: W1 - Experiencing playing a range of untuned percussion instruments. W2 - Experiencing playing tuned instruments (e.g. keyboard/chime bars/boomwhackers/other using iPad), W3 - Choosing a favourite and playing with others to form a 'band'. W4 - Following simple graphic/colour scores, or copying an adult to refine performance. W5 - Create your own instrument, whether tuned or untuned. Rehearse again as a group. W6 - Perform, Appraise the performances of others and consider changes next time.</i></p> <p>E1 - Interested in a range of instruments in adult, group-led activity E2 - Makes a variety of vocal sounds E3 - Able to start and stop a sound on classroom instruments D1 - Plays an instrument in a group D2 - Selects an instrument by function i.e. striking/shaking to make sound D3 - Willing to try an unfamiliar instrument</p>	<p>Music:</p> <p>Playing tuned and untuned instruments, along to my favourite music</p> <p><i>Musical element focus: Tempo (Fast, slow and comparative terms, e.g. faster, slower, fastest, slowest) and Dynamics (loud, quiet, alternation and gradation between loud and quiet, comparative terms (e.g. louder, loudest, 'big voice', quiet, 'shh')</i></p> <p><i>Activities: Suggested sequence of lessons to include: W1 - Experiencing playing a range of untuned percussion instruments. W2 - Experiencing playing tuned instruments (e.g. keyboard/chime bars/boomwhackers/other using iPad), W3 - Choosing a favourite and playing with others to form a 'band'. W4 - Following simple graphic/colour scores, or copying an adult to refine performance. W5 - Create your own instrument, whether tuned or untuned. Rehearse again as a group. W6 - Perform, Appraise the performances of others and consider changes next time.</i></p> <p>S1 - Take turns to play a range of instruments S2 - Play an instrument at same time as another S3 - Stays on task in group situation with assistance C1 - Performs in a group C2 - Make different sounds from one instrument C3 - Uses body signs to show dynamics</p>

Popular music/Dance – (Rock, reggae, blues, pop and hip hop/rap – microphone/beat boxing work)

Musical element focus: Melody/Pitch (Singing along, signing, repetition, filling in the missing word using a switch, high or low, happy or sad)

Activities: Weekly foci on different musical genre, to include: W1: Rock – Explore drum kit, electric guitars/keyboard. Repetitive rhythm/words, e.g. 'We will rock you'. W2 – Reggae – Playing on the off beat. Songs such as 'Don't worry, 'bout a thing' by Bob Marley W3: Playing along to a 12 bar blues. W4: Pop in the current charts. Singing or signing a melody or song with repetitive lyrics (E.g. I gotta feeling by the Black Eyed Peas) W5: Rap about myself, using rhyming words W6: Beatboxing using a microphone/body percussion sounds to create own 'beat'

- E1 – Joins in rhymes or jingles with a few recognisable words/signs/symbols
- E2 – Differentiates between singing and speaking voice.
- E3 – Make a sound, gesture or movement and expect a specific reaction
- D1 – Takes part in performances with others
- D2 – Imitates others to create a sound on an instrument/vocally
- D3 – Responds appropriately to the music of others

Music from the past (Jazz, Swing & Classical – Historical periods, Genres. Styles and traditions)

Musical element focus: Rhythm (Copying a basic rhythm to play along to music. Joining in with rhythmic classical music, e.g. Mars from Holst – The Planets, or a classical piece linked to the topic)

Activities: W1: Listen to a classic Jazz song (e.g. satin doll, it don't mean a thing – Duke Ellington, or Take 5 – Dave Brubeck) practise playing simple rhythms along. W2: Swap instruments and play along to another jazz song. Practise playing varying rhythms to accompany. W3: Swing music – Listen to big band Glenn Miller classics, such as 'Rock around the clock' and 'In the mood'. Experience playing brass instruments on an iPad

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- S1 – Know when to begin/stop playing/singing in echo activity
- S2 – Correctly uses comparative terms including high/low, top/bottom, big/small (sound) and stop/start.
- S3 – Work in a group (lead by adult) to rehearse
- C1 – Shows enjoyment when listening to songs
- C2 – Identifies personal preferences for songs
- C3 – Articulates how music made them feel

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using Garageband. Play a repeated pedal note rhythmically along to the song. W4: Pupils to take part in Swing dance to move rhythmically to the music. Split into two groups, with one half swing dancing and the other half playing percussion instruments along, before swapping over. W5: Classical Music: Focus upon rhythmic classical music (e.g. 'Mars' from Holst's Planets Suite or Beethoven's 9th Symphony). W6: Experience playing a range of acoustic orchestral instruments, or do so using an iPad along to classical music played by an orchestra, in Garageband

E1 - Claps hands with others along to music, moves body to music

E2 - Copy an action made on an instrument to join in with playing rhythms with others

E3 - Starts and stops playing in response to signal from conductor

D1 - Copy a simple rhythm

D2 - State what they are going to do, i.e. hit or scrape

D3 - Responds appropriately to familiar equipment (e.g. percussion instrument to play a rhythm)

Recording & Editing sound: iPad apps focus (Music Technology)

Musical element focus: Timbre (identifying instruments heard/families of instruments/experimenting with different sounding instruments)

Activities: Suggested sequence of lessons to include:

W1: Experiment with creating sounds using GarageBand. Play a range of the in-built instruments and name them. Choosing favourites. W2: Try the 'build beats' function using the iPad to choose instruments to play to create a drum beat. W3: Go on a sound walk around school and record some sounds you can hear/speech using Garageband. Use the 'fun' function to edit sound by changing the way that it sounds. W4: Choose some acoustic instruments or ways of making sound in the classroom. Record them using 'Keezy' and play back to create a beat/soundscape. W5-6: Experiment with creating own sounds in Garageband, laying them in a

repeated pedal note rhythmically along to the song. W4: Pupils to take part in Swing dance to move rhythmically to the music. Split into two groups, with one half swing dancing and the other half playing percussion instruments along, before swapping over. W5: Classical Music: Focus upon rhythmic classical music (e.g. 'Mars' from Holst's Planets Suite or Beethoven's 9th Symphony). W6: Experience playing a range of acoustic orchestral instruments, or do so using an iPad along to classical music played by an orchestra, in GarageBand

S1 - Use a range of musical instruments

S2 - Know how to create correct sound using a percussion instrument

S3 - Participates by clapping along to music independently

C1 - State which instrument should play next

C2 - Selects an instrument to play

C3 - Stops movement when music stops

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	<p><i>track and with adult support, adding additional layers to create own music.</i></p> <p><i>Apps: Consider GarageBand (Great for range of instruments to play on iPad), Keezy, Ma-Key Ma-Key, ThumbJam, Bebot, Blume or SimplyPiano</i></p> <p>E1 - Points to favourite instrument or icon E2 - Relates a range of everyday sounds to events E3 - Repeats activity to refine skill D1 - Shows satisfaction with activity D2 - Listens to self on a recording D3 - Tries to use knowledge of familiar equipment when trying new equipment</p> <p>Reading basic notation: Symbolised, Graphic scores and Colour Scores</p> <p><i>Musical element focus: Harmony/Texture - Adding instruments to create 'layers', playing a base/pedal (repeated) note along with a melody</i></p> <p><i>Activities: Suggested sequence of lessons to include - W1: Play along to music and practice responding to hand signals/key word symbols such as start or stop. W2: practice responding to signs/symbols to play your instrument as part of a group. W3: Sequencing of a small range of instrument symbols to play along to a favourite piece of music. W4: Start to experiment with tuned instruments (boomwhackers and chime bars). Practice playing the correct colour in response to the appropriate coloured circle/shape. W5: Try playing a simple song with up to 3 colours using the tuned instruments. Colours could also be added to keyboard notes for this activity. W6: Attempt to play a colour score with a wider range of notes, e.g. twinkle, twinkle little star. Try creating a graphic score (Pupil to play and adult to draw what it might sound like, and try repeating)</i></p> <p>E1 - To join in with others to start/stop playing E2 - Waits for turn to play as indicated by a musical 'conductor' E3 - Plays an instrument in response to a symbol as part of a group</p>	<p><i>Apps: Consider GarageBand (Great for range of instruments to play on iPad), Keezy, Ma-Key Ma-Key, ThumbJam, Bebot, Blume or SimplyPiano</i></p> <p>S1 - Observe changes in sound when differing beats/instruments are selected and deselected S2 - Chooses an instrument or an effect which creates a specific sound S3 - Performs a solo using chosen app C1 - Creates sound effects C2 - Able to choose an instrument to do a specific job C3 - Uses appropriate vocabulary to discuss their work</p> <p>Reading basic notation: Symbolised, Graphic scores and colour scores</p> <p><i>Musical element focus: Harmony/Texture - Adding instruments to create 'layers', playing a base/pedal note along with a melody</i></p> <p><i>Activities: Suggested sequence of lessons to include - W1: Play along to music and practice responding to hand signals/key word symbols such as start or stop. W2: practice responding to signs/symbols to play your instrument as part of a group. W3: Sequencing of a small range of instrument symbols to play along to a favourite piece of music. W4: Start to experiment with tuned instruments (boomwhackers and chime bars). Practice playing the correct colour in response to the appropriate coloured circle/shape. W5: Try playing a simple song with up to 3 colours using the tuned instruments. Colours could also be added to keyboard notes for this activity. W6: Attempt to play a colour score with a wider range of notes, e.g. twinkle, twinkle little star. Try creating a graphic score (Pupil to play and adult to draw what it might sound like, and try repeating)</i></p> <p>S1 - Demonstrates understanding that colours can represent the notes of a tuned instrument (E.g. playing the red boomwhacker or red xylophone note when the colour is held up) S2 - Plays the note which an adult requests once only. S3 - Able to alternate between two colours/notes following a graphic score.</p>
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D1 - Plays an instrument from a choice of 2, when presented with two instruments/symbols
 D2 - Follows a simple graphic score which contains two instruments and rest (E.g. Drum, tambourine, rest, tambourine'
 D3 - Plays a score with up to three percussion instruments symbolised.

Composing music/song writing/accessible singing.

*Musical element focus: **Form/Structure** (Verse and chorus, call and response or 'Rondo' (ABACADA), where each child's own input is B/C/D and A is a repetitive chorus)*

Activities: W1: Practice singing songs which children can influence the direction of (e.g. We are riding on a train, Old MacDonald, My name is Joe, etc. Allow pupils to experience influencing the song covered. W2: Provide children with a range of symbols for everyday items from their life. Encourage them to choose items which they enjoy using/know well. Record these items on a sheet for each child. W3: Begin to write a song based around the favoured items of each child. Structure the song around school (E.g. a Chorus about Beaufort School, alternated with verses about the child (E.g. my name is _____. I like to play with _____, my friends at school are _____'). Perform the song with each child. W4: Provide tuned instruments (E.g. keyboard, chime bars or boomwhackers) for children to write a simple melody for their song and try singing along. W5: Perform the song to the class. Add other instruments to play along. Record the song in Garageband iPad add and add a drumbeat over the top. W6: Appraise the performances of others.

E1 - Joins in with singing a song (or adding missing words using a switch for non-verbal communicators)
 E2 - Able to influence the direction of a song by choosing an element of it
 E3 - Chooses own favourite items to incorporate into a song
 D1 - Responds positively to singing a self-chosen song

C1 - Able to play the two notes as represented by the colours, in addition to a rest.
 C2 - Plays a colour score with up to 3 notes.
 C3 - Plays a colour score with 3 or more notes. Able to draw a shape to represent the sound they play using an untuned percussion instrument

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S1 - Indicates which percussion instruments should be chosen to provide a backing to their song
 S2 - Experiments with creating own melody for their song
 S3 - Responds positively to adult singing along to the melody (using pupil's plan of words) and attempts to repeat it
 C1 - Beginning to read a basic colour score to play the melody, which an adult has notated.
 C2 - Performs their song in front of others

D2 - Seems to anticipate the structure of the song (e.g. getting excited before the chorus starts)
D3 - Uses information recorded to plan own song, based around key information/symbols

World Music & Music of My Culture

Musical element focus: Timbre (identifying instruments heard/families of instruments/different sounds to own enculturation)

Suggested Activities: W1: Start by exploring/celebrating music from the culture/countries of children in the class. Listen to pieces of music and handle instruments/artefacts. W2: Choose a contrasting musical culture to experience (E.g. African Djembe drums, Indian instruments, or glockenspiels to play 'Gamelan' music).

W3: Choose a contrasting musical culture to the previous lesson to experience (E.g. African Djembe drums, Indian instruments, or glockenspiels to play 'Gamelan' music).

W4: Begin to name some of the instruments studied. Try playing them in response to a score/the signs of a musical conductor.

W5: Choose a favoured culture and refine skills to play instruments from that country. W6: Continue to refine skills, perform to peers in class, appraise the performance as a group.

E1 - Refines technique to play a known instrument (E.g. plucks/strums strings, plays drum with a beater or presses keys)

E2 - Beginning to experiment with instruments from other cultures

E3 - Chooses a favoured instrument to play

D1 - Explores varied ways of playing a chosen instrument (E.g. strike with hand/beater or scratch)

D2 - Takes part in playing music from another culture as part of a group.

D3 - Indicates which music is liked/disliked

Art and Design:

C3 - Comments upon changes/developments to improve their song.

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S1 - Compares the music of contrasting cultures

S2 - Plays a less familiar instrument in response to a musical conductor

S2 - Starting to use single key words to comment on musical elements of a performance (E.g. commenting on pitch, dynamics, tempo)

S3 - Performs a solo on an instrument from a contrasting culture.

C1 - Able to name a small range of less familiar instruments

C2 - Listens to music on another culture and picks out some instruments heard, where those played are obvious (E.g. matching the instruments to pictures).

C3 - Able to play an instrument from another culture in response to a symbolised score.

Art and Design:

Mosaics

Technique coverage: Printing, cutting, sticking, pattern and form

Activities: W1: Introduce pupils to a range of artwork which is created using mosaics. Roleplay as 'archaeologists' searching for mosaic pictures hidden in sand. Practice following a repeated pattern to make a picture border using coloured squares to imitate mosaic style.

W2: Practice making a pattern of squares using a different medium. Use potato printing/another tool to create painted squares to make a pattern. W3: Attempt to over-stick a very simple mosaic picture of a basic object/animal/person, sticking the squares ontop of an already created picture. W4: Attempt to copy a mosaic picture, without over-sticking. W5: Attempt to create own mosaic picture, having studied lots of examples. Create a basic picture of a simple item, using a 2d picture of the object as a starting point W6: Finish work from the previous lesson. Creation of a mosaic 'landscape' for a display - Filling in background effects such as the sky, countryside, animals, flowers and people.

E1 - To use materials provided to create a mosaic

E2 - Sorts objects by colour where two are present

E3 - Uses objects to do simple printing

D1 - Uses glue to join mosaic tiles to paper

D2 - Realises the range of colours available to choose from

D3 - With Support, creates patterns (e.g. alternating two colours to create a mosaic picture frame)

D4 - With assistance, matches picture to picture (E.g. red mosaic squares to a picture underneath or in front of work)

D5 - Matches colours

Sculpture

Technique coverage: Modelling, Texture, Form, Shape, Craft. Joining, Separating, Sculpting tools

Activities: These should include the wide ranging applications of using sculpture to make things in

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S1 - Uses coloured paper mosaic tiles to make a pattern (Using 3 or more tiles/grater complexity)

S2 - Names colours inconsistently

S3 - Gathers together required materials for task

C1 - Stops when work is finished

C2 - Talks about what they think of their work

C3 - Uses scissors to cut straight lines to cut out squares

C4 - Able to print a simple, repeated pattern, using a range of colours

C5 - Can use a repeated pattern to decorate

C6 - Can distinguish the difference between patterns

Sculpture

Technique coverage: Modelling, Texture, Form, Shape, Craft. Joining, Separating, Sculpting tools

Activities: These should include the wide ranging applications of using sculpture to make things in different

different ways, e.g. W1: Making a mask using Modroc/paper mache, linked to topic. W2: Refine skills/finish mask by painting. W3: Sculpture using a contrasting medium - e.g. creation of animals/characters/people using pipe cleaners, beads and material such as 3D polystyrene shapes. W4: Use of a soft, malleable material such as playdough to make a basic sculpture linked to the topic. W5: Use of a contrasting, soft malleable material such as kinetic sand or clay. Introduce plastic tools to make marks to create sculpture. W6: Use of a wider range of natural, 'found' items to create a sculpture (E.g. a pine cone tree, a stick person or a tree made out of leaves/Christmas tree decoration. Combine media, e.g. clay and sticks to make a hedgehog

E1 - Uses playdough or plasticine to take part in sculpture activity
 E2 - Uses sand, playdough or pliable material to take part in a sculpture activity
 E3 - Demonstrates a preference
 E4 - Manipulates a malleable material to achieve desired effect

D1 - Deliberately makes marks in a malleable material (using hands)
 D2 - Uses tools to make marks in malleable materials
 D3 - Repeats actions to obtain similar effects using tool chosen.
 D4 - Shows awareness of the purpose of a range of familiar tools

Self portrait (Painting, Drawing or digital media)

Technique coverage: Drawing, Painting, Design, Line, Shape, Form

Activities: Suggested range of activities could include: W1: Introduction to 'my face' - Looking in a mirror, noticing features, recording them on a symbolised sheet which will serve as a 'design' in the subsequent lesson. W2: Use of design to start to create my face using pre cut-out facial features (E.g. eyes, nose, mouth, hair, etc. W3: Self-portrait using photography on iPad. Take photographs of each other 'posing' doing a

ways, e.g. W1: Making a mask using Modroc/paper mache, linked to topic. W2: Refine skills/finish mask by painting. W3: Sculpture using a contrasting medium - e.g. creation of animals/characters/people using pipe cleaners, beads and material such as 3D polystyrene shapes. W4: Use of a soft, malleable material such as playdough to make a basic sculpture linked to the topic. W5: Use of a contrasting, soft malleable material such as kinetic sand or clay. Introduce plastic tools to make marks to create sculpture. W6: Use of a wider range of natural, 'found' items to create a sculpture (E.g. a pine cone tree, a stick person or a tree made out of leaves/Christmas tree decoration. Combine media, e.g. clay and sticks to make a hedgehog

S1 - Builds model with dough or clay, following basic direction from staff
 S2 - Creates sculpture work in both 2D and 3D
 S3 - Uses a variety of materials to make models
 S4 - Uses a range of tools when model making, with supervision
 C1 - Makes a sculpted model containing several different parts
 C2 - Uses materials for junk modelling/geometric construction material
 C3 - Warms clay or plasticine in hands
 C4 - Attempts to roll clay or plasticine into a sausage shape or ball
 C5 - Uses tools with clay or plasticine purposefully to achieve an effect and then a range of effects

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favourite activity linked to the topic. Edit the photo using camera roll on iPad. W4: Practise drawing a range of shapes. Start with over writing then move onto copying/drawing shapes with greater independence. W5: Use knowledge of shapes drawn in previous lesson to start to draw facial features (e.g. ovals for eyes, circle for face. Lines/circles for hair, squares for glasses. W6: Attempt to paint a simple face based around picture of self. Support to choose colours and paint shapes covered in earlier lessons.

E1 - Allows carer to show interest in their work

E2 - Demonstrates awareness of cause and effect (e.g. paint on roller, pressing button to take picture on iPad, etc.)

E3 - Recognises self in a picture or video

E4 - Recognises a familiar facial feature (such as eye, hair, mouth or nose)

D1 - Starts to overwrite basic shapes using a pencil/paintbrush

D2 - Starts to copy basic shapes using a pencil/paintbrush

D3 - Able to match facial features to shapes (E.g. eyes - circle, nose - triangle, mouth - line, etc.)

World Art: Study of Art linked to a country (Japan)

Technique coverage: cutting, printing, drawing, construction (gluing/fastening/taping), line, shape, pattern, colour

Activities: W1: Introduce pupils to learning about Japan in contrast to the UK. Explore key artefacts and items which are different to those in the UK. W1: Ukiyo-e (Block printing) based around Japanese artwork. W2: Notan: Light & dark/symmetry. W3: Origami - Simple paper folding to make shapes. W4: Japanese writing (This could be overdrawing/copying/painting. W5: Folk art: Making a Kokeshi doll (3D modelling). W6: Manga - Designing your own manga face using cut out facial features/an iPad app like finger manga.

topic. Edit the photo using camera roll on iPad. W4: Practise drawing a range of shapes. Start with over writing then move onto copying/drawing shapes with greater independence. W5: Use knowledge of shapes drawn in previous lesson to start to draw facial features (e.g. ovals for eyes, circle for face. Lines/circles for hair, squares for glasses. W6: Attempt to paint a simple face based around picture of self. Support to choose colours and paint shapes covered in earlier lessons.

S1 - Shows pride in the work they have produced

S2 - Selects a colour with purposes

S3 - Copies and continues a simple line pattern when drawing

S4 - Looks at different shapes of objects and names them

C1 - Talks about a line and whether it is straight or curved (e.g. the eye brows or mouth on a face)

C2 - Looks at a face and draws/makes marks to represent it

C3 - Can recognise/name geometric shapes in their work

C4 - Illustrates a person (E.g. draws a stick man or pieces together shapes to make a person)

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S1 - To paint shapes

S2 - To mix colours of paint to create others

S3 - Selects materials appropriate to the task (e.g. paper for origami, scissors to cut, pencil/paintbrush to make marks

E1 - Deliberately makes marks with a variety of materials
 E2 - Uses a variety of tools to make marks in or on materials
 E3 - Works on a variety of surfaces
 E4 - Folds paper with support from an adult.
 D1 - Colours a picture, randomly changing colour as they work.
 D2 - Demonstrates an indication of how tools should be used.
 D3 - Folds paper following simple directions from an adult.
 D4 - Demonstrates preferences for colours/dolls/manga characters/other artwork produced

Study of an artist: Jackson Pollock (Expressionism)

Technique coverage: Painting/flicking/dripping paint, painting using other mediums (e.g. spraying/rolling), colour, texture

Suggested Activities: W1: spend time learning about Jackson Pollock and his style of drawing/painting. W2: Experiment with creating random paint patterns on a large piece of paper on the floor, e.g. using sensory balls/rollers with differing patterns. W3-4: Practice drawing in the air with paint/letting it drop to the page in the same style as Jackson Pollock. W5-6 Try creating a painting in the same style using a differing medium (e.g. paint in spray bottles added to paper, or shapes used to print onto the page. Experiment with making marks with paint whilst listening to differing types of music - how does this affect the marks made?

E1 - Makes deliberate marks on paper using paint
 E2 - Uses a variety of tools to make marks on paper
 E3 - Repeats actions to achieve similar effects
 E4 - Experiments with splatter painting
 D1 - Paints on a range of paper textures, observing results with interest
 D2 - Realises that there are a range of colours and randomly changes between them

S4 - Uses different shapes of paper in their work
 C1 - Completes a model or piece of work by painting it
 C2 - Observes differences in pictures and comments upon them
 C3 - Observes artwork from a different culture
 C4 - Uses scissors to cut string, tape or short straight lines
 C5 - Able to identify two differing pictures from other cultures

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S1 - Creates 2D work
 S2 - Mixes colours, observing results with interest
 S3 - Selects a colour with purpose
 S4 - Names colours used inconsistently
 C1 - Copies/continues simple movements modelled by an adult (e.g. side to side, up and down, or round in circles)
 C2 - Uses paint to record experience (E.g. listening to music to influence the shapes which are dribbled/splattered/flicked onto paper)

D3 - Looks at the work of others, observing with interest
 D4 - Matches colours which are the same (or roller with red paint on it to red paint tray, etc.)
 D5 - Uses simple action to achieve a similar effect (E.g. flicking paint, rolling, or dribbling)
 D6 - Practises any of the above which are new with decreased support

Study of an artist: Andy Goldsworthy (Natural Art)

Technique coverage: Printing, placement, sculpture/balance/positioning/space, crayon rubbings/drawing, mixing/manipulation of salt dough
Suggested Activities: W1: Explore the work of the artist and make a mini salt dough model to replicate a natural item, such as a hedgehog, a leaf or a pine cone, or print the items found into clay. W2: Go on a site walk and create natural artwork in the environment (E.g. a stick picture frame with a picture made of leaves/flowers etc. inside it. W3: Collect items which can be used to print artwork back in the classroom, such as leaves, pine cones or interesting stones/flowers. W4: Creation of a nature sculpture in the grounds of the school or offsite on a visit. W5: Practice drawing natural items/leaf/bark/pine cone rubbings in the environment. W6: Create a poster of all of the natural art created during the term for a display, using photos and work produced
 E1 - Experiments with screwing, scrunching tearing or waving a range of natural items found
 E2 - Works on a variety of surfaces, both indoors and outdoors
 E3 - Uses natural materials which are found to create a collage
 E4 - Deliberately makes marks with a variety of materials (e.g. leaves/pine cones/stones for printing, sticks for painting, etc.)
 D1 - Plays with sand, mud or another natural material, producing marks to make patterns
 D2 - Works with a crayon to produce rubbing or natural items found with support

C3 - Mixes colours with clear intention, attempting to adjust the colour afterwards using other colours of paint.
 C4 - Makes marks on the page to represent the music listened to
 C5 - Assists/supervises cleaning up, suggesting what else needs to be done/completing the job with supportive questioning.

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 S1 - Builds models of natural items using dough or clay
 S2 - Shows pride in the work which they have produced
 S3 - Handles objects carefully/with care and respect when building natural sculptures
 S4 - Selects natural materials which are appropriate to the task to be completed
 C1 - Attempts to roll clay/plasticine into a ball to create something
 C2 - Uses natural materials/'fabrics' creatively
 C3 - Recognises some of the geometric shapes in items they have found (E.g. square, circle, triangle, etc.)
 C4 - Uses a repeated pattern to decorate using natural items found.

D3 - Describes materials found as hard, soft smooth, rough or bumpy
D4 - Collects objects of interest on a visit
D5 - With support, creates patterns using found items (e.g. leaf, stick, leaf, differing colours of leaves, etc.)
D6 - Use of natural materials to create a collage pattern (Google Andy Goldsworthy art for ideas)

Study of an artist: Wassily Kandinsky (Patterns of shape and colour)

Technique coverage: Painting, Shape, Colour Mixing, use of painting tools

Suggested Activities: Coverage of a range of activities to practise artwork liked Kandinsky's, with a rough focus as follows: W1-2: Painting shapes, W3-4: Mixing colours, W5-6: Painting shapes using a range of colours.

E1 - Experiment when using finger paint (e.g. finger painting shapes)
E2 - Makes deliberate marks on paper of different shapes (E.g. square, circular or triangular paper). Makes marks over a shape. 'Fills in' the shape
E3 - Prints using a range of different shapes in paint
E4 - Paints on a range of paper textures
D1 - Able to match a picture to a shape
D2 - Matches items of the same colour (or painted tool to paint in tray, etc.)
D3 - Starting to make marks of a shape outline as modelled by an adult (Copies underneath)
D4 - Demonstrates an intention to create a piece of artwork using a range of shapes
D5 - Paints with different shades of a colour, mixed by an adult.

Photography/Digital Media (iPad based)

Technique coverage: Colour, line, form

Suggested activities: Activities including taking photographs in school and in the local environment, experimentation with iPad camera features to edit photos/take photos with different effects. Editing of photographs back in the classroom following the lesson.

Study of an artist: Wassily Kandinsky (Patterns of shape and colour)

Technique coverage: Painting, Shape, Colour Mixing, use of painting tools

Suggested Activities: Coverage of a range of activities to practise artwork liked Kandinsky's, with a rough focus as follows: W1-2: Painting shapes, W3-4: Mixing colours, W5-6: Painting shapes using a range of colours.

S1 - Mixes colours and creates different shades with support
S2 - Paints shapes with increased independence
S3 - Mixes colours
S4 - Selects or mixes a colour with purpose (E.g. white for lighter, black for darker)
C1 - Names the shape of objects in artwork by Wassily Kandinsky
C2 - Knows some basic information about the artist Wassily Kandinsky
C3 - Uses language including big/small/top/bottom to describe the work they have completed
C4 - Observes/comments upon difference between pictures (E.g. own work, Kandinsky's, and a partner's)
C5 - Experiments with mixing a wider range of colours, with increased knowledge of the colours than can be created by mixing primary colours

Photography/Digital Media (iPad based)

Technique coverage: Colour, line, form

Suggested activities: Activities including taking photographs in school and in the local environment, experimentation with iPad camera features to edit photos/take photos with different effects. Editing of photographs back in the classroom following the lesson.

Apps: Camera roll, Face Changer 2, Pixlr, Morpho

	<p>Apps: Camera roll, Face Change 2, Pixlr, Prisma, HappySnap, Toon Camera</p> <p>E1 - Makes deliberate marks on screen (E.g. to decorate a photo, or to take a picture)</p> <p>E2 - Aware if it is light or dark (E.g. experimentation with taking pictures in contrasting environments)</p> <p>E3 - Demonstrates a preference for an effect added to a photograph (E.g. favourite colour or favourite funny face)</p> <p>D1 - Recognises self on video and in photographs (e.g. activity involving piecing cut up pieces of a photograph of self together),</p> <p>D2 - Attempts to photograph items of interest on a visit, using point and shoot.</p> <p>D3 - Repeats an action to achieve a similar effect when editing a photograph</p> <p>DT (Textiles): Opportunities to design, make, evaluate and develop technical knowledge</p> <p>Printing techniques/sticking to decorate clothing <i>Suggested activities: W1-6 Design, making and evaluation of clothing linked to the topic (Could be sports wear for keeping kit, princess outfits for Disney, or on the theme of 'water' for under the sea.)</i></p> <p>E1 - Explores the textiles of items which might be used to make clothes linked to the termly topic, demonstrating preferences (With a wide selection of shiny/dull, bumpy, smooth, soft, fluffy and patterned/plain fabrics)</p> <p>E2 - Shows an interest in materials available</p> <p>E3 - Makes choices</p> <p>E4 - Shows an awareness of the purpose of familiar tools (E.g. scissors to cut fabrics, glue to stick, or rollers to paint)</p> <p>D1 - Applies glue/pushes a roller following modelling</p> <p>D2 - Selects an appropriate tool to achieve a purpose</p>	<p>S1 - Starting to recognise that the focus function can be used to take a picture to focus on something by tapping the screen, and pointing towards the subject of the photo.</p> <p>S2 - Correctly uses comparative terms to discuss photographs taken/edited by others.</p> <p>S3 - Explores a wider range of pictures which can be added to a photograph (E.g. speech bubbles, funny faces or hats, glasses or facial hair)</p> <p>C1 - Starting to add effects to faces in the correct places (E.g. hat on head, moustache over face, glasses over eyes, etc.)</p> <p>C2 - Able to arrange items with clear artistic intent before taking a photograph.</p> <p>C3 - Starts to use more complicated effects/ multiple different effects to edit a picture (E.g. changing the colour, then adding facial features, or animating a picture of a face to speak/move using an app like Morpho.</p> <p>DT (Textiles): Opportunities to design, make, evaluate and develop technical knowledge</p> <p>Printing techniques/sticking to decorate clothing <i>Suggested activities: W1-6 Design, making and evaluation of clothing linked to the topic (Could be sports wear for keeping kit, princess outfits for Disney, or on the theme of 'water' for under the sea.)</i></p> <p>S1 - Uses a variety of tools with independence, including cutting thin fabric or paper using scissors</p> <p>S2 - Demonstrates awareness of safety issues when using tools like scissors, through questioning</p> <p>S3 - Selects material appropriate to task and tools appropriate to the purpose.</p> <p>S4 - Discusses the textile work to be completed, giving a reason for the task being completed</p> <p>C1 - Sorts a range of items by texture</p> <p>C2 - Answers questions about the work completed, using appropriate language to describe materials.</p> <p>C3 - Gathers the correct materials, tools and equipment when they are needed.</p> <p>C4 - With support, describes what is being made and how.</p>
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D3 - When describing materials, uses the words/symbols soft, smooth, rough, bumpy, etc.
D4 - Experiments with the use of a range of tools to decorate textiles
D5 - Shows some care when using materials

Weaving, threading and winding

Suggested activities: W1 - Start with the basic concept of moving something through something else (e.g. pushing a piece of thick string/rope through a boomwhacker and out the other side or weaving a large garden hose/rope between chairs, W2 - Move onto something smaller - E.g. large threading beads, or making paper chain circles to thread onto something. Practise winding string/pipe cleaners/ribbons around a stick/pole. W3 - Practice weaving natural items such as willow wound in/out of a tunnel, or pushing a thin stick through multiple leaves to make a leaf display. Pine cone weaving using string wrapped around one. W4 - Use of a weaving board (Like the one on Pioneers playground) to weave materials in and out. W5 - Select varied materials/fabrics to weave within a large P.E. hoop with string running through it in differing directions, to make a giant dream catcher. W6 - Making a 3D item such as a basket by weaving felt or pipe cleaners through paper.

E1 - Feels the texture of a range of materials used for the purposes of weaving
E2 - Slides materials from side to side, through something else
E3 - Shows enjoyment or dislike of the activity completed
E4 - With support, moves equipment in the right direction (e.g. wound around a solid item, or through something out the other side
D1 - Observes work completed by other, known peers
D2 - Observes and imitates an adult taking part in simple weaving activities
D3 - Discusses the work completed, giving a reason
D4 - Talks about an activity, commenting upon the texture of the items to be weaved.

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S1 - Working in 3D, selects process appropriate to the items given (E.g. Winding, threading through or weaving in and out
S2 - Compares processes as described above and compares outcomes (E.g. did we wind tight enough? Did we remember to wind in/out? How many rings did we thread through using the rope?)
S3 - Uses appropriate vocabulary to reflect on their own work and that completed by others
S4 - Chooses important colours/themes of the work with help (E.g. alternating colours, or all the same colour, or a small range)
C1 - Stops having finished creating the product, knows when it is complete
C2 - With support, evaluates the work completed, commenting upon the colours/patterns/textures of items chosen to use.

DT (Electrical)

Opportunities to design, make, evaluate and develop technical knowledge

Switch control of basic circuits

Suggested activities: W1-2 Activating a range of items using switch technology (Could include a range of differing switch types). W3-4 Problem solving which switch activates which item/why an item is not working (E.g. adding and removing batteries, plugging something in. W5-6 Work on safety around electricity, not mixing with water, producing posters about safety using electricity using items from previous lessons.

E1 - Selects an object for a reason (E.g. chooses appropriate switch linked to item which can be activated

E2 - Repeats action in order to achieve a similar effect

E3 - Makes a choice and chooses a favourite item to activate

D1 - Shows an awareness that some things may hurt (E.g. hot food taken out of a switch activated microwave, or a light on a toy)

D2 - Answers a simple question linked to the use of switches/safety when using electrical items

D3 - States a preference for favoured electrical item activated.

Creating basic circuits to activate light/sound

Suggested Activities: W1-2: Activating a range of switches to turn items on and off. Removing and adding batteries. W3: Building a circuit by connecting batteries to lights to activate them. W4 - Experimenting with using a range of items to complete an electrical circuit (metal and none, to experiment with conductivity). W5-6 - Experimentation with a

C3 - Follows a short sequence of symbolised instructions to make items

C4 - Reflects upon and comments upon the techniques they hope to improve upon.

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S1 - Demonstrates understanding of the purpose of a variety of objects (e.g. batteries, a switch or a plug)

S2 - Knows that changes occur in response to their actions, in relation to a range of electrical items

S3 - Identifies a variety of objects made of metal (e.g. batteries, the ends of a plug but not the body,

C1 - Knows that not all batteries will activate all electrical items (i.e. that the correct shape/size needs to be added)

C2 - Identifies a safety issue in relation to use of electrical items

C3 - Describes electrical items which are liked and disliked when evaluating their work

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D1 - Tears and joins items together with appropriate level of support
D2 - Develops, plans and communicates ideas (E.g. choosing shapes to design an item made of 3D shapes)
D3 - Uses the terms long, short big or small to describe shapes and their model.
D4 - Able to place items on, under or 'off' their work.

2D Pictures (Cutting, Gluing, shaping and joining together)

Suggested Activities: W1: Look at a wide range of 2D shapes that can be used to make pictures. Try copying a simple 2D shape picture using 2D plastic shapes. W2: Choose a focus item which will be created out of shapes. Look at pictures of the item and choose shapes to make the picture. Cut out shapes to create the picture. W3: Try creating a 2D picture using a different medium, such as clay or plasticine. Use tools to add details to the model W4: Add further details to the picture started which was made using clay. W5: Create a picture using printed paint shapes instead. W6: Add to the picture made of printed shapes - Aim to add a contrasting item, or create an entire scene as a class or individually.

E1 - Uses a variety of tools to make marks in materials (Clay or plasticine)
E2 - Stretches, tears and squashes dough into a shape
E3 - Attempts to create a simple picture by putting objects together, where the picture is copied identically
E4 - Points to favourite picture at end of work
D1 - Breaks dough into pieces and uses simple tools with dough
D2 - Creates a range of different effects using tools, through experimentation, with support where needed
D3 - Talks about the effects created by different tools with interest
D4 - Shows some care when using materials

DT (Mechanics)
Gears, Pulleys and Levers

C2 - Collects tools or objects with clear purpose to complete their work
C3 - Identifies tools which can cut the items used to make the model (E.g. cardboard, thinner card or thin plastic wrapping)
C4 - With help, is able to decide what they are going to make and how

2D Pictures (Cutting, Gluing, shaping and joining together)

Suggested Activities: W1: Look at a wide range of 2D shapes that can be used to make pictures. Try copying a simple 2D shape picture using 2D plastic shapes. W2: Choose a focus item which will be created out of shapes. Look at pictures of the item and choose shapes to make the picture. Cut out shapes to create the picture. W3: Try creating a 2D picture using a different medium, such as clay or plasticine. Use tools to add details to the model W4: Add further details to the picture started which was made using clay. W5: Create a picture using printed paint shapes instead. W6: Add to the picture made of printed shapes - Aim to add a contrasting item, or create an entire scene as a class or individually.

S1 - Works in 2D, using a variety of simple tools
S2 - Puts on an apron and rolls up sleeves when appropriate
S3 - Discusses what they are going to do, giving reasons
S4 - Identify objects used in their work made of wood or plastic
C1 - Explains using terms such as 'how' and 'why', in relation to the model being made
C2 - Chooses the correct tools and equipment when they are needed to complete the task
C3 - Stops working having successfully finished completing a product
C4 - Chooses the colours and themes of the item made and states whether they are liked or disliked.

DT (Mechanics)
Gears, Pulleys and Levers

Suggested Activities: W1-6 - Experimentation with devices which make use of plastic gears, pulley systems (Can design own to move items) and levers. Experiment with making own models which make use of gears, pulleys and levers, e.g. to make a moving model, with moving parts made out of cardboard (Lots of ideas on Twinkl!)

- E1 - Slides items from side to side
- E2 - Selects objects for a reason (I.e. turning gears because they enjoy the motion produced)
- E3 - Moves equipment in correct direction
- E4 - Chooses a favourite
- D1 - Rotates, pushes, and pulls items with increasing independence
- D2 - Observes and imitates others using gears, pulleys or levers
- D3 - Discusses/labels what they are doing using a symbol, giving simple reasons. Answers simple questions
- D4 - Talks about the effect of using gears, pulleys or levers - What is the effect (May be using symbols)?

Vehicular moving models

Suggested Activities: Use of a range of pre cut and drilled wooden/plastic materials to create vehicular models. E.g. wheels, axels, and pieces of wood for creating the models. Race models and evaluate which moved the fastest. Decorate the models in line with the topic using a variety of tools. Experiment with creating a contrasting vehicular model having moved beyond a car (This could be an aeroplane of a boat, experimentation with heavy and light materials, floating and sinking, making a boat move in water by pushing, blowing, or pulling using string.

- E1 - Attempts to put an object together using basic parts.
- E2 - Shows enjoyment or dislike when taking part in creating models
- E3 - Applies glue
- E4 - Selects appropriate tools

Suggested Activities: W1-6 - Experimentation with devices which make use of plastic gears, pulley systems (Can design own to move items) and levers. Experiment with making own models which make use of gears, pulleys and levers, e.g. to make a moving model, with moving parts made out of cardboard (Lots of ideas on Twinkl!)

- S1 - Uses gears, pulleys or levers independently.
- S2 - Demonstrates awareness of the purpose of gears, pulleys or levers (E.g. use of a pulley to move something up and down or from side to side)
- S3 - Compares processes and the outcome. Was the activity effective? Did the gears we used have the desired effect?
- S4 - Considers what might happen when a pulley system is devised, or when plastic cogs are added to a grid.
- C1 - Accurately describes the movement of cogs/ lever or pulleys, including using languages such as up, down, round and round, quick, slow, backwards, forwards.
- C2 - Successfully gathers the correct components needed (e.g. the correct cogs to make them all move)
- C3 - Names equipment correctly in deisg
- C4 - Decides what they will make and how with little help.

Vehicular moving models

Suggested Activities: Use of a range of pre cut and drilled wooden/plastic materials to create vehicular models. E.g. wheels, axels, and pieces of wood for creating the models. Race models and evaluate which moved the fastest. Decorate the models in line with the topic using a variety of tools. Experiment with creating a contrasting vehicular model having moved beyond a car (This could be an aeroplane of a boat, experimentation with heavy and light materials, floating and sinking, making a boat move in water by pushing, blowing, or pulling using string.

- S1 - Demonstrates an awareness of safety issues when using tools (E.g. scissor blades being sharp, not to eat glue, etc.)
- S2 - Selects materials and tools appropriate for the task and purpose
- S3 - Describes materials used using shiny and strong

	<p>D1 - Puts away equipment</p> <p>D2 - Begins to develop, plan and communicate ideas using symbols.</p> <p>D3 - Describes the properties of items used to make vehicles (In terms of shape, appearance or texture)</p> <p>D4 - Differentiates between rough and smooth items, giving reasons for their preferences</p>	<p>S4 - Uses varied methods to join components together (E.g. pushing an axel through a wheel, gluing, or taping items)</p> <p>C1 - Identifies whether items are made of wood, metal or plastic</p> <p>C2 - Collects tools and materials for a purpose</p> <p>C3 - Describes what they are making, in relation to a range of features (E.g. texture, size, shape, movement pattern, etc.)</p> <p>C4 - Follows a basic sequence of instructions to put a model together, with visual support</p>
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Impact:

How we measure whether the implementation of the curriculum achieves our intent statements

- Learning walks
- Book Trawls
- Lesson Observations
- Drop-ins by SLT
- Subject Coordinator Scrutiny (For awareness - Subject coordinators are not accountable for progress)
- Progress data & Target Setting
- Termly Progress Meeting with actions set
- Next Steps
- Formative Assessment (Work samples, written observations on progress sheets and photographs)
- Moderation of work
- End of year Reports (Academic)
- Annual Reviews of the pupil's EHCP
- Parent Workshops, Questionnaires & Parents Evenings
- Class team meetings and Phase Meetings
- Teacher and TA Appraisal
- Ofsted Inspections
- School Improvement Partner involvement in T&L Monitoring
- BEP/Local feedback on curriculum content
- Discussion of Curriculum at SLT Meetings
- Use of CPD time to review curriculum and agree ways forward
- Staff confidence questionnaires in teaching skills
- SLT Leadership and Management of the curriculum
- Teacher involvement in choosing motivating topics to gauge pupils' interests
- Robust monitoring of pupils' opportunities to take part in reading activities to read widely and often
- Assessment using WS P Steps, AET Progression Framework and Scales of Engagement