

# Creative Learning Curriculum Progression Map

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art & Design	Using sketchbooks	<p>*Children in Reception do not have sketchbooks but will regularly share and talk about their work.</p>	<p>Identify and use simple methods to record information and ideas.</p> <p>Make close observations and provide descriptions of what they notice.</p> <p>Show the ability to see wholes and parts.</p> <p>Experiment with ideas using a sketchbook.</p> <p>Give opinions about their own and others' work or experiences.</p> <p>Give reasons for their opinions.</p>	<p>Recognise where similar tasks have been done in the past.</p> <p>Record information in a variety of formats.</p> <p>Identify similarities and differences by making simple comparisons and connections.</p> <p>Make decisions and explain these.</p> <p>Explain their methods and techniques, and the reasons for choices and actions.</p> <p>Generate a range of ideas and options to approach a task.</p>	<p>Use sketches to plan for a final piece of art.</p> <p>Recognise where similar tasks have been done in the past.</p> <p>Record information in a variety of formats.</p> <p>Explain their methods and techniques, and the reasons for choices and actions.</p> <p>Begin to develop their own evaluations about the merits of their work.</p>	<p>Use sketchbooks to experiment with different prints.</p> <p>Use sketchbooks to help create facial expressions.</p> <p>Make ideas real through experimentation using a sketchbook.</p> <p>Develop methods for collating and recording information.</p> <p>Learn from and build on their own and others' ideas and experiences.</p> <p>Make links between their learning in different contexts.</p> <p>Explain and justify methods, techniques and materials.</p> <p>Begin to develop their own evaluations about the merits of their work.</p> <p>Evaluate what they have learned.</p>	<p>Develop methods for collating and recording information.</p> <p>Make ideas real through experimentation using a sketchbook.</p> <p>Learn from and build on their own and others' ideas and experiences.</p> <p>Make links between their learning in different contexts.</p> <p>Be able to select the most appropriate method/equipment for a particular task.</p> <p>Explain and justify methods, techniques and materials.</p> <p>Evaluate their own outcomes.</p> <p>Compare their methods, techniques and outcomes with those of others.</p> <p>Begin to challenge conventions and assumptions.</p>	<p>Explain why chosen specific techniques have been used.</p> <p>Learn from and build on their own and others' ideas and experiences.</p> <p>Be able to use and adapt a range of methods for collating and recording information.</p> <p>Be able to select the most appropriate method for a particular task.</p> <p>Apply understanding and make connections across the curriculum.</p> <p>Analyse a range of viewpoints.</p> <p>Make new connections between ideas and techniques/materials.</p> <p>Evaluate outcomes from a range of perspectives.</p> <p>Select, combine and synthesise information and/or methods to meet the needs of the situation.</p> <p>Refine and modify methods and ideas in new situations and in a range of contexts.</p>

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Art & Design	Drawing	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><b>ELG: Creating with Materials</b></p> <p><b>ELG: Fine Motor Skills</b></p>	<p><b>Self-portraits</b></p> <p>Focus on more accurate observations of faces, limbs etc. when drawing people.</p> <p><b>Lowry</b></p> <p>Draw carefully in <b>line</b> from observation, recording shapes and positioning all marks/features with some care.</p> <p>Experiment and investigate with a variety of drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip).</p>	<p><b>Rainforests</b></p> <p>Exercise care and control over the materials they use (pencil, rubbers, crayon, pastels, chalk, charcoal, pen, felt tip).</p> <p><b>Hieroglyphics</b></p> <p>Use <b>line</b> and <b>tone</b> to represent objects seen, remembered or imagined.</p>	<p><b>Chuck Close &amp; Plants</b></p> <p>Explore <b>shading</b>, using different media to achieve a range of light and dark tones, black to white.</p> <p>Use <b>line, tone, pattern, colour, texture, shape</b> and mark with care to represent things seen, imagined or remembered.</p> <p>Experiment with different drawing <b>techniques (hatching, cross-hatching, stippling, blending, shading, erasing)</b> and make sensible choices about what to do next.</p>	<p><b>Holbein</b></p> <p>Investigate and experiment with formal elements (<b>line, tone, shape, texture, pattern and colour</b>) to make drawings that convey meaning.</p> <p>Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next.</p> <p>Produce increasingly accurate drawings of people.</p>	<p><b>Highwayman Landscapes</b></p> <p>Use the correct vocabulary for the key elements (<b>line, tone, shape, texture, pattern, colour, form</b>).</p> <p>Drawing show an understanding of the effect of light on objects, people and mood.</p> <p>Develop use of different drawing techniques (<b>hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circulumism</b>) within their work and make sensible choices about what to do next.</p>	<p><b>Perspective Drawing and Collage</b></p> <p>Develop use of the effect of light on objects and people from different directions.</p> <p>Convey tonal qualities well, showing good understanding of light and dark on <b>form</b>.</p> <p>Independently select and effectively use relevant drawing materials and processes, using them successfully and sharing reasons for their choices.</p> <p>Develop use of <b>scale, proportion and perspective</b>.</p>
	Painting		<p><b>Diwali Lamps &amp; Hockney</b></p> <p>Experiment with <b>primary colours</b> and create the <b>secondary colours</b>.</p> <p>Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects.</p> <p>Paint onto a range of different surfaces with a range of tools.</p>	<p><b>The Enormous Crocodile</b></p> <p>Investigate mixing a wider variety colours, to create different <b>tones</b> (adding white and black to a colour) and share their discoveries with others.</p> <p><b>Hieroglyphics</b></p> <p>Begin to control the types of marks made with a range of painting techniques, e.g. pressing, rolling, rubbing and stamping.</p>	<p><b>Fireworks</b></p> <p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures including <b>blocking in colour, washes</b>, thickened paint creating textual effects.</p> <p>Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p>	<p><b>Monet's River Thames Series &amp; Dali</b></p> <p>Use light and dark within painting and show an understanding of <b>complementary colours</b>.</p> <p>Produce work 'in the style' of an artist (not copying directly).</p> <p><b>Christmas Cards</b></p> <p>Confidently control the types of marks made and experiment with different effects and textures including <b>blocking in colour, washes</b> and thickening paint to create textual effects.</p>	<p><b>Peter Thorpe</b></p> <p>Create a colour wheel to show <b>complementary colours</b> and look at the work of artists that may use <b>complementary colours</b>.</p> <p>Mix and match colours to create atmosphere and light effects, e.g. using <b>monochromatic colours</b>.</p> <p>Mix colour, <b>shades and tones</b> with confidence.</p> <p>Show movement through paint.</p>	<p><b>Van Gogh &amp; Pop Art</b></p> <p>Work in a sustained and independent way to develop own style of painting.</p> <p>Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, <b>washes</b> and thickening paint to create textual effects.</p> <p>Mix <b>colour, shades and tones</b> with confidence building on previous knowledge, understanding which works well in their work and why.</p>

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Art & Design	Sculpture	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><b>ELG: Creating with Materials</b></p> <p><b>ELG: Fine Motor Skills</b></p>	<p><b>Diwali Lamps</b></p> <p>Shape, form, join, construct and model materials for a purpose, (clay lamp) from observation and imagination.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Select and use tools and equipment safely and in the correct way.</p>	<p><b>Goldsworthy</b></p> <p>Design and plan the final outcome of their piece before making.</p> <p>Experiment with a variety of natural materials to shape, form, join, construct for a purpose.</p> <p>Use surface patterns / textures when appropriate.</p>	<p><b>Making Fossils &amp; Hydra Eyes</b></p> <p>Produce and decorate models confidently.</p> <p>Make a <b>slip</b> to join two pieces of clay.</p> <p>Produce more intricate surface patterns / textures and use them when appropriate.</p>	<p><b>Soap Carving</b></p> <p>Impress and apply simple decoration techniques: impressed, painted, applied, carved.</p> <p>Select and use tools and equipment safely and in the correct way.</p>	<p><b>Solar System Models</b></p> <p>Use papier mâché to create a textured / sculpted pattern on another surface / object.</p> <p>Know that the sculpture will take the form of the object used to shape it when wet.</p>	<p><b>Weave A Sculpture</b></p> <p>Create a base on which to weave a carefully chosen selection of fabric pieces.</p> <p>Plan how to join parts of the sculpture, securing work to continue at a later date as needed.</p> <p>Work in a safe and organised way.</p>
	Artist Study		<p><b>Featured artists: LS Lowry and David Hockney</b></p> <p>Know the names of famous artists and identify key features of their work.</p> <p>Ask questions about a piece of art.</p>	<p><b>Featured artists: Andy Goldsworthy</b></p> <p>Identify how artists have used colour, pattern and shape.</p> <p>Talk about their own work and that of other artists, discuss the techniques they have used and share their thoughts and feelings linked to the art work.</p> <p>Create a piece of art in response to the work of another artist.</p>	<p><b>Featured artists: Chuck Close</b></p> <p><b>Chuck Close &amp; Fireworks</b></p> <p>Identify the techniques used by different artists.</p> <p><b>Mosaics</b></p> <p>Recognise when art is from different cultures and historical periods.</p> <p><b>Fireworks</b></p> <p>Compare the work of different artists.</p>	<p><b>Featured artists: Monet, Dali &amp; Holbein</b></p> <p><b>Monet, Dali &amp; Holbein</b></p> <p>Identify how different artists developed their specific techniques and experiment with them.</p> <p><b>Monet &amp; Holbein</b></p> <p>Identify some of the features of art from historical periods.</p>	<p><b>Featured artists: Peter Thorpe</b></p> <p><b>Peter Thorpe &amp; Arabic Art</b></p> <p>Research the work of an artist and use their work to replicate a style.</p> <p><b>Peter Thorpe</b></p> <p>Understand what a specific artist is trying to achieve.</p> <p><b>Arabic Art</b></p> <p>Identify tessellations and discriminate between pattern and tessellation.</p>	<p><b>Featured artists: Van Gogh &amp; Andy Warhol</b></p> <p><b>Van Gogh &amp; Pop Art</b></p> <p>Identify the style of art used and how it has been influenced by a famous artist.</p> <p><b>Propaganda Posters</b></p> <p>Know how art can be used to convey different messages.</p> <p><b>Pop Art</b></p> <p>Understand why art can be very abstract and what message the artist is trying to convey.</p>

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Music	Understanding Music	<p><b>ELG: Being Imaginative and Expressive</b></p>	<p>Move in time with a steady beat.</p> <p>Copy back simple long and short rhythms with clapping.</p> <p>Treat instruments carefully and with respect.</p>	<p>Have fun warming up face, body and voice.</p> <p>Copy back rhythms from memory.</p> <p>Treat instruments carefully and with respect.</p>	<p>Begin to understand the importance of warming up your face, body and voice.</p> <p>Demonstrate how to treat instruments carefully and with respect.</p>	<p>Know the importance of warming up your face, body and voice.</p> <p>Demonstrate how to treat instruments carefully and with respect.</p>	<p>Know and explain the importance of warming up your face, body and voice.</p> <p>Demonstrate how to treat instruments carefully and with respect.</p>	<p>Know and explain the importance of warming up your face, body and voice.</p> <p>Demonstrate how to treat instruments carefully and with respect.</p>
	Listening	<p>Understand how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><b>ELG: Being Imaginative and Expressive</b></p>	<p>Listen actively to a variety of music styles (e.g., folk, classical, world music) focusing on dynamics, tempo, and mood.</p>	<p>Identify and describe musical elements like dynamics, tempo, and timbre.</p> <p>Explore how music creates different moods.</p>	<p>Identify and describe musical elements like texture (homophony, polyphony) and structure (verse, chorus).</p>	<p>Analyse and evaluate music from different historical periods and genres.</p> <p>Identify composers and instruments used in familiar pieces of music.</p>	<p>Analyse and evaluate complex pieces of music.</p> <p>Identify musical devices and techniques used by known composers.</p>	<p>Analyse, explore and discover the song/piece's musical concepts and style.</p> <p>Place the song/piece in its historical, cultural and global context.</p>

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Music	Singing	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>ELG: Being Imaginative and Expressive</b></p>	<p>Participate in singing games.</p> <p>Learn songs with simple melodies and rhythms by heart.</p>	<p>Demonstrate vocal control.</p> <p>Sing songs in two parts (rounds, descants).</p> <p>Know that when singing together, each person must learn to listen to each other's voices.</p> <p>Explore improvisation in singing.</p>	<p>Develop the ability to sing in different vocal styles (e.g., call and response).</p> <p>Sing songs in three parts.</p> <p>Know that when singing together, each person must learn to listen to each other's voices.</p>	<p>Sing as part of an ensemble and listen to each other to keep in time.</p> <p>Demonstrate the confidence to sing solo.</p> <p>Explore different vocal styles across cultures.</p>	<p>Sing as part of an ensemble and listen to each other to keep time and pitch.</p> <p>Learn songs in multiple parts.</p> <p>Identify the structure of the song.</p>	<p>Sing as part of an ensemble and listen to each other to keep time and pitch.</p> <p>Copy back increasingly complex melodic patterns using voices.</p> <p>Perform a choral piece of music for an audience.</p>
	Playing Instruments	<p><b>ELG: Being Imaginative and Expressive</b></p>	<p>Experiment with tuned and untuned percussion instruments.</p> <p>Perform short repeating rhythm patterns (ostinati or riffs) whilst keeping in time with a steady beat.</p>	<p>Learn basic techniques on tuned instruments.</p> <p>Play together with others, keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Develop ensemble playing skills.</p> <p>Play a part on a tuned instrument – a one-note, simple or medium part from familiar notation.</p>	<p>Refine playing skills on a chosen instrument.</p> <p>Rehearse and perform a part in a song.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Develop more advanced playing skills on a chosen instrument.</p> <p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part from notation.</p> <p>Listen to and follow increasingly complex musical instructions from a leader.</p>	<p>Record a performance and compare it to a previous performance.</p> <p>Evaluate and talk musically about a performance.</p>

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Music	Composing	<p><b>ELG: Being Imaginative and Expressive</b></p>	<p>Know that composing is like writing a story with music.</p> <p>Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Create simple rhythmic patterns using body percussion, instruments, or voices.</p>	<p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Create simple melodies and rhythmic patterns using own notation.</p> <p>Know that improvisation is about making up own tunes without writing them down.</p>	<p>Compose short pieces using learned notation and techniques.</p> <p>Understand the importance of the home note.</p> <p>Explore basic music theory concepts (major/minor scales) in own compositions.</p> <p>Improvise with increasing confidence.</p>	<p>Compose more complex pieces using learned theory and techniques.</p> <p>Add suitable dynamics to own composition.</p> <p>Create a melody in keeping with the style of the backing track.</p> <p>Explore improvisation with chosen instruments.</p> <p>Share and talk about own improvisation.</p>	<p>Explain the importance of the home note in the context of their own composition.</p> <p>Use music technology to capture, change and combine sounds.</p> <p>Compose individually or as part of a group.</p> <p>Create personal musical ideas using an increasing range of given notes.</p>	<p>Choose a key signature and time signature for own composition</p> <p>Use simple rhythmic combinations of semibreves, minims, crotchets, quavers and their rests in own compositions.</p> <p>Improvise securely and with confidence.</p>
	Music Language and Notation		<p>Understand and use musical vocabulary:</p> <ul style="list-style-type: none"> <li>• beat</li> <li>• pulse</li> <li>• rhythm</li> <li>• pitch</li> <li>• high</li> <li>• low</li> </ul> <p>Recognise how graphic notation can represent created sounds.</p>	<p>Understand and use musical vocabulary:</p> <ul style="list-style-type: none"> <li>• tempo</li> <li>• fast</li> <li>• slow</li> <li>• dynamics</li> <li>• loud</li> <li>• soft</li> <li>• improvise</li> </ul>	<p>Understand and use musical vocabulary:</p> <ul style="list-style-type: none"> <li>• texture</li> <li>• structure</li> <li>• musical notation</li> </ul> <p>Create musical sound effects and sequences of sounds and assign them to different shapes and symbols.</p>	<p>Understand and use musical vocabulary:</p> <ul style="list-style-type: none"> <li>• musical forms</li> <li>• sonata</li> <li>• rondo</li> <li>• historical musical periods / genres</li> <li>• baroque</li> <li>• classical</li> </ul> <p>Use predetermined symbols on a score as well as inventing own symbols.</p>	<p>Understand and use musical vocabulary:</p> <ul style="list-style-type: none"> <li>• stave</li> <li>• clef</li> <li>• key signature</li> <li>• performance techniques</li> </ul> <p>Know what the stave, lines and spaces, and clef represent.</p> <p>Use dot notation to show higher or lower pitch.</p>	<p>Understand and use musical vocabulary:</p> <ul style="list-style-type: none"> <li>• crotchet</li> <li>• quavers</li> <li>• semibreve</li> <li>• minims</li> <li>• rest</li> <li>• canon</li> <li>• fugue</li> <li>• conductor / conducting</li> </ul> <p>Understand the differences between crotchets and paired quavers.</p>