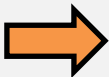


## Greenfields Academy (Primary) - Long Term Planning – Creativity

### Academic Year Overview 2020/21 – Creativity Mixed Year Groups

| Term  | Autumn  |  | Spring   |   | Summer  |  |
|---|---|--|--|---|---|--|
|   | 1   | 2  | 3  | 4   | 5   | 6  |
|   | Design Technology   | Art  | Music  | Art   | Design Technology   | Music  |
|  | Structures<br>Bridges   | Day of the Dead<br>Art from other Cultures   | Lets make a music video  | Henri Rousseau  | Mechanisms<br>Hydraulics – pulleys - gears  | Layering and Tension   |
| Weekly Sequence   | <b>KEY:</b><br><b>C - Coverage</b> <b>N - New Learning</b> <b>R - Recall of prior learning</b> <b>A – Assessment</b> <b>SC – Taught during COVID19 school closure</b> |  |  |   |   |  |
| 1   | Staff Training  | C – Art - DotD<br>N – To research the DotD festival.<br>N – To create artwork inspired by the DotD festival. | C – Music<br>N – Create an instrumental arrangement using the Loopseque app. | C – Art – Henri Rousseau<br>N – To research and work in the style of Henri Rousseau.  | C – DT - Mechanisms<br>N – To recall knowledge of mechanisms, and research global architecture.<br>R – Use discussion about different mechanisms that chn already know. | C – Music<br>N – To create a basic music sequence using the launchpad app.                     |
| 2   | Staff Training  | C – Art - DotD<br>R – To research the DotD festival.<br>R – To create artwork inspired by the DotD festival. | C – Music<br>N - Write, record and manipulate a set of lyrics.               | C – Art – Henri Rousseau<br>N – To practice and experiment with colour mixing (pupils to create as many different shades of green as possible). | C – DT - Mechanisms<br>N – To research and evaluate structures that have moving mechanisms.<br>R – Use previous knowledge to build upon from previous lesson and        | C – Music<br>N – To create and recognise tension and release within different genres of music. |

|   |   |   |   |  |  |  |
|---|---|---|---|--|--|--|
|   |   |   |   | R – To research and work in the style of Henri Rousseau.   | also structures lesson sequence.   |  |
| 3 | C – DT - Structures<br>N – To create a design plan for a bridge structure which spans a designated distance.  | SC – Art - DotD<br>R – To design a candy skull mask (inspired by someone the child aspires to/cares about).<br>R – To research the DotD festival. | C – Music<br>N - Design, shoot and edit a music video.  | C – Art – Henri Rousseau<br>N – To experiment with colour and texture.<br>N- To create a jungle create using collage   | C – DT - Mechanisms<br>N – To create a design to solve a problem, where a part(s) of a structure needs to move.<br>R – Link to bridges and how to raise/move a bridge to allow transport to pass.  | C – Music<br>N – To use a variety of music instruments.  |
| 4 | C – DT - Structures<br>R – Chn to use previous research to design a bridge which must support X weight as well.   | SC – Art - DotD<br>R – To design a candy skull mask (inspired by someone the child aspires to/cares about).<br>R – To research the DotD festival. | C – Music<br>N - Create an arrangement with a beginning, middle and end.                                    | C – Art – Henri Rousseau<br>R – To experiment with colour and texture.<br>R- To create a jungle create using collage   | C – DT - Mechanisms<br>N – To follow a design systematically to demonstrate mechanisms.<br>R – Chn to use the plan to support their build.<br>A – Ongoing teacher assessment, chn to assess and amend plan if they identify a floor in it. | C – Music<br>N – To use a variety of music instruments.<br>A – To perform a piece of music I have written. |
| 5 | C – DT - Structures<br>N – To follow a design systematically to build a structure.<br>R – Chn to use the plan to support their build.<br>A – Ongoing teacher assessment, chn to assess and amend plan if they identify a floor in it. | C – Art - DotD<br>N – To use a variety of techniques and materials to create a DotD mask.   | C – Music<br>N – Create and arrange a custom set of samples (project), including one or more vocal samples. | C – Art – Henri Rousseau<br>A – To create a collaborative piece of art work (jungle scene) inspired by Henri Rousseau. | C – DT - Mechanisms<br>N – To follow a design systematically to demonstrate mechanisms.<br>R – Chn to use the plan to support their build.<br>A – Ongoing teacher assessment, chn to assess and amend plan if they identify a floor in it. | Enrichment and Transitions   |
| 6 | C – DT - Structures   | C – Art - DotD  | C – Music   |  | C – DT - Mechanisms  | Enrichment and Transitions   |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   | <p>N – To follow a design systematically to build a structure.</p> <p>R – Chn to use the plan to support their build.</p> <p>A – Ongoing teacher assessment, chn to assess and amend plan if they identify a floor in it.</p> | <p>R – To use a variety of techniques and materials to create a DotD mask.</p> <p>A – To explain and evaluate my mask.</p> | <p>N – Create and perform an arrangement of Dance music.</p> | <p>N – To evaluate the success of the planning and building stages.</p> <p>R – Review of full lesson sequence.</p> <p>A – Chn to self-assess, recording successes and changes they would make.</p> |  |
| 7 | <p>C – DT - Structures</p> <p>N – To evaluate the success of the planning and building stages.</p> <p>R – Review of full lesson sequence.</p> <p>A – Chn to self-assess, recording successes and changes they would make.</p> | Enrichment Week  |  |  |  |

