+

LTP Year A 2024-2025		Imagination and Creativity		
Drivers		Resourceful, Collaborative, Imaginative and Creative		
Pathways		Explorers	Discoverers	Adventurers
Lower	Autumn **Me and my family- who is in your family**	**– Timbre –** Shows awareness of a distinct sound **- Colour – *Painting* –** Discover the behaviour of colours using fluid materials, in large and small scale work **– Body –** Experience whole body big/little contrasts	**– Timbre –** Associates a sound maker with its output **- Colour – *Painting* –** Identify and name primary colours and how to lighten using white (see works by Mondrian, Jackson Pollock and Van Gogh's Sunflowers) **– Body –** Transfer weight onto different body parts on the floor (bottom, hands, back, stomach) eg to rock or make a shape	**– Timbre –** Can produce sounds demonstrating subtlety and versatility on a visual cue **- Colour – *Painting* –** Mix a range of secondary and tertiary (greys and browns) colours from 'hot' and 'cold' versions of primary colours, and paint on a range of scales with thick brushes, sponges **– Body –** Maintain round, broad, thin, twisted body shapes
	Spring **Story/Rhymes**	**– Structure/Rhythm -** To show awareness of pulse and start/stop **– Pattern – *Print making* –** Make random arrangements using items that make a mark **– Actions –** Experience bending, stretching and twisting on a cue	**– Structure/Rhythm -** To copy a simple rhythm **– Pattern – *Print making* –** Copy and continue a pattern using items that make a mark (egs potato, lego) **– Actions –** Travel in different ways along the floor, mid-level and high level, and turn	**– Structure/Rhythm -** Can monitor one or more rhythms in a layered performance **– Pattern – *Print making* –** Create intricate designs for positive and negative prints (egs spots, stripes, cross-hatching) **– Actions –** Perform actions with poise, elevation and control in basic actions of travelling, jumping and turning
	Summer **People who help us**	**– Texture –** Reacts to a contrast in texture **– Texture – *Collage* –** Engage in multisensory exploration of a range of materials **– Relationships –** Experience being contained and supported (cradled, rocked) by a familiar adult	**– Texture –** Perform in unison with others demonstrating ensemble awareness **– Texture – *Collage* –** Sort, choose and place items with finer discrimination **– Relationships –** Exert energy to support a familiar partner carefully (egs roll, slide, spin, cradle them)	**– Texture –** Combines sounds to reflect a musical idea **– Texture – *Collage* –** Select materials for a particular purpose and cut them to size **– Relationships –** Use fine touch and
Middle	Autumn **My life – All about me**	**– Timbre –** Demonstrate preference, given choices of sounds **– Colour – *Painting* –** Discover the behaviours of two primary colours plus white in large and small scale work **– Body –** Experience the whole body moving through space	**– Timbre –** Can group sounds according to how they are played **– Colour – *Painting* –** Mix secondary colours from two primary colours (hot and cold versions – brilliant red/crimson; brilliant blue/cobalt blue; brilliant yellow/lemon) (see Monet's use of a limited palette) **– Body –** Balance on different body parts on the floor, from kneeling and mid-level and from standing to make shapes	**– Timbre –** Chooses sounds to reflect a musical idea **– Colour – *Painting* –** Mix colours to a required intensity (see Gwen John's muted interiors), and apply with brushes in a range of thicknesses **– Body –** Use the face and posture to give expression and meaning
	Spring **Traditional tales**	**– Structure/Rhythm -** Show awareness of changes in duration **– Pattern – *Print making* –** Make irregular arrangements with emerging awareness of space **– Actions –** Travel in different ways along the ground (eg on back, stomach)	**– Structure/Rhythm -** Maintain a simple rhythm independently **– Pattern – *Print making* –** Make ordered arrangements with awareness of space as well as positioning of marks **– Actions –** Travel in different ways influenced by action words (eg stamp, tip-toe)	**– Structure/Rhythm -** Explores binary, ternary and rondo forms **– Pattern – *Print making* –** Create complex repeated patterns with attention to spaces between motifs from which to take prints (see wallpaper patterns) **– Actions –** Hold stillness and use gesture to give meaning and expression (egs reach, nod, point)
	Summer **Special people who help us**	**– Texture –** Demonstrate a preference given textural choice **– Texture – *Collage* –** Identify items that are the same and different **– Relationships –** Experience being contained and supported by an unfamiliar adult / older peer	**– Texture –** Performing a part independent from another **– Texture – *Collage* –** Tessellate pieces to fill spaces and abut others (as in mosaics – see Roman floors, Egyptian masks) **– Relationships –** Exert energy to support an unfamiliar partner carefully (egs roll, spin, slide, cradle them)	**– Texture –** Explores the differences between thick/thin and rough/smooth textures **– Texture – *Collage* –** Use 2D and 3D shapes and forms in collages inspired by other artists (see Gaudi's mosaic sculptures) **– Relationships –** Adjust energy in balances, shapes and actions in 2s, 3s and 4s, and to resist being budged by a peer
Upper	Autumn **Things I like to do**	**– Timbre –** Chooses sounds and shows some control to play them **– Colour – *Painting* –** Encounter different colours in the work of other artists (egs Mondrian, Jackson Pollock, van Gogh) **– Body –** Explore making shapes with the whole body and shapes made by others	**– Timbre –** Can group sounds according to instrumental type **– Colour – *Painting* –** Use varied amounts of water in paint and wet and dry surfaces to create tonal paintings and washes (as in the work of Klee) **– Body –** Transfer weight onto different body parts when standing (foot to foot), travelling, turning and jumping	**– Timbre –** Chooses and controls sounds to reflect a musical idea **– Colour – *Painting* –** Use colours for a desired effect, thickened and diluted – muted, harmonising, clashing, complementary (see works by Van Gogh), and use fine hair brushes for detail **– Body –** Maintain a variety of body shapes in movement and combine to make group shapes
	Spring **Magic & Mystery Stories**	**– Structure/Rhythm -** Shows a preference when duration changes **– Pattern – *Print making* –** Make random arrangements with some awareness of space **- Actions –** Experience	**– Structure/Rhythm -** To copy a more complex rhythm **– Pattern – *Print making* –** Create positive and negative mono-prints (eg arrange items on a painted surface then place paper on top) **– Actions –** Incorporate a jump in movements (on the spot, when travelling and turning)	**– Structure/Rhythm -** Composes in binary, ternary and rondo form **– Pattern – *Print making* –** Understand positive and negative marks in designs eg for stencilling (see New England folk art), tie-dye and batik (see African fabrics) **– Actions –** Perform actions in character, harnessing dynamics to give movements expression
	Summer **People in the community who help us**	**– Texture –** Explores a range of musical textures **– Texture – *Collage* –** Show preference and dislike for items and where to place them **– Relationships –** Experience being contained and supported by a peer	**– Texture –** Perform in a small group, starting and stopping on cue, to contribute to layering different sounds **– Texture – *Collage* –** Emulate textural collages in the work of other artists, eg Braque, Picasso **– Relationships** – Exert energy to co-operate with peers to support another (egs to make a human tunnel or bridge, roll over an adult)	**– Texture –** Composes using a contrasting/changing texture **– Texture – *Collage* –** Combine collage with mixed media, eg to decorate a sculpture **– Relationships –** Work in groups of varying sizes to be stable and to support another (eg to lift, lower, push, pull, carry, contain)

LTP Year B 2025-2026		Imagination and Creativity		
Drivers		Resourceful, Collaborative, Imaginative and Creative		
Pathways		Explorers	Discoverers	Adventurers
Lower	Autumn **Animals**	**– Pitch –** Show awareness of extremes in pitch **- Line & Tone –** ***Drawing*** **-** Discover a range of possible types of marks of different lengths and thicknesses in grasp-and-push with felt pens **– Space –** Experience different directions (forwards, backwards, sideways)	**– Pitch –** Shows awareness of gradual/sudden changes in pitch **- Line & Tone –** ***Drawing*** **-** Combine different types of line (short, long, straight, dotted, dashed, thick, think) to create abstract and/or naturalistic images using sturdy tools (thick pencils, thick chalk, thick charcoal, wax crayons) **D – Space –** Travel in different direct pathways along the ground (forwards, backwards, sideways)	**– Pitch –** Performs a melody demonstrating awareness of pitch **- Line & Tone -** ***Drawing*** **–** Use marks with versatility, eg to create outlines, detail **– Space –** Move in personal and general space in different ways
	Spring **Social Interaction**	**– Tempo –** Shows awareness of extremes in Tempo **– Shape –** ***Textiles and design*** **-** Apply items and make marks within a prescribed area **– Dynamics –** Show awareness of ebb and flow of movement (going and stopping)	**– Tempo –** Adjusts playing to accompaniment with sudden change of pace. **– Shape –** ***Textiles and design*** **–** Make controlled marks on fabric and other surfaces with regard to space and positioning **D – Dynamics** – Explore contrasts in fast and slow movements	**– Tempo –** Gradually slows down to create a ralentendo **– Shape – Textiles and design –** Place marks with attention to composition and awareness of spaces, negative shapes and pattern repeat (see folk art wall designs by New England settlers) **– Dynamics –** Adjust movements to fit accompaniment
	Summer **Coastal Environments**	**– Dynamics –** Shows awareness of extremes in dynamics **– Form –** ***Sculpture*** **–** Manipulate and mould malleable materials **– Choreography –** Make spontaneous responses to music/accompaniment between moments of silence	**– Dynamics –** Contrasts loud/quiet playing on distinct cue from a conductor **– Form –** ***Sculpture*** **–** Combine and reform malleable materials to make abstract and naturalistic forms (see work by Moore, Hepworth **D - Choreography –** Follow teacher-led moves to convey a narrative/story inspired by a stimulus (eg a balloon inflates, floats, settles)	**– Dynamics –** Copies with sudden and or gradual change **– Form –** ***Sculpture*** **–** Consider relative size, proportion and scale when forming malleable materials to create a model **– Choreography –** Aware that dance makes impression and can convey ideas and meanings
Middle	Autumn **Farm**	**– Pitch –** Shows awareness of gradual change on pitch **- Line & Tone -** ***Drawing*** **-** Encounter shape by enclosing lines **– Space –** Experience moving in general (shared) and personal space (close to)	**– Pitch –** Demonstrates gradual/sudden changes in pitch **- Line & Tone –** ***Drawing*** – Use the side of drawing tools as well as the tip to create marks and images (pencil, chalk, wax crayon, thick charcoal) as in Aboriginal art **D – Space –** Travel in direct and flexible pathways around the room	**– Pitch –** Performs a free melody demonstrating awareness of signalled instruction to change pitch **- Line & Tone –** ***Drawing*** **–** Use a range of lines to varied lengths and thicknesses for detail, decoration and purpose in a range of media (egs Paisley motif, Aboriginal art) **- Space** – Trace shapes and pathways on different levels with different body parts
	Spring **Friends**	**– Tempo –** Shows an awareness of gradual change in Tempo **– Shape –** ***Textiles and design*** **-** Encounter lines and shapes using digital media **– Dynamics –** Hold tension (eg to stretch) and let go (shake, relax)	**– Tempo –** Adjusts playing to accompaniment with subtle/gradual change of tempo **– Shape –** Use digital media to generate shapes and images in different ways (see Hockney's I-Pad drawings) **D – Dynamics –** Follow gradual changes in speed (getting faster, slower)	**– Tempo –** Gradually speeds up to create a accelerando **– Shape –** ***Textiles and design*** **–** Design a story board and create an animation using digital media (eg inspired by Wallace and Gromit) **– Dynamics –** Incorporate contrasts in tension and speed into movements
	Summer **Under the Sea**	**– Dynamics –** Shows awareness of gradual change in dynamics **– Form –** ***Sculpture*** **–** Discover mark making using items to decorate a malleable surface **– Choreography –** Associate sound with movement in a dance performance	**– Dynamics –** Explores how to dynamics change is achieved on a variety of instruments **– Form –** ***Sculpture*** **–** Explore different techniques of affixing and joining materials to embellish a model (see works by Caro and Gormley) **D - Choreography** – Fit moves to accompaniment (eg to sequence simple steps from a dance style or tradition)	**– Dynamics –** Explores how dynamics affects mood **– Form –** ***Sculpture*** **–** Use techniques of joining and affixing to make puppets (shadow, rod, glove, marionette) **– Choreography –** Select and refine actions to suit accompaniment and the style of dance
Upper	Autumn **Jungle and Safari Animals**	**– Pitch –** Explores changes in pitch **- Line & Tone –** ***Drawing*** **-** Encounter drawing faces **– Space –** Experience contrasts in high and low levels	**– Pitch –** Demonstrates understanding and control of pitch **- Line & Tone –** ***Drawing*** **–** Use varied lines in mixed media, eg wax resist with a wash of paint, etching into surfaces **D – Space –** Explore pathways in the air (simulate flight, jump/leap and fall)	**– Pitch –** Composes a melody with ascending/descending scale patterns **- Line & Tone –** ***Drawing*** **–** Explore the artistic tradition of Still Life, and emulate techniques to create the illusion of volume and texture (shading, hatching and cross-hatching, lifting areas) **– Space –** Perform different actions along pathways, incorporating turns
	Spring **Relationships**	**– Tempo -** Explores changes in Tempo **– Shape –** ***Textiles and design*** **–** Experience using different materials and media to push and pull through holes to make a tactile surface **– Dynamics –** Experience contrasts in movements at different speeds (fast/slow)	**– Tempo -** Performs a rhythm/melody/song at a variety of tempi **– Shape –** ***Textiles and design*** **–** Explore process of poking in and out and over and under to create a woven effect **D – Dynamics –** Explore contrasts in free (abandoned) and contained (bound) movement	**– Tempo -** Reacts when listening/performing to tempo change and describes it **– Shape –** ***Textiles and design*** **–** Create a woven piece using a basic loom (picture frame with string) with understanding of the technique **– Dynamics –** Adjust tension to achieve subtlety and control over strength
	Summer **Coastlines**	**– Dynamics -** Explores changes in Dynamics **– Form –** ***Sculpture*** **–** Engage with processes eg papier mache **– Choreography** – Participate in teacher-led dance sequence of 2 contrasting movements between moments of silence	**– Dynamics -** Controls dynamic change on a variety of instruments **– Form –** ***Sculpture*** **–** Explore techniques of wrapping and layering, eg to extend papier mache (see Nana sculptures by Niki de Saint-Phalle) **D – Choreography –** Hold stillness to frame a teacher-led dance with 3 clear sections (ABA or ABC structure)	**– Dynamics -** Composes using a change of dynamics to reflect a change of mood **– Form –** ***Sculpture*** **–** Use techniques of folding, coiling, twisting and fanning thin card within modelling (eg Origami) **– Choreography –** Devise a simple solo/partner dance with a clear beginning, middle, end

LTP Year C 2026-2027		Imagination and Creativity		
Drivers		Resourceful, Collaborative, Imaginative and Creative		
Pathways		Explorers	Discoverers	Adventurers
Lower	Autumn **Buildings – My house**	♪♫ **– Timbre –** Recognises sounds with a marked difference **- Colour – *Painting* –** Discover lightening using white in large and small scale work **– Body –** Show awareness of the trunk through contact with the floor and other people in movements (back, stomach)	♪♫ **– Timbre –** Is aware of a range of possible ways to produce sound **- Colour – *Painting* –** Combine primary and secondary colours with white to create tints **- Body –** Manage the body safely to fall and roll from sitting and kneeling to the floor	♪♫ **– Timbre –** Can control sounds sensitively to express a particular idea, mood or emotion independently **- Colour – *Painting* –** Lighten 'hot' and 'cold' primary, colours to create tints using white, and paint on a range of scales, using thick brushes for large scale and thinner for small scale work **– Body –** Perform leading actions initiated by different body parts, eg back of shoulder, top of arm, knee, elbow
	Spring **The World – Prehistoric dinosaurs**	♪♫ **–** **+** **– Pattern – *Print making* –** Encounter mono-printing **– Actions –** Experience the basic actions of going and stopping when travelling	♪♫ **– Structure/Rhythm –** To copy a rhythm that changes **– Pattern – *Print making* –** Create an ordered arrangement and sequence with items that make a mark **- Actions –** Perform floor-based actions with control (egs spin, roll)	♪♫ **– Structure/Rhythm –** Can contribute to music with rhythmic variety **– Pattern – *Print making* –** Create blocks for printing relief patterns by affixing string and other items **– Actions –** Improve poise, elevation and control in performing more complex actions
	Summer **Nature- My natural surroundings**	♪♫ **– Texture –** Experiences a range of contrasting musical textures **– Texture – *Collage* –** Sort materials for gross differences **– Relationships –** Commit mutual shared energy in movements (eg see saw with an adult)	♪♫ **– Texture –** Shows awareness of the effect of combining different sounds **– Texture – *Collage* –** Choose and affix items with awareness of the space available **- Relationships -** Commit mutual weight in movement experiences with another (egs see-saw, counter balance)	♪♫ **– Texture –** Understands how sounds can combine to create an effect **– Texture – *Collage* –** Use collage for decoration by cutting out and affixing images (eg applique, and decoupage – as in Victorian boxes) **– Relationships –** Explore proximity (moving near, far, surrounding, approaching, retreating, next to)
Middle	Autumn **Buildings – My town**	♪♫ **– Timbre –** Recognises more subtle differences in Timbre **– Colour – *Painting* –** Discover darkening using black (tiny amount) **– Body –** Show awareness of peripheral body parts (hands, feet), and arms and legs in aiding movement	♪♫ **– Timbre –** Demonstrates control of the different ways to produce sound **– Colour – *Painting* –** Explore use of tiny amounts of black or dark blue to create shades (see works by Rothko) **- Body –** Manage the body safely to fall and roll from standing to the floor	♪♫ **– Timbre –** Relates different sounds with different materials **– Colour – *Painting* –** Apply colour in different ways and for different effects, eg Pointillisme (dots and dabs), Impressionism (layering strokes), in blocks as in Cezanne's landscapes, and juxtaposed as in the work of Bridget Riley **– Body –** Co-ordinate and combine different body parts within movements (eg arms and legs)
	Spring **Ancient civilizations – Egyptians, Romans, Greek**	♪♫ **– Structure/Rhythm –** Shows awareness of change of rhythm and structural sections **– Pattern – *Print making* –** Encounter, copy and continue a pattern using a variety of items **– Actions –** Experience the basic action of jumping in different ways	♪♫ **– Structure/Rhythm –** To perform and change a rhythm independently **– Pattern – *Print making* –** Copy and continue a pattern using a variety of items and according to shape and size **- Actions –** Perform actions with control from kneeling/mid-level (egs pounce, crawl, waddle, creep) and standing (egs twirl, shuffle, stamp)	♪♫ **– Structure/Rhythm –** Explores improvisation in a set simple structure **– Pattern – *Print making* –** Generate a repeated pattern with awareness of even spaces between motifs (see wallpaper and upholstery fabrics) **– Actions** – Incline, lean and overbalance into actions
	Summer **Growing and life cycles(minibeasts)**	♪♫ **– Texture –** Shows a preference for differing musical textures **– Texture – *Collage* –** Encounter layering, overlapping and awareness of both positive and negative spaces **– Relationships –** Harness energy to push/pull against older peers or adults in movement experiences	♪♫ **– Texture –** Combines different sounds with purpose **– Texture – *Collage* –** Vary the size of shapes as well as colour in overlapping and layering pieces (see Polish paper cuts by Wycinanki) **- Relationships –** Develop stability by resisting being budged by an adult pushing and pulling them in positions on the floor (egs prone or supine star-shape, sitting like a rock, on all fours)	♪♫ **– Texture –** Freely interprets a musical story **– Texture – *Collage* –**Tear and cut different kinds of paper and cellophane to create textures, build up layers and overlap surfaces (eg see Matisse's paper cuts and stained glass windows) **– Relationships –** Explore sequence in movement (copying, mirroring, leading-following, can, matching, opposing, question-answer)
Upper	Autumn **Castles and Palaces**	♪♫ **– Timbre –** Explores a range of musical timbre **– Colour – *Painting* –** Discover tonal painting through varied use of water **– Body –** Show awareness of wight-bearing body parts (knees, elbows, hips, bottom) in movements	♪♫ **– Timbre –** Chooses different sounds with intent **– Colour – *Painting* –** Explore and emulate bold use of colour in the work of other artists (eg the Fauve artists – Vlaminck, Matisse) **- Body –** manage the body safely to fall and roll when jumping and travelling from high to low level	♪♫ **– Timbre –** Interprets dramatic events using selected sounds **– Colour – *Painting* –** Explore different kinds of paint (egs watercolour, gouache) and their use in the artistic tradition of Landscape **– Body –** Improve fluency and flexibility to link movements and transitions
	Spring **Countries and peoples of the world**	♪♫ **– Structure/Rhythm –** Explores changes of rhythms & structure **– Pattern – *Print making* –** Encounter positive and negative spaces **– Actions** – Experience changes of the basic actions when travelling (going, jumping, turning, stopping)	♪♫ **– Structure/Rhythm –** To maintain a simple rhythm alongside other rhythms **– Pattern – *Print making* –** Explore positive and negative print-making (eg collagraphs) **- Actions –** Perform actions with control that incorporate a jump and/or a turn (eg leap, pounce)	♪♫ **– Structure/Rhythm –** Explores and composes using pop song structure conventions **– Pattern – *Print making* –** Make detailed designs for repeated motifs (abstract and/ or naturalistic) for silk screen prints and wallpaper (see William Morris wallpaper and fabrics) **– Actions –** Improve quality of movement through flexibility and contrasts in tension
	Summer **Green fingers**	♪♫ **– Texture –** Contributes to music making that involves textural contrasts **– Texture – Collage –** Encounter making collagraphs (creating a textured surface from which to take a print) **– Relationships –** Experience pushing/pulling alongside others to move an adult	♪♫ **– Texture –** Chooses to combine different sounds with intent **– Texture – *Collage* –** Explore textures in the community by taking rubbings (including brass rubbings) **- Relationships –** Exert energy to support another by rolling them successively or sliding or spinning them on the floor	♪♫ **– Texture –** Composes and performs with intentional control of texture change **– Texture – *Collage* –** Use features in the environment, and combinations of photographic and/or drawn images and cut or torn papers to inspire their work (see work by Klimt, Schwitters) **– Relationships –** Use movements that match or differ, that are in harmony or opposition, to give meaning

LTP Year D 2027-2028		Imagination and Creativity		
Drivers		Resourceful, Collaborative, Imaginative and Creative		
Pathways		Explorers	Discoverers	Adventurers
Lower	Autumn **Fantasy – Pirates and Mermaids**	**– Pitch –** Adjusts playing to accompaniment with a marked change of pitch **- Line & Tone - *Drawing* -** Discover a range of tones with pressure sensitive materials (eg chalk, thick pencils, sturdy chalks) and dilutions **D – Space -** Experience contrasts in level (high, mid, low)	**– Pitch –** Chooses notes on tuned instruments to demonstrate pitch awareness **- Line & Tone – *Drawing* –** Explore tones by adjusting pressure with sensitive drawing materials and smudging (thick pencil, chalk, wax crayon) **– Space -** Travel in general and personal space in different speeds and directions	**– Pitch –** Combines pitches to create an intended effect **- Line & Tone – *Drawing* -** Create tones by shading patches using sturdy pressure-sensitive materials (chalks, charcoal), and wiping areas with erasers **– Space –** Use general and personal space, incorporating turns and changes of direction on a cue
	Spring **My Town – Park and Woods**	**– Tempo –** Adjusts playing to accompaniment with marked changes in pace **– Shape – *Textiles and design* -** Enclose lines to make shapes using a range of sturdy materials (fabric, string, etc) **D – Dynamics** – hold tension to keep still	**– Tempo –** Adjusts playing to accompaniment with subtle change of pace, but playing in time **– Shape – *Textiles and design* –** Sort, arrange and rearrange items within a prescribed area **– Dynamics –** Explore contrasts in strong and light movement	**– Tempo –** Copies with sudden or gradual change in speed on cue **– Shape – *Textiles and design* –** Use photographs of chosen items or views, and create photomontages by arranging chopped up multiple images (see work by Hockney) **– Dynamics –** Use rhythm and body sound as accompaniment to movement and to give pattern to a dance
	Summer **Journeys – to and from school**	**– Dynamics –** Adjusts playing to an accompaniment with a marked change in dynamics **– Form – *Sculpture* –** Combine items and found sources to make an abstract representational form (junk modelling – see Picasso) **D – Choreography** – use action words and dance vocabulary when recalling and describing a dance performance	**– Dynamics –** Achieves gradation of volume to create a crescendo and diminuendo **– Form – *Sculpture* –** Combine items and found sources to create models (see Picasso's junk sculptures) **– Choreography –** Relate to pictures or symbols to script and perform a teacher-led dance narrative	**– Dynamics –** Explores how dynamics links to other elements to affect the mood **– Form – *Sculpture* –** Create models from found sources, with awareness of their 3-dimensionality when viewed from different perspectives **– Choreography –** Convey a character and/or narrative in a teacher-led dance
Middle	Autumn **Magical creatures**	**– Pitch –** Adjusts playing to an accompaniment with gradual change in pitch **- Line & Tone - *Drawing* -** Use hands, feet and various items to create a range of lines (long, short, curvy, dots, thin, thick, dashes) and spaces **D – Space –** Explore travelling in different directions	**– Pitch –** Chooses instruments to demonstrate pitch awareness **- Line & Tone - *Drawing* –** Explore drawing round items using different media and going over drawn lines to create a relief (eg using string, wool, threads) **– Space –** Travel in personal and general space on a range of levels (low, mid and high)	**– Pitch –** Explores combining pitches to create major/minor chords **- Line & Tone – *Drawing* –** Create illusions of texture, eg by shading, cross-hatching, smudging, lifting with tissue or eraser (see Beatrix Potter's animal drawings) **D – Space –** Enrich movements by varying use of space
	Spring **Cafe**	**– Tempo –** Adjusts playing to an accompaniment with gradual change in pace **– Shape – *Textiles and design* -** Experience photography and make photo montages from cut-up self-portraits (see Hockney) **D – Dynamics** – Experience gradual changes in speed	**– Tempo –** Independently maintains a steady beat **– Shape – *Textiles and design* –** Explore unfamiliar juxtapositions and distortions of images of people, places and items, using digital media (see photomontage landscapes by Hockney) **– Dynamics –** Explore contrasts in direct/flexible movement (eg to march, to be floppy)	**– Tempo –** Compares Tempi of a variety of music **– Shape – *Textiles and design* -** Use digital media to create distortion and illusion, inspired by the Surrealists **– Dynamics –** Use dynamics in combination (fast/slow, strong/light, bound/free flow, flexible/direct) to give character and expressive quality to movements
	Summer **In the local wider community**	**– Dynamics –** Adjusts playing to an accompaniment with gradual change in dynamics **– Form – *Sculpture* –** Encounter creating pots through pinching and coiling malleable materials **D – Choreography** – react and respond to dance performances in different styles and traditions (eg sailor's hornpipe)	**– Dynamics –** Reacts to conductors/accompanists change of dynamics **– Form – *Sculpture* –** Explore indenting, rolling and coiling malleable materials to create pinch, slab and coil pots **– Choreography** – Explore and sequence 2-3 dance moves lifted from a performance in a particular dance style or tradition	**– Dynamics –** Controls dynamics to create a specific chosen effect **– Form – *Sculpture* –** Use moulds and techniques of carving away and using tools to draw into malleable materials to create and decorate 3D models and artefacts (see Greek vases, tiles by de Morgan) **– Choreography –** Use sequences and step patterns creatively from a range of dance styles and traditions
Upper	Autumn **Space aliens and superheroes**	**– Pitch –** Chooses to change dynamics independently **- Line & Tone – *Drawing* -** Encounter drawing faces in abstract and naturalistic portraiture **D – Space –** Experience changes in direction and level	**– Pitch –** Changes pitch on tuned instruments following instructions **- Line & Tone – *Drawing* -** Explore drawing parts of the face separately and together using a variety of media (artist's graphic pencils, coloured pencils, oil pastels, charcoal, chalk pastels) **– Space** – Travel in general and personal space with changes in speed, level and direction	**– Pitch – C**omposes a two part phrase/melody with gradual/sudden changes of pitch **- Line & Tone - *Drawing* –** Explore the artistic tradition of Portraiture and emulate techniques of a range of artists **– Space –** Design pathways using personal and general space, changes in direction and level
	Spring **Shopping centre/town centre**	**– Tempo -** Chooses to change tempo independently **– Shape – *Textiles and design* -** Experience taking rubbings from a tactile surface **D – Dynamics –** Experience changes in speed (fast/slow) and energy (strong/light)	**– Tempo -** Independently maintains a steady beat **– Shape – *Textiles and design* –** Explore making 3D forms – cylinders, cones, pyramids, cuboids from a 2D surface – and decorate to make into something **– Dynamics –** Perform actions with control that combine dynamics to give it quality (eg dab, thrust, float, glide)	**– Tempo -** Compares tempi of a variety of music and explores its effect on the mood **– Shape – *Textiles and design* –** Attend to detail, proportion and scale to create an original design for a t-shirt or merchandise (inspired by Pop Artists, egs Warhol, Lichenstein) **– Dynamics –** Use contrast in and combinations of dynamics to give meaning and significance to movement and dance
	Summer **Explorers and their journeys**	**– Dynamics -** Chooses to change dynamics independently **– Form – *Sculpture* –** Combine items, joining materials and 3D shapes with emerging selectivity **D – Choreography** – Contribute choices and decisions for creating a group/class dance	**– Dynamics -** Explores how dynamics changes on a specific note/instrument **– Form – *Sculpture* –** Explore sculpture in the community to inspire working on different scales in school **– Choreography** – Perform a solo, partner or group dance of 2-3 moves inspired by a stimulus (egs object, picture, professional dance experience) with a clear starting and finishing position	**– Dynamics -** Composes using sudden and gradual changes of dynamics to create an effect **– Form – *Sculpture* –** Use structures and layering of a range of materials to support the creation of a large-scale work (see work by a range of artists, egs Niki de Saint Phalle, Anthony Gormley) **– Choreography –** Use a range of stimuli and experiences to convey feelings, moods or ideas in solo/partner/group dance