

Curriculum Area Progression Summary

Area of Learning: Expressive Arts & Design – Being Imaginative



Stage	Summary of key skills and knowledge to be acquired
4	<ul style="list-style-type: none"> ● Engages in imaginative play for extending periods of time. ● Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' ● Beginning to make-believe by pretending.
5	<ul style="list-style-type: none"> ● Developing preferences for forms of expression. ● Uses movement to express feelings. ● Engages in imaginative role-play based on own first-hand experiences. ● Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
6	<ul style="list-style-type: none"> ● Create simple representations of events, people and objects. ● Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ● Plays alongside other pupils who are engaged in the same theme. ● Plays cooperatively as part of a group to develop and act out a narrative.
7	<ul style="list-style-type: none"> ● To develop their knowledge of using different tools and media to create different effects. ● Recognise instruments and link them to their family of instruments (e.g. percussion, brass, etc) and begin to categorise them depending on how they are played (e.g. plucked, bowed, blown). ● Develop knowledge of different genres of music and begin to recognise the differences. ● Express and communicate their ideas, thoughts and feelings based on a performance.
8	<ul style="list-style-type: none"> ● Be familiar with the work of famous artists, inventors, crafts people ● When performing in music, follow musical representation for loud, soft, louder, quieter, faster, slower etc. ● To develop acting skills and understand that whilst the 'performance' is not real life.
9	<ul style="list-style-type: none"> ● Be familiar with the work of famous artists, inventors, crafts people and try to implement similar techniques in their work. ● Be able to follow simple symbolic compositions. ● To further develop acting skills and understand that whilst the 'performance' is not real life.
10	<ul style="list-style-type: none"> ● Express feelings and preferences in response to art from various famous or local artists. ● Combine experiences, ideas and imagination in their art work using either 2D or 3D medium.

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	<ul style="list-style-type: none"> ● Compose simple pieces for an agreed effect. ● Play instruments with control and rhythmical accuracy.
11	<ul style="list-style-type: none"> ● develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. ● take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) ● Can sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. ● Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).
12	<ul style="list-style-type: none"> ● To select and use relevant resources and references to develop their ideas. ● To use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. ● Be able to demonstrate how tools they have chosen to work with, should be used effectively and with safety. ● Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).
13	<ul style="list-style-type: none"> ● To independently develop a range of ideas which show curiosity, imagination and originality ● To begin to understand the technical vocabulary and techniques for modifying the qualities of different materials and processes ● Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
14	<ul style="list-style-type: none"> ● use a sketchbook for different purposes, including recording observations, planning and shaping ideas. ● develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. ● Can sing a widening range of unison songs of varying styles and structures with a pitch group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. ● To order their ideas through playing roles and improvising scenes in various settings.