

The Arts

Art and Design	Knowledge	Skills	Understanding	School Context related links
Year 1	<ul style="list-style-type: none"> I can name the primary and secondary colours. 	<ul style="list-style-type: none"> I can show how people feel in paintings and drawings. I can create moods in art work. I can use pencils to create lines of different thickness in drawings. I can create a repeating pattern in print. I can cut, roll and coil materials. I can use IT to create a picture. 	<ul style="list-style-type: none"> I can ask questions about a piece of art. I can describe what I can see and give an opinion about the work of an artist. 	<p><u>WOODLAND WONDERLAND</u> Primary colours – (Mondrian) Creating secondary colours from primaries. Painting Van Gogh’s sunflowers Observational drawings of flowers Cut, roll and coil clay to produce decorative clay sunflowers Flower pictures produced on Paint program Printing with fruit/veg to create repeating patterns. Discussion of <i>Henri Rousseau’s Tiger in a Tropical Storm</i> (asking questions/giving opinions)</p> <p><u>WHERE IN THE WORLD ARE WE?</u> Analysis of <i>John Waterhouse</i> sea-based art (asking questions/giving opinions)</p>
Year 2	<ul style="list-style-type: none"> I can name the primary colours I know which primary colours mix together to make secondary colours I know what the words tone and shade mean 	<ul style="list-style-type: none"> I can choose and use three different grades of pencil when drawing. I can use charcoal, pencil and pastel to create art. I can use a viewfinder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> I can suggest how artists have used colour, pattern and shape. <p>I can create a piece of art in response to the work of another artist.</p>	<ul style="list-style-type: none"> I can consider other viewpoints when evaluating art (tolerance)

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		<ul style="list-style-type: none"> • I can mix paint to create all the secondary colours. • I can create brown with paint. • I can create tints with paint by adding white. • I can create tones with paint by adding black. • I can create a printed piece of art by pressing, rolling, rubbing and stamping. • I can make a clay pot. • I can join two clay finger pots together. • I can use different effects within an IT paint package. 		
Year 3	<ul style="list-style-type: none"> • I know what the words wash and texture mean 	<ul style="list-style-type: none"> • I can show facial expressions in my art. • I can use sketches to produce a final piece of art. • I can use different grades of pencil to shade and to show different tones and textures. • I can create a background using a wash. • I can use a range of brushes to create different effects in painting. • I can identify the techniques used by different artists. • I can use digital images and combine with other media in my art. 	<ul style="list-style-type: none"> • I can compare the work of different artists. • I recognise when art is from different cultures. • I recognise when art is from different historical periods. 	<ul style="list-style-type: none"> • I can consider other viewpoints when evaluating art (tolerance) • I can appreciate other cultures and time periods influence on art. • I can create a background using a wash to create silhouette art inspired by the Iron Man class text - I can produce a collaborative piece of art inspired by music

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		<ul style="list-style-type: none"> I can use IT to create art which includes my own work and that of others. 		
Year 4	<ul style="list-style-type: none"> I know what the words line, tone, shape and colour mean 	<ul style="list-style-type: none"> I can show facial expressions and body language in sketches and paintings. I can use marks and lines to show texture in my art. I can use line, tone, shape and colour to represent figure and forms in movement. I can show reflections in my art. I can print onto different materials using at least four colours. I can sculpt clay and other mouldable materials. I can integrate my digital images into my art. 	<ul style="list-style-type: none"> I can experiment with the styles used by other artists. I can explain some of the features of art from historical periods. 	<ul style="list-style-type: none"> I can create and mould a clay pot as part of Roman topic I can use real tiles for Roman Mosaics -
Year 5	<ul style="list-style-type: none"> I know how to shade 	<ul style="list-style-type: none"> I can identify and draw objects and use marks and lines to produce texture. I can successfully use shading to create mood and feeling. I can organise line, tone, shape and colour to represent figures and forms in movement. I can use shading to create mood and feeling. I can create an accurate print design following criteria. 	<ul style="list-style-type: none"> I can express emotion in my art. I can use the work of an artist I have researched to replicate a style. 	<ul style="list-style-type: none"> - Shading a portrait of Anne Boleyn, Henry VIII or Elizabeth I. - Artist famous for beast artwork. - Print design of the shapes of the Moon.

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		<ul style="list-style-type: none"> I can use images which I have created, scanned and found; altering them where necessary to create art. I can research the work of an artist 		
Year 6	<ul style="list-style-type: none"> I know what over printing is I know different artists choose different resources for effect. 	<ul style="list-style-type: none"> I can explain why I have used different tools to create art. I can explain why I have chosen specific techniques to create my art. I can explain the style of my work and how it has been influenced by a famous artist. I can over print to create different patterns. I can use a range of e-resources to create art. 	<ul style="list-style-type: none"> I can use feedback to make amendments and improvement to my art. 	<ul style="list-style-type: none"> Block printing Clay hearts

Design Technology	<ul style="list-style-type: none"> Knowledge 	<ul style="list-style-type: none"> Skills 	Understanding	<ul style="list-style-type: none"> School Context related links
Year 1	<ul style="list-style-type: none"> I can describe how something works. 	<ul style="list-style-type: none"> I can cut food safely. I can make a product which moves. I can make my model stronger. <p>I can make a simple plan before making.</p>	<ul style="list-style-type: none"> I can use my own ideas to make something. I can choose appropriate resources and tools. I can explain to someone else how I want to make my product. 	<p><u>MEMORY BOX</u> Designing & making Victorian pop-up puppets</p> <p><u>WOODLAND WONDERLAND</u> Designing and making fruit kebabs (cutting food safely)</p> <p><u>WHERE IN THE WORLD AM I?</u></p> <ul style="list-style-type: none"> Making models of lighthouses, then improving

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				them by making them stronger
Year 2	<ul style="list-style-type: none"> I know what makes a balance diet (science link) I know where food comes from I know about different mechanisms 	<ul style="list-style-type: none"> I can think of an idea and plan what to do next. I can join materials and components in different ways. I can measure materials to use in a model or structure. I can describe the ingredients I am using. 	<ul style="list-style-type: none"> I can choose tools and materials and explain why I have chosen them. I can explain what went well with my work. I can explain why I have chosen specific textiles. 	<ul style="list-style-type: none"> I can use knowledge of mechanisms to build defences for a castle
Year 3	<ul style="list-style-type: none"> I know how to join components 	<ul style="list-style-type: none"> I can follow a step-by-step plan, choosing the right equipment and materials. I can design a product and make sure that it looks attractive. I can make a product which uses both electrical and mechanical components. I can work accurately to measure, make cuts and make holes. 	<ul style="list-style-type: none"> I can select the most appropriate tools and techniques for a given task. I can prove that my design meets some set criteria. I can choose a textile for both its suitability and its appearance. 	<ul style="list-style-type: none"> I have designed, selected materials for and evaluated my design for an Iron Man model. I have designed, selected materials for and evaluated my design for a bug hotel. I have designed and produced a clay plaque for Mothers day using natural materials that I have selected to make it look attractive.
Year 4	<ul style="list-style-type: none"> I know how to be both hygienic and safe when using food. 	<ul style="list-style-type: none"> I can use ideas from other people when I am designing. 	<ul style="list-style-type: none"> I can evaluate products for both their purpose and appearance. 	<ul style="list-style-type: none"> I can design, make and serve food as part of CDWM

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		<ul style="list-style-type: none"> • I can produce a plan and explain it. • I can evaluate and suggest improvements for my designs. • I can present a product in an interesting way. • I can measure accurately. • I can persevere and adapt my work when my original ideas do not work. • I can describe how food ingredients come together. 	<ul style="list-style-type: none"> • I can explain how I have improved my original design. • 	<ul style="list-style-type: none"> • I can design, make and evaluate chocolates along with making the packaging • I can design, make and evaluate a car as part of a Primary Engineering project •
Year 5	<ul style="list-style-type: none"> • I know how to use tools safely 	<ul style="list-style-type: none"> • I can come up with a range of ideas after collecting information from different sources. • I can produce a detailed, step-by-step plan. • I can evaluate appearance and function against original criteria. • I can use a range of tools and equipment competently. • I can make a prototype before I make a final version. • I show that I can be both hygienic and safe in the kitchen. 	<ul style="list-style-type: none"> • I can explain how a product will appeal to a specific audience. • I can suggest alternative plans; outlining the positive features and draw backs. • 	<p>Making model rollercoaster- glue gun, scissors etc.</p> <p>Making Egyptian bread- oven, knife.</p> <p>Instructions for making a rollercoaster.</p> <p>Pitch product at specific audience.</p> <ul style="list-style-type: none"> •
Year 6	<ul style="list-style-type: none"> • I know what a budget is • I know how to work safely 	<ul style="list-style-type: none"> • I can use market research to inform my plans and ideas. • I can follow and refine my plans. • I can show that I consider culture and society in my plans and designs. • I show that I can test and evaluate my products. 	<ul style="list-style-type: none"> • I can justify my plans in a convincing way. • 	<ul style="list-style-type: none"> • Plan out the most cost-effective way to make a chilli. • Children to create instructions for making a

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		<ul style="list-style-type: none"> I can explain how products should be stored and give reasons. I can work within a budget. <p>I can evaluate my product against clear criteria</p>		spotlight, including safety instructions.
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Music	Knowledge	Skills	Understanding	- School Context related links
Year 1		<ul style="list-style-type: none"> I can use my voice to speak, sing and chant. I can use instruments to perform. I can clap short rhythmic patterns. I can make different sounds with my voice and with instruments. I can repeat short rhythmic and melodic patterns. I can follow instructions about when to play and sing. 	<ul style="list-style-type: none"> I can make a sequence of sounds. I can respond to different moods in music. I can say whether I like or dislike a piece of music. I can choose sounds to represent different things. 	<p>Christmas nativity</p> <p><u>PAWS, CLAWS & WHISKERS</u> Using voices and instruments to accompany <i>The Lion Sleeps Tonight</i></p> <p><u>WHERE IN THE WORLD AM I?</u> Listening and responding to music with a sea theme, then choosing instruments to represent the calm/rough sea</p> <p>Accompanying <i>I do like to be beside the seaside</i> with instruments.</p>
Year 2	<ul style="list-style-type: none"> I know the names of some instruments I know that some instruments belong to the percussion family 	<ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can play tuned and untuned instruments musically 	<ul style="list-style-type: none"> I can combine sounds to create musical ensemble I can say what I like and dislike about a piece of music 	<ul style="list-style-type: none"> I have used the Zootime unit to link with finding out about habitats of animals including our fish

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		<ul style="list-style-type: none"> I can listen with concentration and understanding to a range of high-quality live and recorded music I can experiment with and create sounds. 		
Year 3	<ul style="list-style-type: none"> I know what a composition is 	<ul style="list-style-type: none"> I can sing a tune with expression. I can play clear notes on instruments. I can use different elements in my composition. I can compose melodies and songs. I can create accompaniments for tunes. I can combine different sounds to create a specific mood or feeling. 	<ul style="list-style-type: none"> I can create repeated patterns with different instruments. I can use musical words to describe a piece of music and compositions. I can use musical words to describe what I like and do not like about a piece of music. I can recognise the work of at least one famous composer. I can improve my work; explaining how it has been improved. 	<ul style="list-style-type: none"> I have evaluated Peter and the Wolf by Sergei Prokofiev. I understand and can use musical words to describe this piece of music including how the composer has created mood. I can apply this understanding to produce a graphic score and use instruments and sounds to produce a piece of music to portray 'The Lost Happy Endings story.
Year 4	<ul style="list-style-type: none"> I know what rhythm is 	<ul style="list-style-type: none"> I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch. I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. 	<ul style="list-style-type: none"> I can explain why silence is often needed in music and explain what effect it has. 	<ul style="list-style-type: none">

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		<ul style="list-style-type: none"> • I can use notation to record compositions in a small group or on my own. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music. • I can begin to identify the style of work of Beethoven, Mozart and Elgar. 		
Year 5	<ul style="list-style-type: none"> • I know what a rhythmic phrase is 	<ul style="list-style-type: none"> • I can breathe in the correct place when singing. • I can maintain my part whilst others are performing their part. • I can improvise within a group using melodic and rhythmic phrases. • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria. • I can use notation to record groups of pitches (chords). • I can use my music diary to record aspects of the composition process. <p>I can choose the most appropriate tempo for a piece of music.</p>	<ul style="list-style-type: none"> • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think music is successful or unsuccessful. • I can suggest improvement to my own work and that of others. • I can contrast the work of a famous composer and explain my preferences. 	<ul style="list-style-type: none"> • Walk like an Egyptian song. • Tudor play- maintain parts. • Eerie music for Alchemy Island. • Music to accompany ride-based on style of ride e.g. Thirteen ride at Alton Towers.
Year 6	<p>I know that music has a history.</p>	<ul style="list-style-type: none"> • I can sing in harmony confidently and accurately. • I can perform parts from memory. • I can take the lead in a performance. 	<ul style="list-style-type: none"> • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. 	<ul style="list-style-type: none"> • Learn about different musicians.

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		I can use a variety of different musical devices in my composition (including melody, rhythms and chords).	<ul style="list-style-type: none">• I can analyse features within different pieces of music.• I can compare and contrast the impact that different composers from different times have had on people of that time.•	
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