The Arts

Recorder
Can I listen to musical patterns and repeat them?
Can I use some musical notation?
Can I play notes and patterns I have learned?
Music
Can I improvise and use different instruments to make different sounds?
Art
Can I use my sketchbook to experiment and evaluate?
Can I explore the work of an artist?
Can I experiment using water colour to create mood and tone?
Can I create shadow images using the style of an artist?

Skills

Can I create a watercolour and shadow image final piece?
Can I orally re-tell the story of Aladdin and adapt using imagination?
Can I use descriptive methods to create mood and suspense?

Homework Projects

Design and technology
Can I design a puppet and annotate?
Can I create puppets using selected materials?
Can I evaluate the effectiveness of the puppet?

Dance for the summer production every week

Pupils will be taught a song from a fairy tale in French

Hook
Arts Week!

Where have all the Lost Happy Endings Gone?

Can I re-tell the story of Aladdin using puppets and role play?

Can I design a puppet of a fairy tale character?

Can I create a piece of art work inspired by an artist?

Science – Sound

Can I explain how sounds are made, and show that some of them are linked to vibrations?

Can I explain that vibrations from sounds travel through a medium to the ear?

Can I find patterns between the pitch of a sound and features of the object that produced it?

Can I show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it?

Can I show that sounds get fainter as the distance from the sound source increases?

Computing

We are Musicians

Can I use a programs to edit music?
Can I create and develop a musical composition?
Can I develop collaboration skills?
Can I evaluate and make changes to a composition?

RE
What can we learn from religions about deciding what is right or wrong?

Can I recall and talk about the Golden Rule?
Can I express ideas about the Ten Commandments?
Can I discuss ways in which Christian and Jewish people decide what is right or wrong?
Can I explain similarities and difference between the codes for living used by humanists other religions?
Can I make connections between stories?
Can I express how people express their beliefs in ways of living?

*Bold statements taken directly from children's own questions

National Curriculum Statements

Art
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists

Design and Technology
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Computing
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use one or more programs to edit music
- create and develop a musical composition, refining their ideas through reflection and discussion
- develop collaboration skills
- develop an awareness of how their composition can enhance work in other media.

RE
- The meaning of the Golden rule
- How the Ten Commandments affect the way a Jewish person lives their life
- Similarities and differences between Beatitudes and the Ten Commandments
- Identify values that matter to humanists
- What Jewish and Christian people learn about temptation
- To know about the life and work of at least one religious figure

Music
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations

- improvise and compose music for a range of purposes using the inter-related dimensions of music

Science

- identify how sounds are made, associating some of them with something vibrating

- recognise that vibrations from sounds travel through a medium to the ear

- find patterns between the pitch of a sound and features of the object that produced it

- find patterns between the volume of a sound and the strength of the vibrations that produced it

- recognise that sounds get fainter as the distance from the sound source increases