

Yellow Creativity (Music, Art & Dance)

Art

-H1

--[] Students safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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--[] Students use what they have learnt about media and materials in original ways, thinking about uses and purposes.

--[] Students represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

--[] Students recognise known artists and create own interpretations of their work

--[] Students name the primary colours

-H2

--Painting

--[] Students name the secondary colours;

--[] Students experiment with different brushes (including brushstrokes) and other painting tools;

--[] Students mix primary colours to make secondary colours;

--[] Students add white and black to alter tints and shades;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

--Sculpture

--[] Students use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;

--[] Students use a variety of techniques, e.g. rolling, cutting, pinching;

--[] Students use a variety of shapes, including lines and texture;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.

--Collage

--[] Students use a combination of materials that have been cut, torn and glued;

--[] Students sort and arrange materials;

--[] Students add texture by mixing materials;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.

--Textiles

--[] Students show pattern by weaving;

--[] Students use a dyeing technique to alter a textile's colour and pattern;

--[] Students decorate textiles with glue or stitching, to add colour and detail;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.

--Printing

--[] Students can copy an original print;

--[] Students use a variety of materials, e.g. sponges, fruit, blocks;

--[] Students demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

--Other Artists

--[] Students can describe the work of famous, notable artists and designers;

--[] Students express an opinion on the work of famous, notable artists;

--[] Students use inspiration from famous, notable artists to create their own work and compare;

-H3

--Drawing

--[] Students experiment with showing line, tone and texture with different hardness of pencils;

--[] Students use shading to show light and shadow effects;

--[] Students use different materials to draw, e.g. pastels, chalk, felt tips;

--[] Students show an awareness of space when drawing;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

--Painting

--[] Students use varied brush techniques to create shapes, textures, patterns and lines;

--[] Students mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;

--[] Students create different textures and effects with paint;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

--Sculpture

--[] Students cut, make and combine shapes to create recognisable forms;

--[] Students use clay and other malleable materials and practise joining techniques;

--[] Students add materials to the sculpture to create detail;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.

--Collage

--[] Students select colours and materials to create effect, giving reasons for their choices;

--[] Students refine work as they go to ensure precision;

--[] Students learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.

--Textiles

--[] Students select appropriate materials, giving reasons;

--[] Students use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;

--[] Students develop skills in stitching, cutting and joining;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.

--Printing

--[] Students use more than one colour to layer in a print;

--[] Students replicate patterns from observations;

--[] Students make printing blocks;

--[] Students make repeated patterns with precision;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

--Other Artists

--[] Students use inspiration from famous artists to replicate a piece of work;

--[] Students reflect upon their work inspired by a famous notable artist and the development of their art skills;

--[] Students express an opinion on the work of famous, notable artists and refer to techniques and effect

-H4

--Drawing

--[] Students use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;

--[] Students depict movement and perspective in drawings;

--[] Students use a variety of tools and select the most appropriate;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

--Painting

--[] Students create a colour palette, demonstrating mixing techniques;

--[] Students use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

--Sculpture

--[] Students plan and design a sculpture;

--[] Students use tools and materials to carve, add shape, add texture and pattern;

--[] Students develop cutting and joining skills, e.g. using wire, coils, slabs and slips;

--[] Students use materials other than clay to create a 3D sculpture;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, trim, cast.

--Collage

--[] Students add collage to a painted or printed background;

--[] Students create and arrange accurate patterns;

--[] Students use a range of mixed media;

--[] Students plan and design a collage;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

--Textiles

--[] Students experiment with a range of media by overlapping and layering in order to create texture, effect and colour;

--[] Students add decoration to create effect;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

--Printing

--[] Students design and create printing blocks/tiles;

--[] Students develop techniques in mono, block and relief printing;

--[] Students create and arrange accurate patterns;

--[] Students use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

--Other Artists

--[] Students give detailed observations about notable artists', artisans' and designers' work;

--[] Students offer facts about notable artists', artisans' and designers' lives;

-H5

--Painting

--[] Plan carefully, taking into account layout, composition and perspective.

--[] Understand primary, secondary and complimentary colours and use these appropriately.

--[] Begin to select colours according to needs.

--[] Develop use of watercolours, acrylic and oil pastels to create well controlled pieces.

--[] Develop a more complex understanding of colours and their relation to each other, using complimentary colours.

--[] Understand tone and hue and their relevance.

--[] Develop texture through use of media.

--[] Use work from a range of resources, to develop own personal style.

--Collage

--[] Combine textures, patterns, surfaces and create their own mix of surfaces to give visual interest. Work with a range of tactile surfaces and select these appropriately to the subject matter.

--[] Use a range of ceramic mosaic patterns, material, media and techniques to create texture.

--Sculpture

--[] Show form, scale and proportion through sculpture and gain a sense of realism.

--[] Use a range of sculpting tools, to create texture, form, 3 dimensional effects and texture.

--[] Combine visual and tactile qualities to create interesting surfaces and textures.

--[] Develop the structure of sculptures using wire, moulds and supporting materials. Use frames and cover machetes in a controlled manner.

--Drawing

--[] Develop more complex skills, such as cross hatching, use of a rub to create light and start to show more skill in showing 3 dimension and light.

--[] Develop techniques that start to develop perspective and a greater sense of movement or proportion. Use this in a realistic way.

--[] Use a great range of styles to create different moods and feels when drawing. Create a range of impressions and feels.

--[] Develop more complex line and develop mark making to represent a variety of moods and situations

--Printing

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--Other Artists

--[] Understand a range of historically famous artisans and start to look at the artists in modern society which have also taken inspiration from these artists.

--[] Understand how the work of those studies, influenced the era and those art movements to come. Reflect on the impact of the movement and its significance.

--[] Create more innovative pieces that take inspiration from a movement, but more the techniques and imagery further. Create your own reaction to the style or artist.

Music

-H1

--Performing

--[] To use their voices to speak/sing/chant

--[] To join in with singing

--[] To use instruments to perform

--[] To look at their audience when they are performing

--[] To clap short rhythmic patterns

--[] To copy sounds

--Composing

- [] To make different sounds with their voice
- [] To make different sounds with instruments
- [] To identify changes in sounds
- [] To change the sound
- [] To repeat (short rhythmic and melodic) patterns
- [] To make a sequence of sounds
- [] To show sounds by using pictures

--Appraising

- [] To respond to different moods in music
- [] To say how a piece of music makes them feel
- [] To say whether they like or dislike a piece of music
- [] To choose sounds to represent different things
- [] To recognise repeated patterns
- [] To follow instructions about when to play or sing

-H2

--Performing

- [] To sing and follow the melody (tune)
- [] To sing accurately at a given pitch
- [] To perform simple patterns and accompaniments keeping a steady pulse
- [] To perform with others
- [] To play simple rhythmic patterns on an instrument
- [] To sing/ clap a pulse increasing or decreasing in tempo

--Composing

- [] To order sounds to create a beginning, middle and end
- [] To create music in response to
- [] To choose sounds which create an effect
- [] To use symbols to represent sounds
- [] To make connections between notations and musical sounds

--Appraising

- [] To improve their own work
- [] To listen out for particular things when listening to music

-H3

--Performing

- [] To sing in tune with expression
- [] To control their voice when singing
- [] To play clear notes on instruments
- [] To present performances to audiences accurately
- [] To sing songs with multiple parts with increasing confidence
- [] To sing as part of an ensemble with confidence and precision
- [] To play and perform in solo or ensemble with increasing confidence
- [] To copy rhythms using body percussion and untuned instruments where appropriate

--Composing

- [] To use different elements in their composition
- [] To create repeated patterns with different instruments
- [] To compose melodies and songs
- [] To create accompaniments for tunes
- [] To combine different sounds to create a specific mood or feeling
- [] To understand the improvisation is when a composer makes up a tune
- [] To understand the composition is one a composer writes down and records and musical idea

--Appraising

- [] To improve their work explaining how it has improved
- [] To use musical words (the elements of music) to describe a piece of music and compositions
- [] To use musical words to describe what they like and dislike
- [] To recognise the work of at least one famous composer
- [] To listen with direction to a range of high-quality music
- [] To begin to listen to and recall sounds with increasing aural memory
- [] To recognise different sounds that musical instruments make

-H4

--Performing

- [] To perform a simple part rhythmically
- [] To sing songs from memory with accurate pitch
- [] To improvise using repeated patterns

--Composing

- [] To use notations to record and interpret sequences of pitches
- [] To use standard notation
- [] To use notations to record compositions in a small group or on their own
- [] To use their notation in a performance

--Appraising

- [] To explain the place of silence and say what effect it has
- [] To start to identify the character of a piece of music
- [] To describe and identify the different purposes of music
- [] To begin to identify with the style of work of Beethoven, Mozart and Elgar

-H5

--Performing

- [] To breathe in the correct place when singing
- [] To sing and use their understanding of meaning to add expression
- [] To maintain their part whilst others are performing their part
- [] To perform 'by ear' and from simple notations
- [] To improvise within a group using melodic and rhythmic phrases
- [] To recognise and use basic structural forms e.g. rounds, variations, rondo form

--Composing

- [] To change sounds or organise them differently to change the effect
- [] To compose music which meets specific criteria
- [] To use their notations to record groups of pitches (chords)
- [] To use a music diary to record aspects of the composition process
- [] To choose the most appropriate tempos for a piece of music

--Appraising

- [] To describe, compare and evaluate music using musical vocabulary
- [] To explain why they think their music is successful or unsuccessful
- [] To suggest improvements to their own or others' work
- [] To choose the most appropriate tempo for a piece of music
- [] To contrast the work of famous composers and show preferences

-H6

--Performing

- [] To sing a harmony part confidently and accurately
- [] To perform parts from memory
- [] To perform using notations
- [] To take the lead in a performance
- [] To take on a solo part
- [] To provide rhythmic support
- [] To sing as part of an ensemble with increasing confidence and precision
- [] To play and perform in solo or ensemble contexts with some accuracy control fluency and expression

--Composing

- [] To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)
- [] To recognise that different forms of notation serve different purposes
- [] To use different forms of notation
- [] To be able to combine groups of beats
- [] To understand how pulse rhythm and pitch work together
- [] To compose complex rhythms from an increase in aural memory
- [] To improvise with increasing confidence using own voice rhythms and varied pitch

--Appraising

- [] To be able to refine and improve their work
- [] To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created
- [] To be able to analyse features within different pieces of music
- [] To be able to compare and contrast the impact that different composers from different times will have had on the people of the time
- [] To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from the great composers and musicians
- [] To recognise the dimensions of music heard
- [] To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

-H7

--[] To play and perform confidently alone and in an ensemble using their voice and instruments musically fluently and with increasing accuracy and expression

--[] Listen with discrimination to music from a wide range of composers and musicians

--[] Develop an understanding of the music they hear

--[] Improvise and compose and extend and develop their musical ideas

--[] Identify and use dimensions such as tones and scales

Dance

-H1

--[] Describe how the body feels when still and when exercising.

--[] Join a range of different movements together.

--[] Change the speed of their actions.

--[] Change the style of their movements.

--[] Create a short movement phrase which demonstrates their own ideas

--[] Control my body when performing a sequence of movements.

--[] Talk about what they have done.

--[] Talk about what others have done.

-H2

--[] Watch and describe performances.

--[] Begin to say how they could improve.

--[] Perform using a range of actions and body parts with some coordination.

--[] Begin to perform learnt skills with some control.

--[] Copy and repeat actions.

--[] Put a sequence of actions together to create a motif.

--[] Vary the speed of their actions.

--[] Use simple choreographic devices such as unison, canon and mirroring.

--[] Begin to improvise independently to create a simple dance.

--[] Describe how the body feels before, during and after exercise.

--[] Carry and place equipment safely.

-H3

--[] Recognise and describe how the body feels during and after different physical activities.

--[] Explain what they need to stay healthy.

- [] Copy, remember and repeat actions.
- [] Create a short motif inspired by a stimulus.
- [] Change the speed and level of their actions.
- [] Use simple choreographic devices such as unison, canon and mirroring.
- [] Use different transitions within a dance motif.
- [] Move in time to music.
- [] Improve the timing of their actions.
- [] Perform sequences of their own composition with coordination.
- [] Perform learnt skills with increasing control.
- [] Compete against self and others.
- [] Watch and describe performances, and use what they see to improve their own performance.
- [] Talk about the differences between their work and that of others.

-H4

- [] Watch, describe and evaluate the effectiveness of a performance.
- [] Describe how their performance has improved over time.
- [] Develop the quality of the actions in their performances.
- [] Perform learnt skills and techniques with control and confidence.
- [] Compete against self and others in a controlled manner.
- [] Perform with some awareness of rhythm and expression.
- [] Begin to improvise with a partner to create a simple dance.
- [] Create motifs from different stimuli.
- [] Begin to compare and adapt movements and motifs to create a larger sequence.
- [] Use simple dance vocabulary to compare and improve work.
- [] Recognise and describe the effects of exercise on the body.
- [] Know the importance of strength and flexibility for physical activity.
- [] Explain why it is important to warm up and cool down.

-H5

- [] Describe how the body reacts at different times and how this affects performance.
- [] Explain why exercise is good for your health.
- [] Know some reasons for warming up and cooling down.
- [] Identify and repeat the movement patterns and actions of a chosen dance style.

- [] Compose a dance that reflects the chosen dance style.
- [] Confidently improvise with a partner or on their own.
- [] Compose longer dance sequences in a small group.
- [] Demonstrate precision and some control in response to stimuli.
- [] Begin to vary dynamics and develop actions and motifs in response to stimuli.
- [] Demonstrate rhythm and spatial awareness.
- [] Change parts of a dance as a result of self-evaluation.
- [] Use simple dance vocabulary when comparing and improving work.
- [] Perform and create sequences with fluency and expression.
- [] Perform and apply skills and techniques with control and accuracy.
- [] Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- [] Modify their use of skills or techniques to achieve a better result.

-H6

- [] Choose and use criteria to evaluate own and others' performances.
- [] Explain why they have used particular skills or techniques, and the effect they have had on their performance.
- [] Perform own longer, more complex sequences in time to music.
- [] Consistently perform and apply skills and techniques with accuracy and control.
- [] Demonstrate imagination and creativity in the movements they devise in response to stimuli.
- [] Use transitions to link motifs smoothly together.
- [] Improvise with confidence, still demonstrating fluency across the sequence.
- [] Ensure their actions fit the rhythm of the music.
- [] Modify parts of a sequence as a result of self and peer evaluation.
- [] Use more complex dance vocabulary to compare and improve work.
- [] Identify and repeat the movement patterns and actions of a chosen dance style.
- [] Compose individual, partner and group dances that reflect the chosen dance style.
- [] Show a change of pace and timing in their movements.
- [] Develop an awareness of their use of space.
- [] Know and understand the reasons for warming up and cooling down.
- [] Explain some safety principles when preparing for and during exercise.

-H7

- [] Understand the importance of warming up and cooling down.
- [] Carry out warm-ups and cool-downs safely and effectively.
- [] Understand why exercise is good for health, fitness and wellbeing.
- [] Know ways they can become healthier.
- [] Identify and repeat the movement patterns and actions of a chosen dance style.
- [] Compose individual, partner and group dances that reflect the chosen dance style.
- [] Use dramatic expression in dance movements and motifs.
- [] Perform with confidence, using a range of movement patterns.
- [] Demonstrate strong and controlled movements throughout a dance sequence.
- [] Combine flexibility, techniques and movements to create a fluent sequence.
- [] Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.
- [] Show a change of pace and timing in their movements.
- [] Move rhythmically and accurately in dance sequences.
- [] Improvise with confidence, still demonstrating fluency across their sequence.
- [] Dance with fluency and control, linking all movements and ensuring that transitions flow.
- [] Demonstrate consistent precision when performing dance sequences.
- [] Modify some elements of a sequence as a result of self and peer evaluation.
- [] Use complex dance vocabulary to compare and improve work.
- [] Identify and repeat the movement patterns and actions of a chosen dance style.
- [] Compose individual, partner and group dances that reflect the chosen dance style.
- [] Use dramatic expression in dance movements and motifs.
- [] Perform with confidence, using a range of movement patterns.
- [] Understand the importance of warming up and cooling down.
- [] Carry out warm-ups and cool-downs safely and effectively.
- [] Understand why exercise is good for health, fitness and wellbeing.
- [] Know ways they can become healthier.