

# Curriculum Area Progression Summary

## Area of Learning: Expressive Arts & Design – Exploring and Using Media & Materials



Stage	Summary of key skills and knowledge to be acquired
4	<ul style="list-style-type: none"> <li>● Make marks using tools independently.</li> <li>● Explores different materials appropriately and purposefully, e.g. smearing paint or shaking a musical instrument.</li> <li>● Joins in singing favourite songs.</li> </ul>
5	<ul style="list-style-type: none"> <li>● Sings a few familiar songs.</li> <li>● Beginning to move rhythmically.</li> <li>● Beginning to be interested in and describe the texture of things.</li> <li>● Knows how to use and join various construction materials.</li> </ul>
6	<ul style="list-style-type: none"> <li>● Begins to build a repertoire of songs and dances.</li> <li>● Explores what happens when they mix colours.</li> <li>● Manipulates materials to achieve a planned effect.</li> <li>● Constructs with a purpose in mind, using a variety of resources.</li> </ul>
7	<ul style="list-style-type: none"> <li>● Begin to generate and communicate ideas and preferences in design</li> <li>● Explore the textures, movement, feel and look of different media and materials</li> <li>● Develop skills to use simple tools and techniques competently and appropriately</li> <li>● Select appropriate media and techniques and adapt their work where necessary</li> </ul>
8	<ul style="list-style-type: none"> <li>● Be able to gather materials, objects and images to explore their ideas.</li> <li>● Know that paintings, drawings and sculptures have meanings and discuss this in simple terms</li> <li>● Be able to create in 3D with sense of purpose and direction</li> <li>● Respond to what they have heard, expressing their thoughts and feelings.</li> <li>● Remember and sing entire songs.</li> </ul>
9	<ul style="list-style-type: none"> <li>● Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>● Design purposeful, functional and appealing products for themselves and others based on design criteria.</li> <li>● Identify and explore more complex mechanisms in existing products e.g. sliders, wheels, axels</li> <li>● Make products and compositions to meet specific given needs (more than two specific criteria).</li> <li>● Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song</li> </ul>
10	<ul style="list-style-type: none"> <li>● Use drawing, painting and sculpture to develop and share their ideas, e.g. compile a sketchbook.</li> <li>● Show an interest in the work of a range of artists, craft makers and designers.</li> <li>● Demonstrate knowledge of great musicians in history.</li> <li>● Respond to visual directions e.g. stop, start loud, quiet and counting in.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Perform your own rhythm patterns.</li> <li>● Compare high and low sounds</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>● Know the meaning of Dynamics (loud and quiet) and Tempo (fast and slow) and demonstrate these when singing by responding to the leader's direction.</li> <li>● Listen to music from a variety of cultures, traditions and eras.</li> <li>● draw for the purpose of perception, communication, invention and action;</li> <li>● Use colour mixing to match and create colours, convey ideas and intentions;</li> <li>● develop and use creative, critical and technical language to enable pupils to build concepts and clearly express their understanding, intentions and ideas;</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>● Sing a widening range of unison songs of varying styles and with a wider pitch range - tunefully and with expression.</li> <li>● Perform actions confidently and in time to a range of action songs.</li> <li>● Through a variety of creative, discursive and practical activities, pupils should be taught: the knowledge, understanding and skills needed to engage with and participate in a process of self expression and personal response</li> <li>● Develop a basic level of understanding and technical skill in the key processes of drawing and mark making, colour mixing and painting, forming, assembling/constructing and modelling, printing and pattern making, cutting, tearing, sticking and collaging.</li> </ul>
<b>13</b>	<ul style="list-style-type: none"> <li>● Compose music to create a specific mood.</li> <li>● Play melodies on tuned percussion.</li> <li>● Drawing from memory, imagination and observation using an increasing range of fine and broad media to more carefully or expressively enable them to control line, shape, colour, pattern, texture, form and tone – using charcoal, a range of soft and hard pencils, graphite sticks, wax, pastels, conté pencils/sticks, coloured pencils, fine liners, oil pastels, water soluble pastels, hard and soft rubber.</li> <li>● Understand that a sketchbook can contain simple sketches, but is far more than this. A sketchbook is the term we give to a creative journal or visual diary that provides the space for pupils to draw, design, investigate, explore, experiment, document, list, review, evaluate, collect, collate, annotate, compose, communicate, act creatively to support through diverse forms of design the creative process they are engaged in.</li> </ul>
<b>14</b>	<ul style="list-style-type: none"> <li>● Sing a broad range of songs as part of a choir or for a performance</li> <li>● To develop design skills through research, investigation, exploration and experimentation, learning how to document and record their thinking and ideas; to develop imagination and ideas for alternatives and improvements in their own work.</li> </ul>



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	<ul style="list-style-type: none"><li>• To develop this knowledge and understanding, they will look at, talk about, critique and creatively respond to the work of artists, craftspeople, film and media makers, architects and different forms of designers; becoming increasingly aware of the broad diversity of creative practice across the visual arts.</li></ul>
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