

## Sequence & Learning Progression Guidance for planning

**Learning area: My Creativity**

**Area: Music**

**Phase: Post 16**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Semi-formal Once a week	Making musical choices. Participation with others Singing and signing as a group Performances	Recapping and consolidating prior skills.	Dynamics Pitch Beat/Rhythm Melody Song

**Phase: KS4**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Two lessons weekly	Take part in a performance Research an artist Watch a performance and evaluate Skills share with peers and adults Record ideas.	Whole group performance skills Layering music The knowledge of knowing 'where you are in a piece of music' Higher group level collaboration Changing musical elements within a performance Breaking musical ideas down, to teach others	Ensemble Accompaniment Chord sequence Structure Timbre Improvisation

**Phase: KS3**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
1 lesson weekly	Perform the chords to a song and sing the melody. Sing and sign Samba – Perform the rhythm of words.	Play a recognisable melodic shape or accompaniment a piece of music on an instrument. Demonstrate rhythmic control independently and as a group. Respond musically to other arts forms.	Layer Ostinato Sound effects Dischord Drone Samba

	Layering parts on top of each other Create sound effects	To start to use musical elements to compose music for a purpose. To understand the need to play/sing/change chord in time during group performance. To understand that music effects mood.	Rhythms.
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**Phase: KS2**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
1 lesson weekly	Dance in the style of an animal Movement to music Recreate pieces of music Colour matching of musical notes Learn to play coloured notes and simple repeating melodies Singing African drumming	Starting to manipulate musical elements Develop a sense of pulse and rhythm; Copy simple rhythms by rote as part of a group Relating feelings and knowledge to music Increased control of an instrument for longer period of time. Relating note colours to music Play as a group Turn taking and listening	Dynamics Pitch Melody Beat/Rhythm Tempo Song

**Phase: KS1**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Cross curricular (continuous provision)	Signing and singing Exposure to variety of music Song choices Transition songs	Basic organisation of music Enjoyment – I know I like Recognising preference Basic over control over an instrument	Stop            Start Loud            Quiet Fast            Slow Singing

**Phase: Early Years**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Cross curricular (continuous provision)	Singing Transition songs Routine songs Exploration of instruments	Know how to make a sound Know 'I made that sound' Simple responses to music Enjoyment of music	Basic instruments names Music Listening

## Sequence & Learning Progression Guidance for planning

**Subject: My Creativity**

**Area: Art**

**Phase: Post 16**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
1 lesson weekly	Stop motion Photography Modelling	Basic animation skills Recording Manipulating a material for purpose Capture an image/ photograph Being able to explain preference Relate art to feelings / emotions	'why' 'how' Stop motion Filters Genres Cropping

**Phase: KS4**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
1 lesson weekly	Research an artist Share an art skill with a peer Develop use of 3D materials Independently use technology for art To work in the style of an artist	Have an opinion on an artist Collaboration Ability to evaluate a piece of work (self and others) Explain the process of art techniques	Stating preferences 'Why – basic response' 'What went well? Even better if?'

**Phase: KS3**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
1 lesson weekly	Start to use technology for art with support (adult and peer) Patterns – building and following Mosaics Working in the style of an artist (introduction) 'Taking an inspiration' Clay modelling – develop 3D manipulation skills Printing	Sort shape. Basic understanding colour and texture. Follow a plan / simple instructions Observe and repeat. Gain and apply a new skill Choice of colour, line and texture for desired effect. Mixing of colour	'How did you do that' What did you use? Mosaic Pattern

**Phase: KS2**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
1 lesson weekly	See topic webs	Drawing of basic shapes Mark make/ draw with purpose Increased control of a tool for longer period of time Colour mixing Showing a preference Creating with an image in mind (This is what I want to do) Basic organisation of work	Mark making Draw Primary and secondary Likes planning

**Phase: KS1**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Cross curricular (continuous provision)	Exploring sensory materials with purpose Fine motor skill tasks (extended) Investigate new tools (paint brush, roller, stencil, stamps)	Enjoyment – I know I like Recognising preference Basic over control over a writing tool and a range of materials Exploration of new stimuli Matching and copying Colours – names, basic properties	Colour names Tool names What do you like? Types of movement Pattern

**Phase: Early Years**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Cross curricular (continuous provision)	Messy play (mark making) Fine motor skill tasks Basic control exercises Writing in sensory materials	The ability to mark make Control materials Exploring new materials Respond to a stimuli	Basic naming of tools, objects and materials Types of movement (straight, round, circle)