

## Creativity Curriculum

	Reception	Year 1	Year 2
<b>Autumn 1</b>	Autumnal Observational Drawing and Painting	Autumnal Observational Drawing and Painting.	London Buildings and Bridges
<b>Intent</b>	Holding a pencil and brush correctly. Children to look closely at acorns, conkers and pine cones and make observational drawings and paintings of them	Holding a pencil and brush correctly. Colour mixing and shading. Children to look closely at acorns, conkers and pine cones and make observational drawings and paintings of them	Understanding Observational drawing. Construction. Children to look closely at buildings and bridges in London and make good representational drawings and models using a variety of
<b>Implementation</b>			Making connections between what you see and the marks you make. Understanding architecture and building materials.
<b>Impact</b>	Making connections between what you see and the marks you make.	Making verbal and visual observations by looking closely at things.	
<b>Autumn 2</b>	Local Environment - Immersive Woods Trips	Family Tea Party	Maps
<b>Intent</b>	Constructing using natural materials. Digging. Moulding. Climbing. Children to be immersed in the local woodland and encouraged to use natural resources to help tell a story for example making Gruffalo food from mud, clay,	Developing Design Skills. Developing Drawing Skills.	Developing drawing and painting skills. Creating a map of their journey to school, creating a map of the woods.
<b>Implementation</b>	Story telling. Collaborating.	Designing and making things for a tea party - teapots, placemats, bunting, cakes and biscuits, invitations.  Forming a partnership with an elderly resident. Collaboration. Understanding what is family and what is community?	Undersatnding that you can make a visual representation of personal memories. And create visual symbols for representational meanings. Understanding what is special about the area we live in?
<b>Impact</b>			
<b>Spring 1</b>	Planets	Houses and Homes	Wheeled Vehicles
<b>Intent</b>	Development of Skills: Designing. Drawing. Construction - specifically gluing two different elements/materials together. Children to design and make a model of their own planet. Thinking about our solar system and beyond, and imagined environment. What would be on their planet? Would it be similar to any in our solar system?	Understanding moulds and casting. Mould making - construction.  Investigating Rachel Whitereads sculpture 'House' - children should make their own plaster model thinking about what objects make a home.	Development of Skills: Drawing. Designing. Construction. Initially investigating what makes things roll and then how wheeled vehicles move. Designing and building their own moving wheeled vehicle.
<b>Implementation</b>	Expressing ideas through drawing. Interpreting and adapating a plan/design. Collaborating.	The altered state of materials - liquids becoming solids. The representation of objects through sculpture.	Interpretating 2D design into a 3D object with moving parts. Researching.
<b>Impact</b>			
<b>Spring 2</b>	Superheros	Houses and Homes - Making a Birkat Habayit	Wheeled Vehicles
<b>Intent</b>	Developing Skills: designing, photographing and drawing on iPads  Being inspired by comic strips, children should design their own superhero thinking about what actually is a 'superpower'. Using Apps on iPads.	Designing. Understanding moulds and casting. Mould making - construction.  Using plasticine to make their own mould of a 'Birkat Habayit' and then a plaster cast.	Development of skills: Drawing. Designing. Construction. Research. Initially investigating what makes things roll and then how wheeled vehicles move. Designing and building their own moving wheeled vehicle.
<b>Implementation</b>	Expressing ideas through drawing. Interpeting emotions to create something visual.	The altered state of materials - liquids becoming solids. The representation of spirituality through marks and sculpture. Thinking about Jewish objects in the home and the significance of the Birkat Habayit prayer.	Interpretating 2D design into a 3D object with moving parts. Researching.
<b>Impact</b>			
<b>Summer 1</b>	Woodland tales	Healthy Eating - Recipe Book	The Rainforest
<b>Intent</b>	Constructing using natural materials. Digging. Climbing. Observational painting.	Cooking and Illustration. Observational drawing.	Observational and creative drawing and printmaking.
<b>Implementation</b>	Creating a back drop or scene to tell different woodland stories Story telling. Collaborating. What can we learn about ourselves from a traditional story?	Home cooking and family recipes. Documenting experiences. What can we learn from family recipes/cooking?	Drawing and painting the natural world specifically rainforests and their plants, seeds and fruit. Expressing ideas through mark making - drawing and printing. Creating visual symbols for representational meanings.
<b>Impact</b>		Exploring how recipes are created and what instructions need to convey.	
<b>Summer 2</b>	In the Garden	Skeletons and Cells	The Woods
<b>Intent</b>	Construction using a range of 'found' materials. Creating our own insect, thinking carefully about the different parts of an insects body, legs and wings.	Observational and creative drawing. Looking at human skeletons/x-rays of animal skeletons/light boxes/leaf skeletons.What do animal and human skeletons have in common? Why is our skeleton important?	Observational and creative drawing and printmaking. Natural World specifically the plants and mud and earth in the woods- comparisons and contrasts between two different
<b>Implementation</b>	Understanding the metamorphosis of a caterpillar or larvae into a butterfly or flying insect. Why is metamorphosis important in nature? Understanding how materials can be altered to represent something else.	Understanding human and animal forms and how our bodies work and how we move.	Expressing ideas through mark making - drawing and printing. Creating visual symbols for representational meanings.
<b>Impact</b>			

Year 3	Year 4	Year 5
<p><b>Creation</b></p> <p>Understanding Animation. Model making. Drawing and Painting. Children to plan using a story board template their own creation story. Then using plasticine and Stop Motion on iPads to animate</p> <p>Interpretation of a known story. Telling a story in a 2D storyboard and using 3D models.</p>	<p><b>Pavillion/Sukkah</b></p> <p>Observational drawing. Paper and card construction Children to experience architecture up close by visiting the Serpentine Pavillion Project. Understanding connections between Pavillions and Sukkahs and then designing their own and making a good model from</p> <p>Deepening understanding of architecture and building materials. Collaboration.</p>	<p><b>Automata</b></p> <p>Observational and technical drawings. Children to explore mechanical and kenitic models. Children to design and make their own moving toy/model to illustrate a</p> <p>Interpreting and illustrating a known story.</p>
<p><b>Light</b></p> <p>Construction using challenging materials willow/tissue paper. Sewing/embriodery. Observational drawing. Children to make a firework embroidery and a willow and tissue paper lantern.</p> <p>Manipulating materials. Collaboration. Understanding why 'light' is celebrated and different religions light festivals.</p>	<p><b>Light Sources and Electricity</b></p> <p>Drawing. Designing and making a creative electrical circuit.</p> <p>Creating an electrical chanukiah.</p> <p>Applying 2D design into a 3D working object. Collaboration.</p>	<p><b>Automata</b></p> <p>Observational and technical drawings. Children to explore mechanical and kenitic models. Children to design and make their own moving toy/model to illustrate a</p> <p>Interpreting and illustrating a known story.</p>
<p><b>The Stone Age, Bronze Age and Iron Age</b></p> <p>Developing Construction Skills Children to research and understand ancient dwellings and how they were made. Building dens in the woods using weaving and wattle and daub to make structures stronger.</p> <p>Collaboration. Building on a large scale</p>	<p><b>Belonging</b></p>	<p><b>Journeys</b></p> <p>Development of skills: Illustration. Designing. Drawing. Sewing. Bookbinding. Inspired by artists Richard Long and Alice Fox, children should make their own series of artworks, using natural resources to tell a story of a journey, specifically the journey in the haggadah.</p> <p>Understanding conceptual art, how and what ideas are expressed. Visually illustrating journeys.</p>
<p><b>Roman Shields and Helmets/Military Bootcamp and Mosaics</b></p> <p>Development of skills: Drawing. Designing. Construction. Research.</p> <p>In legions children should design and make their own roman shields and helmets, to take part in a Roman Military Bootcamp.</p> <p>Interpretation of research. Collaborating. Understanding why team work was so important to the Roman Army.</p>	<p><b>Digital Hicroglyphics</b></p> <p>Designing. Collage. Drawing. Tweeting on Twitter.</p> <p>The Pesach Story - Haggadahs. Modern Communication. What can we learn from Eygptian Hicroglyphics? How can we apply that knowledge into contemporary communication?</p> <p>Understanding emojis. Manipulating symbol text into images.</p>	<p><b>Journeys</b></p> <p>Development of skills: Illustration. Designing. Drawing. Sewing. Bookbinding. Inspired by artists Richard Long and Alice Fox, children should make their own series of artworks, using natural resources to tell a story of a journey, specifically the journey in the haggadah.</p> <p>Understanding conceptual art, how and what ideas are expressed. Visually illustrating journeys.</p>
<p><b>Geology of the UK</b></p> <p>Observational drawing and painting</p> <p>Drawing and painting Different types of rocks and stones. Earth and clay. Looking closely at things and making verbal and visual observations.</p>	<p><b>Water Machines</b></p> <p>Designing and drawing. Experimental construction.</p> <p>Drawing inspiration from; Heath Robinson. Bruno Munari. The Environment. Israeli date farm/factory. Plastic eating enzymes.</p> <p>Inventing for the future. Problem solving. Real world issues and real solutions and extraordinary solutions.</p>	<p><b>Space</b></p> <p>Drawing. Construction. Visual spatial awareness.</p> <p>Drawing inspiration from; Katie Paterson. David Bowie - Space Oddity. Humans relationship with Space over the last 6 decades.</p> <p>Understanding conceptual art. Collaboration.</p>
<p><b>The Coast</b></p> <p>Observational and creative drawing and printmaking. Sculpture from unusual materials.</p> <p>Making paintings and sculptures of shells, seaweed, driftwood.</p> <p>Expressing ideas through mark making - drawing, printing and sculpture.</p>	<p><b>Water Machines</b></p> <p>Designing and drawing. Experimental construction. Drawing inspiration from; Heath Robinson. Bruno Munari. The Environment. Israeli date farm/factory. Plastic eating enzymes.</p> <p>Inventing for the future. Problem solving. Real world issues and real solutions and extraordinary solutions.</p>	<p><b>Space</b></p> <p>Drawing. Construction. Visual spatial awareness. Drawing inspiration from; Katie Paterson. David Bowie - Space Oddity. Humans relationship with Space over the last 6 decades.</p> <p>Understanding conceptual art. Collaboration.</p>

## Year 6

### Political Constructed Textiles

Development of skills: Designing. Drawing and Painting. Collage. Sewing. Embroidery.

Children to draw inspiration from Suffragette Embroidery, London Jewish Bakers Union Banners and Quaker Tapestry. To design and create their own political

Composition of design elements including text, symbols and image. Researching. Collaboration.

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### Propaganda

Development of skills: Interviewing. Designing. Drawing. Illustration. Airbrushing and Stenciling.

Inspired by war propogander artists such as Abram Games, children should design and make their own poster in this style illustrating a 'personal' war time story.

Forming a partnership with an elderly resident. Collaboration. Making a visual representation of spoken memories.

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### Endings and Show

Documenting. Designing. Construction. Performing - Acting/Singing/Dancing.

Drawing inspiration from musical theatre shows.

Interpretation of a known story. Collaboration.

### Endings and Show

Documenting. Designing. Construction. Performing - Acting/Singing/Dancing.

Children to design and make a set and props for a theatre show

Interpretation of a known story. Collaboration.