



‘Creativity is Intelligence Having Fun’

(Albert Einstein)

Introduction and Intent

Our Creativity Curriculum is an engaging and exploratory combination of:

- Art and Design
- Drama
- Music

The curriculum is designed to develop our pupil's ability to express themselves creatively. Pupils access the curriculum through timetabled lessons on a weekly basis with singing and signing, choir and dance options also offered. In Key Stage 4, pupils will have the opportunity to gain AQA certification, and potential qualifications, depending on pupils' needs. This work is further enhanced by theatre, art and music companies. We also celebrate and showcase progress through productions - which parents and carers are welcomed and invited to attend.

This National Curriculum states:

- *Art, craft and design embody some of the highest forms of human creativity.*
- *All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.*
- *A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.*

Our imaginative cross-curricular learning approach ensures pupils experience creativity and are inspired, which enables pupils to view and solve problems more openly and with innovation. Through exploring a range of engaging and stimulating activities that promote a love of worldly learning and knowledge, from both the past and present, pupils can create their own fantastic futures!



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



EYFS (Nursery and Reception) Curriculum

EYFS LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA!
EXPRESSIVE ARTS AND DESIGN	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Music is embedded throughout every day, singing and signing, musical instrument exploration and tuning into sounds. Equally drama through role-play and, exploration of characters and sensory stories is embedded throughout everyday learning opportunities. Pupils will experience plays and shows, and also be in plays and shows, which of course parents/carers are most welcome to watch!					
'Creativity is Intelligence Having Fun' (Albert Einstein)	 Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Explore and be curious about materials found in the outdoor environment. <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> Being Imaginative and Expressive Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform, songs, rhymes, poems, and stories with others, and move in time with music. Use the outside provision to express themselves, problem solve and use their imaginations. <i>Work will be displayed in the classroom, lots of links to Fine Motor Skills. Children will have opportunities to learn and perform songs, and nursery rhymes linked to their work/interests and passions.</i>   					



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Key Stage 1 (Year 1 and Year 2) Curriculum

Cycle 1 - 25/26	Autumn 1 Art and Design Drawing	Autumn 2 Music and Drama	Spring 1 Art and Design Painting	Spring 2 Music and Drama	Summer 1 Art and Design Sculpture	Summer 2 Music and Drama
Topics	Me and My World - King/queen colouring/drawing with pencils like Richard Stone. Developing fine motor skills- decorating crowns - Act out a coronation.	Winter Wonderland Using music to tell a story Peter and the wolf, Bonfire Night, Hanukkah Christmas	Dinosaurs - Diorama, collage. Exploring instruments	Heroes - Woodwind and Percussion - Charanga -Exploring paint mixing including Bubble/bubble painting. Dance	Minibeasts - Natural sculptures. - Minibeast hunting song. - Move like a minibeast-dance	Summer Fun - Charanga printing. - Forest Festival!

Cycle 2 - 26/27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All About Me Exploring different media in making patterns Creating music for different purposes using interrelated dimensions of music Listen and respond to classical music	Festivals and Celebrations Compare how different artists have depicted celebrations and explore using their style in their own work using their voice expressively and creatively	Land and Sea printing using fingers/hands/feet/ different objects - Choreograph their own dance	Toys Brass and String - Charanga - Threading - Design and make musical instruments;	Farm Fun - Design and make puppets; select instruments for making farm noises and create their own farm composition	Healthy Me - Charanga - Forest Festival! Making pictures out of fruit- Giuseppe Arcimboldo

[Media](#)



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



KS1 - Access			KS1 - Build		
Art and Design	Drama	Music	Art and Design	Drama	Music
1. Begin to use a variety of tools to develop different movements. 2. Using fingers and hands to mark make. 3. Hold a mark making piece of equipment with an understanding of the correct way. 4. Purposely make a mark with support/hand over hand. 5. Realise their impact on their immediate environment. 6. Use a range of materials to mark make. 7. Explore a range of colours, patterns, textures and shapes. 8. Recognising that there are different colours. 9. Recognise basic images/selecting groups of images. 10. Have exposure to others' work. 11. Begin to express preferences and make choices. 12. Express enjoyment whilst creating.	1. Interact with adults. 2. Experience dramatic play. 3. Respond to a range of tones of voice, volume and characterisation. 4. Develop communication with adults. 5. Show interest in key characters. 6. Experience a range of rich vocabulary, lights, sounds and movement. 7. Listen to questions and answers. 8. Recognise important events e.g. birthday's, homtime, stories, and simple feelings. 9. Develop attention skills. 10. Explore given simple props.	1. Participate in turn taking call and response activity through vocalisations or instruments. 2. Explore cause and effect of tuned and untuned instruments. 3. Listen to high-quality music. 4. Experiment with music. 5. Recognise music can be played at different paces. 6. Recognise music can be played in different volumes 7. Engage in movement and music for enjoyment. 8. Experience emotional responses to aural stimulation. 9. Explore different sounds. 10. Be offered choices of music.	1. Create simple representations using a range of tools and materials. 2. Use fingers and hands to create an image with paint. 3. Draw a range of marks. 4. Draw a range of lines. 5. Continue to impact their immediate environment, developing their ideas. 6. Understanding that art is to be produced on paper or a specified surface. 7. Work purposefully responding to colours, patterns, textures, shapes and space. 8. Selecting a range of colours for one piece or art. 9. Recognise the work of others. 10. Work spontaneously and enjoy the act of making/creating. 11. Express preferences and make choices. 12. Demonstrate pride in a piece of work.	1. Interact with a range of adults and peers. 2. Engage in dramatic play. 3. Attend stories presented in a variety of ways. 4. Ask simple questions. 5. Try to behave as someone else. 6. Increase vocabulary knowledge and use. 7. Begin to articulate answers. 8. Explain or describe stories and topics of their own importance including expressing feelings. 9. Develop attention in conversations. 10. Investigate simple props and symbols.	1. Use their voices, use their devices or make vocalisations. 2. Play tuned and untuned instruments musically. 3. Listen with concentration to a range of high-quality music. 4. Experiment with and create music. 5. Identify fast and slow music. 6. Identify loud, soft, high, and low sounds. 7. Move with the beat of the music. 8. Respond to different moods of music. 9. Identify what different sounds could represent. 10. Begin to form opinions about music stating if they like or dislike what they have heard.



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



KS1 - Connect			KS1 - Deepen		
Art and Design	Drama	Music	Art and Design	Drama	Music
1. Develop using a range of materials creatively. 2. Demonstrate purposeful mark making and construction skills. 3. Demonstrate manipulation skills. 4. Demonstrate appropriate method for holding a pencil/paintbrush/crayon. 5. Develop their ideas, experiences and imagination. 6. Be able to use a range of media e.g. pencil, crayon, felt tip, paintbrush, glue stick. 7. Practise a wide range of art and design techniques using colour, pattern, texture, shape, space and form. 8. Be able to name or select basic colours. 9. Be able to study an image and find requested items. 10. Have knowledge of the work of other artists, craft makers and designers. 11. Describe the differences and similarities between different practices and disciplines. 12. Be able to communicate ideas and choices.	1. Listen and respond to adults and peers. 2. Engage in dramatic play using stories. 3. Develop the instinct for make-believe play into drama. 4. Ask relevant questions. 5. Try to behave and speak or interact as someone else. 6. Build their vocabulary knowledge. 7. Articulate answers, arguments and opinions. 8. Give descriptions, explanations and narratives for different purposes, including for expressing feelings. 9. Maintain attention in collaborative conversations, staying on topic. 10. Use simple props, symbols and images.	1. Use their voices, devices or make vocalisations to sing songs, speak chants and rhymes. 2. Play tuned and untuned instruments. 3. Listen with concentration to a range of high-quality live and recorded music. 4. Experiment with, create, select and combine sounds. 5. Demonstrate playing fast and slow music. 6. Demonstrate playing loud, soft, high, and low sounds. 7. Keep in time with a steady beat. 8. Respond to different moods of music, in different ways. 9. Listen for texture, more than one sound at the same time. 10. Express how they feel about a piece of music.	1. Use a range of materials creatively to design and make products. 2. Demonstrate control of mark making equipment. 3. Draw recognisable shapes. 4. Trace simple lines and forms. 5. Develop and share their ideas, experiences and imagination. 6. Model make with different objects. 7. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 8. Match the correct colour to an image e.g. brown dog = brown paint. 9. Study an image with interest. 10. Know of a range of artists, craft makers and designers. 11. Describe the differences and similarities between different practices and disciplines, making links to their own work. 12. Discuss reasons for choices.	1. Listen and respond appropriately to adults and their peers. 2. Engage in dramatic play using stories and other stimuli. 3. Experience how the use of space and objects can help to create the reality of the make-believe world. 4. Ask relevant questions to extend their understanding and knowledge. 5. Use voice, devices and body to create characters in an imagined way. 6. Use relevant strategies to build their vocabulary. 7. Articulate and justify answers, arguments and opinions. 8. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 9. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 10. Use simple props, symbols and images to represent meaning.	1. Use their voices, devices or make vocalisations expressively and creatively by singing songs, speaking chants and rhymes. 2. Play tuned and untuned instruments musically. 3. Listen with concentration and understanding to a range of high-quality live and recorded music. 4. Experiment with, create, select and combine sounds using the interrelated dimensions of music. 5. Explain how they are playing their music. 6. Explain at what volume they are playing their music. 7. Use movement to represent their understanding of rhythm and pace. 8. Respond to different moods in music and say how a piece of music makes them feel. 9. Identify musical structure in a piece of music e.g. verse, chorus. 10. Form an opinion to express how they feel about a piece of music.



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Key Stage 2 (Year 3, Year 4, Year 5 and Year 6) Curriculum

Cycle 1 - 27/28	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Explorers Indigenous American art and African art- printing, story telling, patterns	Festivals Drama, using voices, expressively and creatively	Perfect Plants Printing and collage Charanga music	Transport - Charanga Units 1-6 - Paint to music. Model making	British Isles Manipulating clay Charanga music	I've Got the Power - Charanga - Forest Festival! Sewing

Cycle 2 - 24/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Cities - L S Lowry and Anne Desmet Sketching, painting and printing	Celebrations Using chalk and pastels to mix colours	Inside my Body Artist Study: Damien Hirst and Tristan Eaton	Superpowers - Charanga Units 7-12 Collage- artist study- Kurt Schwitters and Hannah Hoch	Animals Animal carnival- dance and movement, music- percussion Making masks- sculpture	Lets go to the Beach - Charanga - Neon art- printing - Forest Festival!

Cycle 3 - 25/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Stone Age Threading and weaving, drawing, dance	Celebrations- Bodhi Day and Christmas Exploring different materials for making tree decorations inside and outside	Inside My Body - Bug houses. - Paint /make bugs- model making	Superpowers - Charanga Units 13-18 - Conducting Exploring paint mixing	Animals - Diorama.	Lets go to the Beach - Charanga - Forest Festival! Making musical instruments

Cycle 4 - 26/27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Topic	Seasons - Hieroglyphic drawing. - Necklaces/outfits. - Dance like an Egyptian.	Festivals- Diwali and Christmas Drama, using voices, expressively and creatively	Evolution and Inheritance Artist study- Vincent Van Gogh	Our Locality - Charanga Units 19-24 Stained glass windows and making and designing shields	Eco Warriors - Textile collage.	Earth and Space - Charanga Papier mache- making a solar system - Forest Festival!
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Media

KS2 - Access			KS2 - Build		
Art and Design	Drama	Music	Art and Design	Drama	Music
1. Repeat creative techniques through exploration. 2. Show awareness of mark making tools and media and their uses. 3. Express preferences and make choices. 4. Recognise basic colours and shapes/forms. 5. Record creations in their sketchbook. 6. Choose media. 7. Willingly mark make. 8. Begin to follow adult guidance. 9. Begin to demonstrate care when making creations. 10. Recognise a feature of their own work they like. 11. Make choices to demonstrate preferences in image or media. 12. Watch how different marks are made.	1. Develop spoken language, vocalisations and use of devices and alternatives. 2. Recall what happens in a story. 3. Recognise how drama makes them feel. 4. Have immersive communication experiences. 5. Explore the structure of storytelling in dramatic form. 6. Experience performances, role play and improvisations. 7. Develop ways to gain adult attention. 8. Experience different viewpoints. 9. Begin to initiate communication. 10. Choose props from given options.	1. Experience playing and performing in solo and with others, vocalising and using instruments. 2. Explore tuned and untuned instruments. 3. Listen and respond to a variety of music. 4. Order instruments/sounds to create a beginning, middle and end. 5. Express an interest in music and sounds. 6. Show preference to different music. 7. Make attempts to echo a pattern. 8. Watch simple musical instructions in action. 9. Engage with adults creating music. 10. Recognise instruments from pictures.	1. Creatively explore different techniques. 2. Understand the function of art making media and make appropriate choices. 3. Identify what they are doing. 4. Demonstrate understanding of different parts of a body, animal, scene or object. 5. Record ideas and experiences in sketchbooks. 6. Follow adult guidance, copying techniques and marks. 7. Demonstrate control with media and 3D materials. 8. Represent simple objects in their work e.g. stick figures, basic animal shapes. 9. Show concentration and control when experimenting with tools and materials. 10. Recognise and describe key features of their own and others' work. 11. Select different type of lines, patterns and colours	1. Develop understanding through spoken language, vocalisations and use of devices and alternatives. 2. Identify characters and setting in a story. 3. Identify how drama makes them feel. 4. Communicate with increasing fluency. 5. Develop the ability to play in role as an integral part of the action. 6. Be involved in performances, role play and improvisations.. 7. Practise gaining the interest of the listener(s). 8. Consider different viewpoints. 9. Initiate communication. 10. Select appropriate props and symbols.	1. Enjoy exploring sounds and music through play e.g. singing, playing, trying out, changing sounds. 2. Compose music. 3. Distinguish between the same and different phrases or sections in a simple song and instruments. 4. Represent sounds pictorially with increasing relevance. 5. Begin to associate sounds they hear with instruments. 6. Recognise and describe differences between music. 7. Echo a rhythm pattern. 8. Follow simple musical instructions and actions. 9. Work with adults and peers to create a piece of music. 10. Recognise a range of instruments by ear.



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



			when requested. 12. Give a basic account of how the art was created and why.		
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KS2 - Connect			KS2 - Deepen		
Art and Design	Drama	Music	Art and Design	Drama	Music
1. Experiment and develop different techniques with an open mind enthusiastically trying out and using all materials that are presented to them. 2. Manipulate with tools clay, dough or salt dough. 3. Decorate 3D objects with paint, glue and collage objects. 4. Have an understanding of basic art media and how to use them. 5. Create sketchbooks to record their observations. 6. Draw recognisable shapes confidently. 7. Draw recognisable images confidently. 8. Be able to trace lines and images. 9. Know that art, design and craft is made by artists exhibiting care and skill and is valued for its qualities. 10. Know of great artists, architects and designers in history and make links to their own work. 11. Understand the role of the artist and that art can be created using a variety of different source material.	1. Use spoken language, vocalisations and use of devices and alternatives to develop deeper understanding. 2. Identify uses of sound, movement, and space in drama and how they start to impact on an audience. 3. Identify how the use of sound, movement, and space in drama makes them feel. 4. Communicate audibly and fluently. 5. Choose vocabulary and movement to match the person, place and time required by the story or situation. 6. Develop participation in performances, role play and improvisations. 7. Develop, gain, maintain and monitor the interest of the listener(s). 8. Consider and evaluate different viewpoints. 9. Use appropriate registers for effective communication 10. Select appropriate props, symbols and images.	1. Play and perform in solo and ensemble contexts, using their voices, vocalisations and use of devices and playing musical instruments with increasing control and expression. 2. Improvise and compose music for a range of purposes. 3. Listen with attention to detail and recall sounds. 4. Begin to compose short melodic patterns using two or three notes. 5. Show and start to explain preferences in musical pieces. 6. Recognise differences between music of different times and cultures. 7. Replicate the beat in a musical composition. 8. Follow and offer simple musical instructions and actions. 9. Collaborate with a peer to create a piece of music. 10. Recognise changes in sounds that move incrementally and more dramatically.	1. Develop their creativity and techniques including control and use of materials. 2. Demonstrate control of wet and dry mark making media and recognise how to alter techniques. 3. Try out different activities and make their own sensible choices. 4. Have an understanding of a wide range of media and their applications and be able to choose the best media. 5. Create sketchbooks to record their observations and use them to review and revisit adding detail and interest. 6. Draw and represent complex images and objects adding detail and interest. 7. Create pieces of artwork using mixed media. 8. Follow adult instruction and work independently on. 9. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 10. Apply knowledge of great artists, architects and designers in history to their own work recognising similarities and differences.	1. Use spoken language, vocalisations and use of devices and alternatives to develop understanding through speculating, hypothesising, imagining and exploring ideas. 2. Identify the past and future influence on the present dramatic action. 3. Identify emotions and how they are being expressed. 4. Communicate audibly and fluently with an increasing command of Standard English. 5. Devise improvised drama from a range of stimuli. 6. Participate in performances, role play and improvisations. 7. Gain, maintain and monitor the interest of the listener(s). 8. Consider and evaluate different viewpoints, attending to and building on the contributions of others. 9. Select and use appropriate registers for effective communication 10. Select appropriate props, symbols and images to represent meaning and understand their effect.	1. Play and perform in solo and ensemble contexts, using their voices, vocalisations and use of devices and playing musical instruments with increasing accuracy, fluency, control and expression. 2. Improvise and compose music for a range of purposes using the interrelated dimensions of music. 3. Listen with attention to detail and recall sounds with increasing aural memory. 4. Use and understand staff and other musical notations. 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 6. Develop an understanding of the history of music. 7. Create short, rhythmic sequences. 8. Evaluate and improve their own work and give reasons. 9. Collaborate with peers to create a piece of music. 10. Compare repetition,



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



12. Recognise several styles of art linking with own work.			11. Work on one piece of art over multiple sessions. 12. Understand adult constructive critiques and refine work to make.		contrast and variation within a piece of music.
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Key Stage 3 (Year 7, Year 8 and Year 9) Curriculum



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Cycle 1 - 26/27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Rotten Romans Collage - Design and make mosaics. Roman Gods	World at War Performing Poetry Charanga 1 and 2 Making poppies for remembrance Using fabric to create costumes, puppets and masks	The Circle Life Oil Pastels - Buddhist Mandala designs. - Lion King, Serengeti. - Safe print tile/ collagraph printing technique. - Tree of life - Franz Marc animals.	Asia Printing with different materials Inks Hands Objects Making decorations and cards using Asian patterns and colours for different festivals	European Tour - Gaudi's buildings. - Van Gogh's painting techniques. - The Sistine Chapel ceiling. - Klimt's work in gold. - European composers.	Reach for the Stars! - Let Your Spirit Fly. - Digital art. - Nasa space images. - Harry Potter Patronus animals. - Forest Festival!

Cycle 2 - 24/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Groovy-Greeks Sketching and model making- Life drawings. - Greek Mythology masks. - Greek music/dance, tragedy.	Antarctica Developing skills in manipulating and decorating clay Using different tools Designing and making diyas, Christmas tree decorations, Hanukkah decorations	Energising Painting Landscapes - Claude Joseph-Vernet. and Robert S. Duncansen - Sea art. - Jackson Pollock - Neon art effects. - Kinetic art.	Tudor Britain -Charanga 3 and 4 Monophonics ~Music composition and drama and musical performance -	South America - Aztecs and their art - El Salvador art. - Carnival dance/music.	Earth and the Atmosphere Creating Sculptures- the planets Drama- playing different roles and characters

Cycle 3 - 25/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Topics	The Vicious Vikings Using fabric - sewing and knitting- Design and make a coin purse- Composing and Performing music using rhythm and percussion	Australia Using oil pastels to make pictures of the Australian landscape	All About Us Portraits Using Different Media Artist study- Picasso and Barbara Walker	The Empire Music from India Composers of Indian Heritage	Africa -Tinga tinga Art -Savanna sunsets. -Animal print patterns. Music from Africa Composers and musicians of African Heritage	Movement and Momentum - Collaborative/gift art. - Anime art/kawaii. - College of friends. - Forest Festival! Dance
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Media

KS3 - Access			KS3 - Build		
Art and Design	Drama	Music	Art and Design	Drama	Music
1. Try out a range of materials and processes, recognising differences. 2. Follow one step instructions or visual instructions. 3. Follow guided experimentation of materials to create tactile effects. 4. Show an interest in different kinds of art, craft and design work. 5. Show interest in mixing colours to create new tints and shades. 6. Begin to express like from a choice. 7. Explore ideas in their own sketchbooks. 8. Access a range of media. 9. Explore scissors and rulers with some control. 10. Be exposed to the work of peers and artists.	1. Develop communication. 2. Experience short speeches and presentations. 3. Be part of an audience. 4. Begin to recognise different characters and roles within dramatic pieces. 5. Experience debates and discussions. 6.. Engage with drama from the beginning to the end. 7. Experience plays and poetry. 8. Repeat actions. 9. Be encouraged to try their own ideas. 10. Respond to music and sound.	1. Show interest and enjoyment in combining sounds. 2. Make physical movements that represent sounds. 3. Be exposed to written music including notation. 4. Experience timbres of voices, environmental sounds, and classroom instruments. 5. Listen to music and descriptions. 6. Respond to recording of their own voice. 7. Carry out sensory exploration with a music stimulus. 8. Try to copy repeating patterns. 9. Show interest in symbols that represent sound. 10. Engage with others creating music.	1. Use materials purposefully to achieve particular characteristics or qualities. 2. Follow multi step instructions with prompts and guidance. 3. Demonstrating different textures and effects that can be made with a variety of media. 4. Know how to recognise and describe some characteristics of different kinds of art, craft and design. 5. Demonstrate knowledge of basic colour theory. the three primary and secondary colours. 6. Recall facts about artists and recognise pieces of artwork by artists. 7. Collect ideas in a sketchbook around a theme. 8. Use a range of techniques and media. 9. Show increasing control of	1. Communicate with developing confidence and effectiveness. 2. Give short speeches and presentations using speech, vocalisations and use of devices. 3. Show awareness of the audience when performing. 4. Identify how their character/role links to other people's in a dramatic piece of work. 5. Participate in debates and discussions. 6. Identify the characters, setting, problem, and solution in a drama. 7. Rehearse and perform play scripts and poetry. 8. Develop the ability to reflect on the action as it progresses. 9. Suggest and try out their own ideas. 10. Recognise the use of	1. Enjoy making, playing, changing and combining sounds. 2. Follow simple performance directions, demonstrating understanding of these through movement, singing and playing. 3. Begin to use simple notations to record their music. 4. Identify timbres of voices, environmental sounds, and classroom instruments. 5. Describe what they hear. 6. Comment on and respond to recordings of their own voice, other classroom sounds and musical instruments. 7. Match the mood, emotion, or idea expressed in a musical example with the sensory element. 8. Create music with



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



			all art making materials understanding the need to take their time to create a better piece of artwork. 10. Show interest in and describe what they think about the work of others. understanding.	music and sound.	repeated patterns. 9. Choose symbols to represent sounds e.g. a paw print for the bear, a snowflake for ice. 10. Perform with others.
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KS3 - Connect			KS3 - Deepen		
Art and Design	Drama	Music	Art and Design	Drama	Music
1. Deliberately choose to use particular techniques for a given purpose. 2. Follow multi step instructions independently. 3. Use different image transfer techniques such as tracing, graphite transfer or the grid method. 4. When looking at creative work, express clear preferences and give some reasons for these. 5. Knowledge of colour theory and how to mix colours to create the desired new colour e.g. colour matching. 6. Start to use descriptive language to critique and evaluate artwork. 7. Build on ideas in their own sketchbooks using a variety of techniques. 8. Develop and name the tools, techniques and the formal elements, colours, shapes, tones that they use. 9. Show control of all art making materials and demonstrate purpose.	1. Communicate with increasing confidence and effectiveness in a range of contexts. 2. Give short speeches, using speech, vocalisations and/or the use of devices and presentations keeping to the point. 3. Perform to an audience with developing confidence. 4. Develop awareness of how their role, in a group, helps to maintain focus in the dramatic action. 5. Participate in formal debates and structured discussions. 6. Identify the beginning, middle, and end of a piece of drama and how key moments change the end outcome. 7. Improvise, rehearse and perform play scripts and poetry. 8. Identify and demonstrate how they can change the action as it progresses. 9. Share insights gained	1. Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing. 2. Experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds'. 3. Develop using notations to record their compositions in a small group or on their own. 4. Distinguish between the same and different timbres of voices, classroom instruments, and environmental sounds. 5. Describe what they hear using a wider range of musical vocabulary. 6. Understand the cultural and social meaning of lyrics. 7. Identify different sensory elements that create a mood, emotion, or idea in a simple musical selection. 8. Improvise using	1. Develop their creativity and ideas, and increase proficiency in their execution. 2. Work independently on a project once brief and demo has been given. 3. Create their own version of a project in their own unique style, using learnt skills. 4. Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. 5. Use colour theory, tones, tints, and shade knowledge and the seven elements of art. 6. Name the artist or style/period of art of previously taught artists. 7. Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. 8. Increase their technique and proficiency in the	1. Communicate confidently and effectively in a range of formal and informal contexts, including classroom discussion. 2. Give short speeches, using speech, vocalisations and/or the use of devices and presentations, expressing their own ideas and keeping to the point. 3. Confidently perform to an audience. 4. Know how their role, in a group, helps to maintain focus in the dramatic action. 5. Participate in formal debates and structured discussions, summarising and/or building on what has been said. 6. Discuss dramatic pieces in depth including an awareness of how tension is created. 7. Improvise, rehearse and perform play scripts and poetry in order to generate languages and discuss language use and meaning. 8. Change actions to fit	1. Play and perform in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. 2. Improvise and compose musical ideas by drawing on a range of musical structures, styles, genres and traditions. 3. Use staff and other relevant notations in a range of musical styles, genres and traditions. 4. Identify and use the interrelated dimensions of music expressively including use of tonalities, different types of scales and other musical devices. 5. Listen with increasing discrimination to a wide range of music. 6. Develop an understanding of the music that they perform and to which they listen, and its history. 7. Explain why silence is used in a piece of music and say what effect it has.



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



10. Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times identifying similarities and differences to their own work.	while experiencing drama. 10. Know that music and sound are used to communicate emotion.	repeated patterns. 9. Suggest symbols to represent sounds e.g. a paw print for the bear, a snowflake for ice. 10. Play their part in a group performance.	handling of different media and materials. 9. Handle all art equipment confidently and experiment with materials to find new methods of creating colour and texture. 10. Analyse and evaluate their own work, and that of others, in order to strengthen their work.	different dramatic scenes and genres. 9. Explain how and why they have developed a role as a result of exploring different dramatic approaches. 10. Explain how music and sound are used to communicate emotion and mood.	8. Improvise using repeated patterns with increasing accuracy and fluency. 9. Suggest symbols to represent sounds e.g. a paw print for the bear, a snowflake for ice and state why. 10. Maintain their part in a group.
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The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Key Stage 4 (Year 10 and Year 11) Curriculum

Art Award and Choose an AQA Unit Award Certificate appropriate to your classes needs each term.

Cycle 1 - 25/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Space Designing Structures	Seasonal Celebrations Designing Structures; Fair Projects	Our Liberty - Artist study- Andy Warhol	Medical Emergencies - Hip Ho /Rap -Urban Street art. - Banksy, Shepherd Fairey, Basquiat. - Tower block perspectives. - Breakdancing or B-booping	The Natural World - Frida Khalo - Tiles/pottery. - Day of the dead art. - Fabric patterns and designs -Molas -Aztec art and symbology -Diego Rivera	Leadership - Charanga, Music and Me. Chinese gardens- explore and design our own - Forest Festival! -Chinese calligraphy. -Pottery and surface designs. -Artist study- Ai Weiwei
Collect Evidence for Art Award, Artist Study, Skill Share, Visit to an Art Gallery/Event and Own Project and KEEP ALL WORK FOR YEAR 10 and YEAR 11						

Cycle 2 - 26/27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Origins of the Universe Model making- dinosaurs	Not Christmas Designing and Creating items to sell at the Christmas fair using different materials	Brilliant Biology Artist study- recap Damien Hirst and Tristan Eaton compare with Dain (street artist) - Drawing - Painting - Sculpture - Collage - Textile - Printing - Artist inspiration.	Lessons from History Sketching and role play	North America - Totem pole sculptures. -Dream catchers	New Starts/ Refugees - Charanga, Research art from a chosen country where refugees have fled/ create individual art in that style
Collect Evidence for Art Award, Artist Study, Skill Share, Visit and Art Gallery/Event and Own Project and KEEP ALL WORK FOR YEAR 10 and YEAR 11						

[Media](#)



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



KS4 - Access			KS4 - Build		
Art and Design	Drama	Music	Art and Design	Drama	Music
1. Be aware of references e.g. a photograph to copy.. 2. Develop practical skills through experimentation of different materials and techniques. 3. Experience use of watercolour and paints. 4. Show an awareness of control and line boundaries. 5. Be involved in creating visual art and effects with ICT applications. 6. From a choice, identify what they like or dislike about their work. 7. Recognise when a composition looks pleasing to their eye. 8. Edit and refine their work with direction and support. 9. Choose different tools to work with. 10. Be exposed to the work of other artists.	1. Continue to develop communication. 2. Know the audience is there to watch and participate in a performance. 3. Watch with increasing engagement. 4. Participate as part of a group or class. 5. Be involved with group work. 6. Recognise key features of a dramatic piece. 7. Listen to ideas and suggestions. 8. Develop the ability to maintain focus in dramatic action. 9. Develop being able to make choices from given options. 10. Explore a range of emotions.	1. Explore their voice, using speech, vocalisations and/or the use of devices and instruments in creative ways. 2. Be immersed in music. 3. Experience music with melodies. 4. Recognise musical notation. 5. Experience live and recorded performances. 6. Experience music from different times. 7. Recognise the pulse in music. 8. Show preferences of tempo in music. 9. Begin to make choices based on preference. 10. Have experience of a range of musical features.	1. Gather references and resources to inform their ideas. 2. Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. 3. Use paints and coloured pencils to create layers and shading. 4. Independently use image transfer techniques to create their own piece of art and enhance working practice. 5. Understand that observational drawing is about drawing what you see, not what you think you know. 6. Take the time to reflect upon what they like and dislike about their work in order to improve it. 7. Identify positive and negative space within a piece of art. 8. Understand the relationship between light sources and areas of shadow. 9. Explain how to use some of the tools and techniques they have chosen to work with. 10. Know about and describe the work of some artists.	1. Communicate with developing confidence. 2. Be involved with planning for different purposes and environments.. 3. Perform to an audience with developing confidence. 4. Demonstrate knowledge of others roles through effective turn taking in performances ensuring participant enjoyment. 5. Take on roles within group work. 6. Identify the plot, character, setting, problem/resolution, and message of a drama. 7. Listen and ask questions. 8. Use reflection on a particular dramatic action to create possible alternative courses for the action 9. Begin to evaluate the appropriateness of their use of voice, vocalisations, movement, gesture and facial expression. 10. Explore how a character feels about a particular event or scenario through drama.	1. Use voice, using speech, vocalisations and/or the use of devices, sounds, technology and instruments in creative ways. 2. Communicate ideas, thoughts and feelings through simple music. 3. Use simple notation to represent music. 4. Recognise melodies. 5. Recognise differences in live and recorded performances. 6. Compare music from different times stating preference. 7. Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing. 8. Describe the tempo in a musical example. 9. Evaluate music using musical vocabulary. 10. Recognise musical features.



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



KS4 - Connect			KS4 - Deepen		
Art and Design	Drama	Music	Art and Design	Drama	Music
1. Select and use relevant resources and references to develop their ideas. 2. Apply the technical skills they are learning to improve the quality of their work e.g. in painting select and use different brushes for different purposes. 3. Use of tonal values and shading to create space and form of a 2D image. 4. Demonstrate tonal differences using pencils/coloured pencils. 5. Draw accurately using a reference or source material. 6. Regularly reflect upon their own work, and use comparisons with the work of other pupils and artists to identify how to improve. 7. Know the purpose and benefit of doing preliminary sketches and plans. 8. Recognise cultural and historic influences on art. 9. Demonstrate how the tools they have chosen to work with should be used effectively and with safety. 10. Know about and describe some of the key ideas, techniques and working practices of a variety of people that they have studied.	1. Communicate with increasing confidence and effectiveness. 2. Plan for different purposes and audiences. 3. Use awareness of the differences in people in order to develop an understanding of the relationship between role and character. 4. See how tension within groups adds to drama the suspense that ensures the interest of the participants. 5. Work as part of a group, taking on required roles, including leading and managing discussions. 6. Describe ways an actor uses voice (i.e., pitch, volume) and body (i.e., posture, gestures, facial expressions) to communicate character and setting. 7. Listen and respond to others, asking questions to clarify. 8. Discover how the use of space and objects can help in building the context and in signifying dramatic plots and settings in a performance. 9. Evaluate the appropriateness of their use of voice, vocalisations, movement, gesture and facial expression in a defined role 10. Use drama to explore a character's inner and outer feelings.	1. Perform a piece of music which contains two, or more, distinct melodic or rhythmic parts, knowing how the parts will fit together. 2. Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses. 3. Use notations to record their compositions in a small group or on their own accurately. 4. Identify melodies going upwards and downwards. 5. Consider how a piece of music may be interpreted in different ways by different performers according to venue and/or occasion. 6. Compare and contrast the impact that different composers from different times will have had on the people of that time. 7. Replicate the beat in a musical composition. 8. Choose the most appropriate tempo for a piece of music. 9. Describe, compare and evaluate music using musical vocabulary. 10. Develop understanding of different musical features.	1. Research and discuss the ideas and approaches of various people taking account of their cultural context and intentions. 2. Describe the processes they are using and what they aim to achieve. 3. Execute thoughtfully planned out pieces of work using a variety of skills and techniques. 4. Draw using correct perspective, placement and thought towards composition. 5. Apply colour theory and the seven elements of art in all aspects of artwork. 6. Know how to modify the qualities of different materials and processes of their own work through thorough reflection using the work of others to inspire and improve. 7. Be able to do self directed research and study. 8. Use research to enhance artistic ability and knowledge. 9. Describe and demonstrate safe use of a variety of tools and processes with precision and control. 10. Describe, interpret and explain the work, ideas and working practices of some significant people taking account of the influence of the different historical, cultural and social contexts in which they worked.	1. Communicate confidently, audibly and effectively. 2. Plan for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates, using speech, vocalisations and/or the use of devices. 3. Develop performances with the audience in mind. 4. Develop the use of tableau with others in performances. 5. Work effectively in groups, taking on required roles, including leading and managing discussions and involving others productively. 6. Comment on the effective use of drama in exploring and interpreting an issue or theme 7. Listen, respond and build on the contributions of others, asking questions to clarify, inform and challenge. 8. Improvise longer scenes sustaining a role and employing other aspects of performance. 9. Explain how and why they have developed a role as a result of exploring different dramatic approaches 10. Use drama to explore the relationship between characters, writing and improvising more complex dialogue to reflect characters	1. Play and perform confidently in a range of solo and ensemble contexts using their voice, using speech, vocalisations and/or the use of devices, playing instruments musically, fluently and with accuracy and expression. 2. Extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. 3. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. 4. Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. 5. Listen with increasing discrimination to a wide range of music from great composers and musicians. 6. Develop a deepening understanding of the music that they perform and to which they listen, and its history. 7. Provide rhythmic support in a performance. 8. Explain why they have chosen a particular tempo. 9. Suggest improvements. 10. Analyse features within



The Forest School Creative Arts Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



				personality.	different pieces of music.
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