

St Barnabas C of E Primary Design and The Arts Curriculum Intent

Each Child is Uniquely Created and Loved by God

Our aim at St Barnabas' School is that all children aspire to master a broad range of skills, knowledge and understanding relating to Design and the Arts. Teaching and learning will focus on challenging pupils to engage with their surroundings and providing them with a platform to express their own ideas and concepts with creativity and utility. Singing is integrated into daily life at St Barnabas and all children will be provided with the opportunity to learn an instrument. Pupils will be encouraged to appreciate design and aesthetics whilst having the opportunity to create things that are useful, beautiful and imaginative. Pupils will be challenged to manage risk, solve problems and demonstrate the ability to critically evaluate their own work as well as the work of others. Pupils will work with a range of different resources and materials and will be afforded the opportunity to make decisions about which materials/resources they think most appropriate. As part of the Design and The Arts Curriculum, pupils will have the opportunity to perform and/or present their work and will learn to understand and appreciate the value of receiving critical analysis from others. Such interaction will support pupils to develop a positive sense of self and to build effective relationships with those around them.

In order to ensure that pupils gain a deep and broad understanding of Design and the Arts and are able to make meaningful links across the curriculum, we have identified a number of key concepts that will be focussed upon and revisited:

Inspiration	Sketching, Drawing and Composition	Paint and Colour	Design and Construction	Making Music	Evaluation and Appreciation
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EYFS

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Overview	<p>I can use a range of tools competently, safely and confidently.</p> <p>I can achieve a good posture when sitting at a table or sitting on the floor.</p> <p>I can return to and build on my previous learning to refine and develop my ideas.</p> <p>I can work collaboratively, to share ideas, resources and skills.</p> <p>I can use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Pupils have the opportunity to develop their artistic and cultural awareness throughout the EYFS to support their imagination and creativity.</p> <p>They have regular opportunities to engage with the arts and to explore and play with a wide range of media and materials. This enables pupils to see, hear and participate fully to develop their understanding, self-expression, vocabulary and to be able to communicate through the arts.</p> <p>Through playing and exploring, pupils can investigate and experience things, and 'have a go'. Pupils are encouraged to concentrate and keep on trying if they encounter difficulties, and to enjoy their achievements.</p> <p>Creativity and critical thinking are promoted to develop pupils' own ideas, make links between ideas, and develop strategies for doing things.</p>	<p>Safe</p> <p>Cut</p> <p>Sit</p> <p>Straight</p> <p>Return</p> <p>Use</p>

Inspiration	<p>I can look at the work of artists to generate original ideas.</p>	<p>As part of the <u>Expressive Arts and Design</u> component of the EYFS framework, pupils will be encouraged to share their thoughts, ideas and feelings through a range of activities. As part of the <u>Communication and Language</u> component of the EYFS framework, pupils have the opportunity to experience a rich language environment and to develop their confidence and skills in expressing themselves. As part of the <u>Understanding the World</u> component of the EYFS framework, pupils will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about different people.</p> <p>In Yr1 pupils will learn to express their opinions about art and artists.</p> <p>Suggested artists:</p> <ul style="list-style-type: none"> • Wassily Kandinsky • Piet Mondrian • Henri Matisse • George Seurat • Augusta Savage 	<p>Different Same Difficult Easy Like Don't like Feeling Thoughts Use</p>
Sketching, drawing and composition	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I can hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>I can use large-muscle movements to wave</p>	<p>As part of the <u>Expressive Arts and Design</u> component of the EYFS framework, pupils explore and play with a wide range of media and materials. As part of the <u>Literacy</u> component of the EYFS framework, pupils begin to mark-make and write. As part of the <u>Mathematics</u> component of the EYFS framework, pupils are challenged to develop spatial awareness and describe shapes. As part of the <u>Understanding the World</u> component of the EYFS framework, pupils develop a sense of their physical world and their community and increase their knowledge and sense of the world around them. In the</p> <p>In Yr1, pupils develop these skills by using sketching as a technique to quickly record thoughts and ideas. Pupils also develop these skills by using line experiments and creating 2D shapes. Pupils will also build on this further with their observational sketches in Yr1.</p>	<p>Chalk Crayons Draw Drawing Lines Marks Objects Pen Pencil Thin Thick Light Dark Strong Soft</p>

	<p>flags and streamers, paint and make marks</p> <p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.</p> <p>I am beginning to show accuracy and care when drawing.</p>		Hard
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Colour	<p>I can mix primary colours to begin creating secondary colours.</p> <p>I can explore colour and colour mixing.</p>	<p>As part of the <u>Expressive Arts and Design</u> component of the EYFS framework, pupils explore and play with a wide range of media and materials.</p> <p>In Yr1, pupils further mix primary colours to make secondary colours with increased independence.</p>	<p>Mark making</p> <p>Paint</p> <p>Paint brush</p> <p>Mix</p> <p>Primary colours</p> <p>Poster Paint</p> <p>Light</p> <p>Dark</p> <p>Bright</p>
Painting	<p>I can experiment with poster paints</p> <p>I can begin to develop skill and control when using paint.</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p>	<p>As part of the <u>Expressive Arts and Design</u> component of the EYFS framework, pupils explore and play with a wide range of media and materials. As part of the Personal, Social and Emotional Development component of the EYFS framework children are supported to manage emotions and develop a positive sense of self.</p> <p>In Yr1, pupils build on this experience when they continue to use poster paints and begin to develop skill and control.</p>	<p>Pale</p> <p>Thick</p> <p>Thin</p> <p>Mixing</p> <p>Colour</p> <p>Colourful</p> <p>Texture</p> <p>Shape</p> <p>Lines</p> <p>Marks</p> <p>Objects</p> <p>Pattern</p> <p>Sponge</p> <p>Light</p> <p>Dark</p> <p>Bright</p> <p>Dull</p> <p>Print</p> <p>Repeat</p> <p>Shapes</p>

Design and Construction	<p>I can use clay and/or objects from the natural environment to create sculptural forms.</p> <p>I can choose resources to carry out my own plan.</p> <p>I can explore different materials, in order to develop my ideas about how to use them and what to make.</p> <p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p> <p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>As part of the <u>Expressive Arts Design</u> component of the EYFS framework, pupils are encouraged to explore and play with a wide range of media and materials. As part of the <u>Understanding the World</u> component of the EYFS framework, pupils are guided to make sense of their physical world and their community through opportunities to explore and observe the environment.</p> <p>In Yr1, pupils will build on this, using resources from the natural environment to create more complex sculptural forms.</p>	<p>Plan Make Cut Fold Join Fabric Patterns Scissors Shape Snip Model Modelling dough Tools Colour Choose Ideas Try Sculpture Fold Bend Clay Weave Stick Texture</p>
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Making Music	<p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>As part of the Communication and Language Development component of the EYFS framework, pupils are given opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. As part of the <u>Expressive Arts and Design</u> component of the EYFS framework, pupils are encouraged to use their voice as a tool for self-expression.</p> <p>In Yr1, pupils will build on this when they listen to a range of sounds, texts, rhymes, chants and songs and use their voice to expressively to repeat, respond and create their own aural content.</p>	<p>Chant Fast Slow Follow High Low Instrument Loud Quiet Repeat Sing Song Listen Tune Voice</p>
Evaluation and Appreciation	<p>I can recognise and describe key features of my own work and the work of others.</p> <p>I can share my creations, explaining the process I have used.</p>	<p>As part of the <u>Expressive Arts and Design</u> component of the EYFS curriculum, children are encouraged to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a range of activities.</p> <p>In Yr1, pupils will build on this when they begin to reflect upon their own creative work and the creative work of others to identify and evaluate some of its key features.</p>	<p>My I can This Picture Model Like Don't like</p>

Year 1

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Inspiration	<p>I can look at the work of artists to generate original ideas.</p> <p>I can consider similarities and differences between artists and pieces of art.</p>	<p>As part of the Communication and Language Development component of the EYFS framework, pupils had the opportunity to experience a rich language environment and to develop their confidence and skills in expressing themselves. In Yr1 pupils will be able to use these skills to express their opinions about art and artists. As part of the Expressive Arts and Design component of the EYFS framework, pupils were encouraged to share their thoughts, ideas and feelings through a range of activities. In Yr1, pupils will be able to use these skills to express their opinions about art and artists. As part of the Understanding the World component of the EYFS framework, pupils were guided to make sense of their physical world and their community through opportunities to explore, observe and find out about different people. In Yr1, it is suggested that pupils explore the work of some of the following artists:</p> <ul style="list-style-type: none"> • Beatriz Milhazes • Andy Goldsworthy • Anthony Gormsley • Miranda Lloyd • Katerina Apale <p>Pupils will build upon this understanding in Yr2 when they study the work of artists from a contrasting location to their own.</p> <p><u>In Yr1, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils will be challenged to make objects using materials found in the natural environment. Exploring the work of artists who use natural materials to create pieces of art will support pupils to make their own natural constructions.</u></p> <p><u>Further cross curricular links can be made to the speaking and listening component of the English and Communication curriculum.</u></p>	<p>Colour</p> <p>Texture</p> <p>Mark Making</p> <p>Shape</p>

Sketching	I can start to use sketches to record thoughts and ideas.	<p>As part of the Literacy Development component of the EYFS framework, pupils begin to mark-make and write. In Yr1, pupils develop these skills by using sketching as a technique to quickly record thoughts and ideas. Pupils will build upon this understanding in Yr2 when they begin to use sketchbooks and experiment with new materials.</p> <p><u>In Yr1, cross curricular links can be made with the Time and Place Curriculum in which pupils are taught to use simple fieldwork and observational skills to study the geography of their immediate surrounding environment. Sketching can be used as a key way to record geographical information.</u></p> <p><u>Further cross curricular links can be made to the Science and Computing Curriculum in which pupils are taught to use different types of scientific enquiry to gather and record data. Sketching can be used as a key way to record scientific information. E.g. Observing how seeds and bulbs grow into mature plants</u></p>	Pencil Chalk Collage Position Thick Thin 2-D (The names of 2D shapes in line with the Yr1 Maths curriculum) 3-D
Drawing and Composition	I can explore mark making using both line experiments and 2D shapes.	<p>As part of the Literacy Development component of the EYFS framework, pupils begin to mark-make and write. In Yr1, pupils develop these skills by using line experiments and creating 2D shapes. As part of the Mathematics component of the EYFS framework, pupils are challenged to describe shapes. In Yr1 pupils build upon this understanding by creating their own representations of 2D shapes. Pupils build upon these skills in Yr2 when they use different techniques, together with applying tone, to create form. They also begin to experience different materials, including charcoal, pastels and pieces of mixed media art.</p> <p><u>In Yr1 cross curricular links can be made with the Geometry-Shape component of the Maths Curriculum in which pupils are taught to recognise, name and sort 2D shapes. They are also challenged to create patterns with 2D shapes.</u></p> <p><u>Further cross curricular links can be made to the Science and Computing Curriculum in which pupils are required to use basic freehand tools with precision to produce pieces of digital art.</u></p>	

Colour	I can mix primary colours to create secondary colours.	<p>As part of the Expressive Arts and Design component of the EYFS framework, pupils explore and play with a wide range of media and materials. In Yr1, pupils mix primary colours to make secondary colours. Pupils build upon this understanding in Yr2 when they mix, refine and apply colours in order to match them to artefacts and objects.</p> <p><u>In Yr1, cross curricular links can be made with the Science and Computing Curriculum in which pupils are taught to describe the simple physical properties of a variety of everyday materials such as paint.</u></p>	Brush Mix Primary colours Poster Paint Watercolour Acrylic Paint Light Dark Bright
Painting	<p>I can experiment with poster paints</p> <p>I can begin to develop skill and control when using paint.</p>	<p>As part of the Expressive Arts and Design component of the EYFS framework, pupils explore and play with a wide range of media and materials. In Yr1, pupils use poster paints and begin to develop skill and control. Pupils build upon this understanding in Yr2 when they improve their painting skills, develop control and experiment using different sized brushes.</p> <p><u>In Yr1, cross curricular links can be made with the Sport, Exercise and Health curriculum in which pupils are taught to move with control and care.</u></p>	Pale Thick Thin Mixed Pure
Design and Construction	I can use clay and/or objects from the natural environment to create sculptural forms.	<p>As part of the Expressive Arts Design component of the EYFS framework, pupils are encouraged to explore and play with a wide range of media and materials. As part of the Understanding the World component of the EYFS framework, pupils are guided to make sense of their physical world and their community through opportunities to explore and observe the environment. In Yr1, pupils use resources from the natural environment to create sculptural forms. Pupils build on this understanding in Yr2 when the create 2D printed patterns and use junk modelling equipment to make moving structures/sculptural forms.</p> <p><u>In Yr1, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils are challenged to make objects using materials found in the natural environment.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing Curriculum in which pupils are taught to describe the simple physical properties of a variety of everyday materials such as wood and stone.</u></p>	Plan Make Cut Fold Join Arrange

<p>Making Music</p>	<p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>As part of the Communication and Language Development component of the EYFS framework, pupils are given opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. In Yr1, pupils will listen to a range of sounds, texts, rhymes, chants and songs and use their voice to expressively to repeat, respond and create their own aural content. Pupils will build upon this learning in Yr2 when they learn to play tuned and/or un-tuned instruments musically. They will also learn to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><u>In Yr1, cross curricular links can be made with reading, speaking and listening components of the English and Communication curriculum.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils are taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</u></p>	<p>Chant Fast Follow High Instrument Low Loud Quiet Repeat Rhythm Rhyme Sing Slow Song Sounds Beat Beater Cymbal Drum High (sound) Listen Low (sound) Perform Shaker Steady beat Tambourine Tempo Triangle Tune Voice</p>
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<p>Evaluation and Appreciation</p>	<p>I can recognise, describe and evaluate key features of my own work and the work of others.</p>	<p>As part of the Expressive Arts and Design component of the EYFS curriculum, children were encouraged to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a range of activities. In Yr1, pupils will begin to reflect upon their own creative work and the creative work of others to identify and evaluate some of its key features. Pupils will build upon this learning in Yr2 when they learn to express clear preferences, with reasons, when evaluating creative work, using some formal language. They will also learn to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><u>In Yr1, cross curricular links can be made to the speaking and listening component of the English and Communication curriculum.</u></p>	<p>Quiet Noisy Peaceful Intense Natural Man-made Nature Feelings Feel Calm Relaxed Tranquil Cheerful Happy Joyful</p>
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Year 2

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Inspiration	I can study the work of a contemporary artist from a contrasting location.	<p>In Yr1 pupils learned to express their opinions about art and artists. They also studied the work of significant and noteworthy artists. In Yr2, pupils explore the work of a contemporary artist from a location which is contrasting to their own. Suggested artists include:</p> <ul style="list-style-type: none"> • Tiffany Chung • Ha Manh Thang <p>Pupils will build upon this learning in Yr3 when they study a range of different artists and learn to express their own opinions on their work.</p> <p><u>In Yr2, cross curricular links can be made with the Time and Place Curriculum where pupils are challenged to study the human and physical geography of a small area in a contrasting non-European country. Studying the work of contemporary artists from contrasting locations can help pupils to build strong schemas of learning relating to specific regions of non-European countries.</u></p>	Tone Media
Sketching	<p>I can start to use sketches and a sketchbook to record thoughts and ideas.</p> <p>I can experiment with new materials.</p>	<p>In Yr1 pupils use sketching as a technique to quickly record thoughts and ideas. In Yr2 pupils begin to use sketchbooks and experiment with new materials. Pupils build upon this understanding in Yr3 when they use sketching and sketchbooks to generate ideas and make observations. Pupils also learn to keep a record of experiments with various materials.</p> <p><u>In Yr2, cross curricular links can be made with the Time and Place Curriculum in which pupils are taught to use simple fieldwork and observational skills to study the geography of their immediate surrounding environment. Sketching can be used as a key way to record geographical information.</u></p> <p><u>Further cross curricular links can be made to the Science and Computing Curriculum in which pupils are taught to use different types of scientific enquiry to gather and record data. Sketching can be used as a key way to record scientific information. E.g. Recording how well a plant is growing as part of an investigation.</u></p>	Sketch Ink Pastel Charcoal Mixed media Overlapping Heavy Light

<p>Drawing and Composition</p>	<p>I can explore different techniques, to create form.</p> <p>I can experiment with applying tone to create form.</p> <p>I can begin to use different materials to create mixed media art.</p>	<p>In Yr1, pupils use line experiments and create 2D shapes. In Yr2, pupils explore different techniques to create form. They also explore how different materials can be used to create pieces of mixed media art. Pupils will build upon this learning in Yr3 when they draw from observation and refine their ability to use tonal shading. Pupils will also explore geometry and create mixed media compositions to create portraits</p> <p><u>In Yr2, cross curriculum links can be made with the English and Communication curriculum in which pupils are challenged to use various forms of descriptive writing to depict a scene. Pupils can build upon this learning by creating visual representations to accompany/support their writing.</u></p> <p><u>Further cross curricular links can be made with the Time and Place curriculum in which pupils are taught to describe events beyond living memory that are significant nationally or globally significant. Pupils can create visual representations to accompany/support their written/verbal accounts.</u></p>	
<p>Colour</p>	<p>I can mix, refine and apply colours.</p> <p>I can match colours to artefacts and objects.</p>	<p>In Yr1, pupils mix primary colours to make secondary colours. In Yr2, pupils refine and apply colours in order to match them to artefacts and objects. Pupils build upon this understanding in Yr3 when they learn how to create tints and shades of colour.</p>	<p>Wash Sponge Splatters Stroke Dap Mask off Sgraffito Tone Cool Cold Warm Hot Heavy Light</p>
<p>Painting</p>	<p>I can improve my painting skills by developing control.</p> <p>I can experiment using different sized brushes.</p>	<p>In Yr1, pupils use poster paints and begin to develop skill and control. In Yr2, pupils develop control when painting and experiment using different sized brushes. Pupils build upon this understanding in Yr3 when they practise the use of more specialist paints.</p>	

<p>Design and Construction</p>	<p>I can create 2D printed patterns.</p> <p>I can use junk modelling equipment to make moving structures/sculptural forms.</p>	<p>In Yr1, pupils use resources from the natural environment to create sculptural forms. In Yr2, pupils create 2D printed patterns and use junk modelling equipment to make moving structures/sculptural forms. Pupils build upon this learning in Yr3 when they are encouraged to seek imaginative solutions to problems. Pupils are also taught to use paper and glue to create shapes, masks and/or sculptures and to make a simple moving puppet.</p> <p><u>Cross curricular links can be made with the Geometry-Properties of Shape component of the Maths curriculum in which pupils are taught to make patterns with 2D shapes.</u></p> <p><u>Further links can be made with the Time and Place Curriculum in which pupils are taught describe significant historical events and/or people in own locality such as the Norman Invasion of Britain. Pupils can use and apply their understanding of castles and the role they played in the Norman invasion and settlement of Britain to help make create their sculptural forms.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils compare the suitability of a variety of everyday materials, for particular uses. Pupils also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. This understanding can be directly applied to their structural and sculptural forms.</u></p>	<p>Design Model User Purpose Structure Wall Tower Base Surface Stiffen Strengthen Reinforce Three-dimensional (3-D) Pivot Mechanism Lever Pulley Cam Rotary motion Linear motion</p>
<p>Making Music</p>	<p>I can play tuned and un-tuned instruments musically.</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>In Yr1, pupils will listen to a range of sounds, texts, rhymes, chants and songs and use their voice to expressively repeat, respond and create their own aural content. In Yr2, pupils learn to play tuned and/or un-tuned instruments musically. They also learn to experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils build upon this learning in Yr3 when they learn to sing and play musically, reproduce sounds from aural memory and begin to develop an understanding of musical composition.</p> <p><u>In Yr2, cross curricular links can be made with the Creating Media- Making Music component of the Science and Computing curriculum.</u></p>	<p>Accompany Body percussion Chime bar Chord Claves Compose Duration Percussion Phrase Pitch</p>

<p>Evaluation and Appreciation</p>	<p>I can express clear preferences, with reasons, when evaluating creative work, using some formal language.</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>In Yr1, pupils begin to reflect upon their own creative work and the creative work of others to identify and evaluate some of its key features. In Yr2, pupils learn to express clear preferences, with reasons, when evaluating creative work, using some formal language. They also learn to listen with concentration and understanding to a range of high-quality live and recorded music. Pupils will build upon this learning in Yr3 when they learn to reflect upon their own work in order to improve it and use increasingly sophisticated language to describe artwork. They will also listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>In Yr2, cross curricular links can be made to the speaking and listening component of the English and Communication curriculum.</u></p> <p><u>Further cross curricular links can be made with the Sports, Exercise and Health curriculum in which pupils are taught to give and receive feedback in order to improve performance.</u></p>	<p>Impressionism Pointillism Tradition Place/Location</p>
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Year 3

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Inspiration	I can express my own ideas about the artwork of others.	<p>In Yr2, pupils explored the work of a contemporary artist from a location which is contrasting to their own. In Yr3, pupils explore the art of a range on artists. Suggested artists include:</p> <ul style="list-style-type: none"> • David Hockney • Sir Peter Blake • Kara Walker • Laura Wheeler Waring • Lucien Freud • Paul Cezanne • Edgar Degas • Pablo Picasso • Alexander Calder • Charles Rennie Mackintosh • Vivienne Westwood <p>In Yr3, pupils learn how to express their own ideas about the work of these artists and others. In Yr4, pupils will build on this learning when they learn to critically evaluate the work of well-known artists.</p> <p><u>In Yr3, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils explore an offsite setting and use it as inspiration for a piece of art inspired by a well-known artist.</u></p>	Composition Pose
Sketching	<p>I can use sketchbooks to generate ideas and make observations</p> <p>I can use a sketchbook to keep a record of experiments with various materials.</p>	<p>In Yr2, pupils begin to use sketchbooks and experiment with new materials. In Yr3, pupils use sketching and sketchbooks to generate ideas and make observations. Pupils also learn to keep a record of experiments with various materials. Pupils build upon this understanding in Yr4 when they learn how to use sketchbooks to plan and refine ideas, to record ideas for materials and to develop skill and technique.</p> <p><u>In Yr3, cross curricular links can be made with the Time and Place Curriculum in which pupils are taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps.</u></p>	Layout Landscape Portrait Seascape Still life Front Side Profile Rear Close up Far away

Drawing and Composition	<p>I can draw from observation.</p> <p>I can refine my use of tonal shading.</p> <p>I can explore the role of geometry in composition.</p> <p>I can create mixed media compositions to create portraits.</p>	<p>In Yr2, pupils explore different techniques to create form. They also explore how different materials can be used to create pieces of mixed media art. In Yr3 pupils draw from observation and refine their ability to use tonal shading. Pupils will also explore geometry and create mixed media compositions to create portraits. Pupils will build upon these skills in Yr4 when they investigate the role of perspective in both geometric and mathematical drawings and develop still life compositions.</p> <p><u>In Yr3 cross curricular links can be made with the Geometry-Properties of Shape component of the Maths Curriculum in which pupils explore angles, horizontal, vertical, parallel and perpendicular lines. They also recognise and describe 2D shapes.</u></p> <p><u>Further cross curricular links can be made with the Time and Place curriculum in which pupils are taught to use fieldwork to observe, measure, record and present the human and physical features in the local area. Observational drawing can be used to support this goal.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils are required to take accurate and precise measurements. Accurate observational drawings can be used to support such measurements and help pupils make sound scientific conclusions.</u></p>	Life-size Bird's eye view
Colour	I can create tints and shades of colour.	In Yr2, pupils refine and apply colours in order to match them to artefacts and objects. In Yr3, pupils learn how to create tints and shades of colour. Pupils build upon this understanding in Yr4 when they learn to make their own paint/dye from natural pigments.	Bristle Natural Round Flat Splatter
Painting	I can practice the use of more specialist paints.	In Yr2, pupils develop their painting skills, develop control and experiment using different sized brushes. In Yr3 pupils practice the use of more specialist paints. Pupils build upon this understanding in Yr4 when they Improve their range of strokes and increase their use of shade and tone.	Complementary colours Oil Acrylics Intense Rich Vivid Mellow Mild Deep Flat

Design and Construction	<p>I can seek imaginative solutions to problems.</p> <p>I can use paper and glue to create shapes, masks and/or sculptures.</p> <p>I can make a simple moving puppet</p>	<p>In Yr2, pupils create 2D printed patterns and use junk modelling equipment to make moving structures/sculptural forms. In Yr3, pupils are encouraged to seek imaginative solutions to problems. Pupils are also taught to use paper and glue to create shapes, masks and/or sculptures and to make a simple moving puppet. Pupils build upon this learning in Yr4 when they focus finding imaginative solutions to problems through collaboration. Pupils also use recycled materials to produce art designed to increase awareness of environmental issues and structural awareness and use weaving techniques to produce pieces of textile.</p> <p><u>In Yr3, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils are taught to make suggestions about what they want to make and design them and to create their own games designed to explore the natural environment. In both instances imaginative problem solving will be required.</u></p> <p><u>Further cross curricular links can be made to the Time and Place Curriculum in which pupils study the achievements of the Ancient Egyptians. As part of this study pupils will explore the role of death masks and their significance in Ancient Egyptian society.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils are taught to recognise that shadows are formed when the light from a light source is blocked by an opaque object and to find patterns in the way that the size of shadows change. Pupils can explore these concepts and develop strong schemas of learning by creating shadow puppets.</u></p>	<p>Function</p> <p>Label</p> <p>Research</p> <p>Marking out</p> <p>Shaping</p> <p>Tabs</p> <p>Scoring</p> <p>Assemble</p>
Making Music	<p>I can sing and play musically</p> <p>I can reproduce sounds from aural memory.</p> <p>I can begin to develop an understanding of musical composition.</p>	<p>In Yr2, pupils learn to play tuned and/or un-tuned instruments musically. They also learn to experiment with, create, select and combine sounds using the inter-related dimensions of music. In Yr3, pupils learn to sing and play musically, reproduce sounds from aural memory and begin to develop an understanding of musical composition. Pupils build upon this learning in Yr4 when they develop the confidence and control of their musical playing. They will also develop an understanding of musical composition by organising and manipulating ideas within musical structures.</p> <p><u>In Yr3, cross curricular links can be made with the programming component of the Science and Computing curriculum in which pupils are challenged to explore sequence in music.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils explore the role that sequence plays in music.</u></p>	<p>Accompaniment</p> <p>Call and response</p> <p>Castanets</p> <p>Composer</p> <p>Conductor</p> <p>Drone Duet</p> <p>Duration</p> <p>Glockenspiel</p> <p>Lyrics Melody</p> <p>Orchestra</p> <p>Round Scale</p> <p>Structure Theme</p> <p>Unison Woodblock</p> <p>Xylophone</p>

<p>Evaluation and Appreciation</p>	<p>I can reflect on my own work in order to improve it and use increasingly sophisticated language to describe artwork.</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>In Yr2, pupils learn to express clear preferences, with reasons, when evaluating creative work, using some formal language. They also learn to listen with concentration and understanding to a range of high-quality live and recorded music. In Yr3, they learn to reflect upon their own work in order to improve it and use increasingly sophisticated language to describe artwork. They also listen with attention to detail and recall sounds with increasing aural memory. Pupils will build upon this learning in Yr4 when they learn to critically evaluate their own work and the work of others and use this information to improve their own work. They will also learn to appreciate and understand a wide range of high-quality live and recorded music.</p> <p><u>In Yr3, cross curricular links can be made to the speaking and listening component of the English and Communication curriculum.</u></p> <p><u>Further cross curricular links can be made with the Sports, Exercise and Health curriculum in which pupils are taught to compare and contrast gymnastic sequences.</u></p> <p><u>Further cross curricular links can be made to the Time and Place curriculum in which pupils are taught to name and locate geographical regions and their identifying human and physical characteristics within the United Kingdom. Pupils will research, listen to and reflect upon music from specific geographical regions within the UK.</u></p>	<p>Pop Art Realism Cyclorama Silhouette</p>
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Year 4

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Inspiration	I can critically evaluate the work of well-known artists.	<p>In Yr3, pupils explore the art of a range of artists and learn how to express their own ideas about the work of these artists and others. In Yr4, pupils learn to critically evaluate the work of well-known artists. Suggested artists include:</p> <ul style="list-style-type: none"> • Giorgio Morandi • Susan Stockwell • Alberto Giacometti • Frank Lloyd Wright • Zaha Hadid <p>In Yr5, pupils will build on this learning when they learn to use the work of other artists, architects and designers to explore their own ideas.</p> <p><u>In Yr4, cross curricular links can be made with the Time and Place Curriculum, when pupils are required to study the physical geography of a region in a European country. Studying the work of European artists can help pupils to build schemas of learning relating to specific regions of European countries.</u></p>	Form Viewpoint
Sketching	<p>I can use a sketchbook to plan and refine ideas.</p> <p>I can use a sketchbook to record ideas for materials and to develop skill and technique.</p>	<p>In Yr3, pupils use sketching and sketchbooks to generate ideas and make observations. Pupils also learn to keep a record of experiments with various materials. In Yr4, pupils learn how to use sketchbooks to plan and refine ideas, to record ideas for materials and to develop skill and technique. Pupils build upon this learning in Yr5 when they use sketchbooks to help plan and complete projects.</p> <p><u>In Yr4, cross curricular links can be made with the Time and Place Curriculum in which pupils are taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps.</u></p>	Arrangement Geometric Horizontal Vertical Diagonal Simplified

Drawing and Composition	<p>I can Investigate perspective in both geometric and mathematical drawings,</p> <p>I can develop still life compositions.</p>	<p>In Yr3, pupils draw from observation and refine their ability to use tonal shading. Pupils also explore geometry and create mixed media compositions to create portraits. In Yr4, pupils investigate the role of perspective in both geometric and mathematical drawings and develop still life compositions. Pupils build upon this understanding in Yr5 when they further refine their ability to draw from observation, develop perspective and increase detail within their own work.</p> <p><u>In Yr4, cross curricular links can be made with the Geometry-Properties of Shape component of the Maths Curriculum in which pupils explore angles, horizontal, vertical, parallel and perpendicular lines. They also recognise and describe 2D shapes and explore the concept of symmetry.</u></p>	
Colour	<p>I can make my own paint/dye from natural pigments.</p>	<p>In Yr3, pupils learn how to create tints and shades of colour. In Yr4, pupils learn to make their own paint/dye from natural pigments. Pupils build upon this learning in Yr5 when then learn how to create different effects and textures.</p> <p><u>In Yr4, cross curricular links can be made with the Time and Place Curriculum in which pupils investigate Britain's settlement by Anglo-Saxons. By exploring how Anglo-Saxon pigments and dyes were made and used, pupils will develop a deeper schema of learning on the subject.</u></p>	<p>Shader Stencil Detail Uniform Blended Graduated</p>
Painting	<p>I can improve my range of strokes and increase my use of shade and tone.</p>	<p>In Yr3, pupils practice the use of more specialist paints. In Yr4, pupils Improve their range of strokes and increase their use of shade and tone. Pupils build upon this learning in Yr5 when pupils begin to make choices regarding materials, to meet the need of the project.</p>	

Design and Construction	<p>I can seek imaginative solutions to problems, through invention of ideas, collaboration and reflection.</p> <p>I can use recycled materials to produce art designed to increase awareness of environmental issues and structural awareness.</p> <p>I can use weaving techniques to produce pieces of textile.</p>	<p>In Yr3, pupils are encouraged to seek imaginative solutions to problems. Pupils are also taught to use paper and glue to create shapes, masks and/or sculptures and to make a simple moving puppet. In Yr4, pupils focus on finding imaginative solutions to problems through collaboration. Pupils also use recycled materials to produce art designed to increase awareness of environmental issues and structural awareness and use weaving techniques to produce pieces of textile. Pupils build upon this learning in Yr5 when they use polyprint tiles to create repeating printed patterns, use clay to create complex sculptural forms and thread and textiles to create useful objects.</p> <p><u>In Yr4, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils are encouraged to develop an understanding of how to care for and protect our immediate natural environment.</u></p> <p><u>Further cross curricular links can be made with the English and Communication curriculum in which pupils create a piece of persuasive writing designed to raise awareness of environmental issues.</u></p> <p><u>Further cross curricular links can be made to the Time and Place curriculum in which pupils investigate Britain's settlement by Anglo-Saxons. By exploring weaving and textile production, pupils can develop their understanding of how Anglo-Saxon clothes and fabrics were made.</u></p>	<p>Product</p> <p>Annotate</p> <p>Font</p> <p>Lettering</p> <p>Text</p> <p>Graphics</p>
Making Music	<p>I can sing and play musically with increasing confidence and control.</p> <p>I can develop an understanding of musical composition by organising and manipulating ideas within musical structures.</p>	<p>In Yr3, pupils learn to sing and play musically, reproduce sounds from aural memory and begin to develop an understanding of musical composition. In Yr4, pupils develop the confidence and control of their musical playing. They also develop an understanding of musical composition by organising and manipulating ideas within musical structures. Pupils will build upon this learning in Yr5 when they learn to play and perform in solo and ensemble contexts. Pupils will use their voice and/or musical instruments with increasing accuracy, fluency, control and expression and gain an understanding of staff and/or other musical notations</p> <p><u>In Yr4, cross curricular links can be made with the Science and Computing curriculum in which pupils learn how sound is made, travels and can be manipulated.</u></p>	<p>Harmony</p> <p>Improvise</p> <p>Leaping (large interval between two notes)</p>

<p>Evaluation and Appreciation</p>	<p>I can critically evaluate my own work and the work of others and use this information to improve my own work.</p> <p>I appreciate and understand a wide range of high-quality live and recorded music.</p>	<p>In Yr3, pupils learn to reflect upon their own work in order to improve it and use increasingly sophisticated language to describe artwork. They also listen with attention to detail and recall sounds with increasing aural memory. In Yr4, pupils learn to critically evaluate their own work and the work of others and use this information to improve their own work. They also learn to appreciate and understand a wide range of high-quality live and recorded music. Pupils will build upon this understanding in Yr5 when they develop a greater understanding of vocabulary when discussing their own work and the work of others. They will also develop an appreciation of music drawn from different traditions and from great composers and musicians.</p> <p><u>In Yr4, cross curricular links can be made to the speaking and listening component of the English and Communication curriculum.</u></p> <p><u>Further cross curricular links can be made with the Outdoor Learning Curriculum in which pupils will be required to reflect upon and review their work according to the extent that it can successfully perform a specific purpose.</u></p> <p><u>Further cross curricular links can be made with the Sports, Exercise and Health curriculum in which pupils are taught to work with a partner to create, repeat and improve a sequence.</u></p>	<p>Expressionism Modernism Cubism Muted Subdued Earthy Subtle</p>
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Year 5

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Inspiration	I can use the work of artists, architects and designers to explore my own ideas.	<p>In Yr4, pupils learn to critically evaluate the work of well-known artists. In Yr5, pupils learn to use the work of other artists, architects and designers to explore their own ideas.</p> <p>Suggested artists, architects and designers include:</p> <ul style="list-style-type: none"> • William Morris • John Constable • Edmonia Lewis • Robert S Duncanson • Ben Enwonwu <p>In Yr6, pupils will build upon this learning when they are challenged to develop personal and imaginative responses to pieces of artwork.</p> <p><u>In Yr5 cross curricular links can be made with the Time and Place Curriculum in which pupils complete a local study linked to a historically significant period in the local history. A study of the work of significant Victorian artists will support pupils to build schemas of learning relating to the Victorian period.</u></p>	Mood Subject Matter
Sketching	<p>I can use a sketchbook to plan and complete a project.</p> <p>I can use a sketchbook to record ideas for materials and to develop skill and technique.</p>	<p>In Yr4, pupils learn how to use sketchbooks to plan and refine ideas, to record ideas for materials and to develop skill and technique. In Yr5, pupils use sketchbooks to help plan and complete projects. Pupils build upon this learning in Yr6 when they use sketchbooks for exploring ideas when working collaboratively in order to meet a design brief.</p> <p><u>In Yr5, cross curricular links can be made with the Time and Place Curriculum in which pupils are taught to use fieldwork to analyse the physical and human features and processes in their local environment.</u></p>	Structure Foreground Background Stylized Static Dynamic

Drawing and Composition	I can draw from observation, to further develop perspective and increase detail within my own work.	<p>In Yr4, pupils investigate the role of perspective in both geometric and mathematical drawings and develop still life compositions. In Yr5, pupils further refine their ability to draw from observation, develop perspective and increase detail within their own work. Pupils build upon this understanding in Yr6 when they create detailed portraits and experiment with light and dark.</p> <p><u>In Yr5, cross curricular links can be made with the Time and Place curriculum in which pupils are taught to use fieldwork to analyse the physical and human features and processes in their local environment. Observational drawing can be used to support this goal.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils are required to take accurate and precise measurements. Accurate observational drawings can be used to support such measurements and help pupils make sound scientific conclusions.</u></p>	
Colour	I can create different effects and textures.	In Yr4, pupils learn to make their own paint/dye from natural pigments. In Yr5, pupils learn how to create different effects and textures. Pupils build upon this understanding in Yr6 when they refine their ability to mix colour and improve tonal shading.	Mop Angular Filbert Blocking in Dry brushing Spray paint Earthy Saturated
Painting	I can make choices regarding materials, to meet the need of the project.	<p>In Yr4, pupils Improve their range of strokes and increase their use of shade and tone. In Yr5, pupils begin to make choices regarding materials, to meet the need of the project. Pupils build upon this learning in Yr6 when pupils develop the ability to control the tonal quality of paint.</p> <p><u>In Yr5, cross curricular links can be made with the Outdoor Learning curriculum in which pupils are challenged to select and use appropriate tools to perform a function.</u></p>	

<p>Design and Construction</p>	<p>I can use polyprint tiles to create repeating printed patterns.</p> <p>I can use clay to create complex sculptural forms.</p> <p>I can use thread and textiles to create useful objects.</p>	<p>In Yr4, pupils focus on finding imaginative solutions to problems through collaboration. Pupils also use recycled materials to produce art designed to increase awareness of environmental issues and structural awareness and use weaving techniques to produce pieces of textile. In Yr5, pupils use polyprint tiles to create repeating printed patterns, use clay to create complex sculptural forms and thread and textiles to create useful objects. This learning is built upon in Yr6 when pupils learn to express an idea or emotion through photomontages and create digital art using photography to create abstracts and self-portraits.</p> <p><u>In Yr5, cross curricular links can be made with the Time and Place curriculum in which pupils complete a local study linked to a historically significant period in the local history. By designing and using ployprint tiles pupils can develop their understanding of the prominent role that printing played in Victorian society.</u></p>	<p>Criteria</p> <p>Template</p> <p>Pattern</p> <p>Pieces</p> <p>Decorate</p> <p>Fastening</p> <p>Compartment</p> <p>Zip</p> <p>Button</p> <p>Structure</p> <p>Stitch</p> <p>Seam</p> <p>Wadding</p> <p>Hem</p> <p>Pin</p> <p>Needle</p> <p>Thread</p>
<p>Making Music</p>	<p>I can play and perform in solo and ensemble contexts.</p> <p>I can use my voice and/or musical instruments with increasing accuracy, fluency, control and expression.</p> <p>I can use and understand staff and/or other musical notations.</p>	<p>In Yr4, pupils develop the confidence and control of their musical playing. They also develop an understanding of musical composition by organising and manipulating ideas within musical structures. In Yr5, pupils learn to play and perform in solo and ensemble contexts. Pupils also use their voice and/or musical instruments with increasing accuracy, fluency, control and expression and gain an understanding of staff and/or other musical notations. Pupils build upon this understanding in Yr6 when they learn to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><u>In Yr5, cross curricular links can be made with the Dance component of the Sport, Exercise and Health Curriculum in which pupils are challenged to perform to a musical accompaniment.</u></p>	<p>Accent</p> <p>Bass</p> <p>Notation</p> <p>Texture</p> <p>Timbre</p>

<p>Evaluation and Appreciation</p>	<p>I can develop a greater understanding of vocabulary when discussing my own work and the work of others.</p> <p>I can appreciate music drawn from different traditions and from great composers and musicians.</p>	<p>In Yr4, pupils learn to critically evaluate their own work and the work of others and use this information to improve their own work. They also learn to appreciate and understand a wide range of high-quality live and recorded music. In Yr5, pupils develop a greater understanding of vocabulary when discussing their own work and the work of others. They also develop an appreciation of music drawn from different traditions and from great composers and musicians. Pupils will build upon this learning in Yr6 when they learn to consider the context behind artwork, including their own and give reasoned evaluations. They will also develop an understanding of the history of music.</p> <p><u>In Yr5, cross curricular links can be made to the speaking and listening component of the English and Communication curriculum.</u></p>	<p>Art Nouveau Arts and Crafts Movement Romantic Tradition Realism Plein air Classical Neoclassical Modernism</p>
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Year 6

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Inspiration	I can develop personal and imaginative responses to artwork.	<p>In Yr5, pupils learn to use the work of other artists, architects and designers to explore thier own ideas. In Yr6, pupils are challenged to develop personal and imaginative responses to pieces of artwork.</p> <p>Suggested artists include:</p> <ul style="list-style-type: none"> • Banksy • Luz Perez Ojeda • Jean-Michael Basquiat <p><u>In Y6, cross curricular links can be made with the Time and Place Curriculum in which pupils complete a local study linked to a historically significant period in the local history. A study of the work of significant early 20th Century artists will support pupils to build schemas of learning relating to the WW1 and WW2 period.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils use and apply their understanding of search engines to complete effective internet searches.</u></p>	Atmosphere Style
Sketching	<p>I can use sketchbooks for exploring ideas when working collaboratively to meet a design brief.</p> <p>I can use sketchbooks to record ideas for materials and to develop skill and technique.</p>	<p>In Yr5, pupils use sketchbooks to help plan and complete projects. In Yr6, pupils use sketchbooks for exploring ideas when working collaboratively in order to meet a design brief.</p> <p><u>In Yr6, cross curricular links can be made with the Time and Place Curriculum in which pupils are taught to use fieldwork to analyse the physical and human features and processes in their local environment.</u></p>	Middle ground Centred Asymmetrical Symmetrical Balanced Unbalanced Off-centre Empty Flowing Fragmented Formal Rigid Negative space

Drawing and Composition	<p>I can create detailed portraits using chiaroscuro techniques and develop expression.</p> <p>I can Investigate sketching methods and experiment with negative medium, with specific awareness of 'light and dark'.</p>	<p>In Yr5, pupils further refine their ability to draw from observation, develop perspective and increase detail within their own work. In Yr6, pupils create detailed portraits and experiment with light and dark.</p> <p><u>In Yr6, cross curricular links can be made with the Science and Computing Curriculum in which pupils are taught about light, how it travels, how objects reflect light and how shadows are formed.</u></p>	<p>Positive space Abstracted Distorted Exaggerated Abstract Figurative</p>
Colour	I can develop colour mixing and improve tonal shading.	In Yr5, pupils learn how to create different effects and textures. In Yr6, pupils refine their ability to mix colour further and improve tonal shading.	<p>Linear Comb Fan Glazing</p>
Painting	I can develop the ability to control the tonal quality of paint.	In Yr5, pupils begin to make choices regarding materials, to meet the need of the project. In Yr6, pupils develop the ability to control the tonal quality of paint.	<p>Glaze Gouache Monochrome Scumbling Stippling Hatching</p>
Design and Construction	<p>I can express an idea or emotion through photomontages.</p> <p>I can create digital art using photography to create abstracts and self-portraits.</p>	<p>In Yr5, pupils use polyprint tiles to create repeating printed patterns, use clay to create complex sculptural forms and thread and textiles to create useful objects. In Yr6, pupils learn to express an idea or emotion through photomontages and create digital art using photography to create abstracts and self-portraits.</p> <p><u>In Yr6, cross curricular links can be made with the Time and Place curriculum in which pupils consider how close Britain came to an invasion during WW1 and WW2. As part of this investigation, pupils can explore the role that photomontage played in the creation of WW2 propaganda.</u></p> <p><u>Further cross curricular links can be made to the Science and Computing curriculum in which pupils will use digital photography and computer software to create pieces of art. Pupils can use and apply the photo editing skills they learned as part of the Yr4 Science and Computing Curriculum.</u></p>	<p>brief specification</p>

Making Music	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>In Yr5, pupils learn to play and perform in solo and ensemble contexts. Pupils also use their voice and/or musical instruments with increasing accuracy, fluency, control and expression and gain an understanding of staff and/or other musical notations. In Yr6, pupils learn to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><u>In Yr6, cross curricular links can be made with the Sports, Exercise and Health curriculum in which pupils are challenged to choose and/or create their own music to accompany a dance routine.</u></p>	<p>Diction Interval Syncopation</p>
Evaluation and Appreciation	<p>I can consider the context behind artwork, including my own and give reasoned evaluations.</p> <p>I can develop an understanding of the history of music.</p>	<p>In Yr5, pupils develop a greater understanding of vocabulary when discussing their own work and the work of others. They also develop an appreciation of music drawn from different traditions and from great composers and musicians. In Yr6, pupils learn to consider the context behind artwork, including their own and give reasoned evaluations. They also develop an understanding of the history of music.</p> <p><u>In Yr6, cross curricular links can be made to the speaking and listening component of the English and Communication curriculum.</u></p>	<p>Contemporary Post modern Street Art Stencil graffiti Visual Art Photo-montage Surrealism Thought-provoking Protest</p>