

Progression in Creative

Skills	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)	As All Saints' Pupils make the transition to secondary school we want them to be able to . . .
Developing skills and knowledge in the Creative subjects of Dance, Drama, Art and Music	Children are introduced to self-expression through free exploration of a wide range of art and music throughout their topics. They begin weekly music lessons taught by a specialist music teacher where music composition is part of their learning. They have their first experience of performing musically in the Christmas production and later in the year in the house music competition and their EYFS assembly. They are also introduced to enrichment homework where many tasks have a creative focus. Children begin to use dance and drama in their day to day curriculum.	Children continue to have a weekly music lesson taught by a specialist teacher where they continue to develop composition skills. They can begin to join music clubs such as choir and band and all children learn to play the recorder. Children have the opportunity to perform musically as a group or individually, in their Christmas production, church services, the summer music concert and in the house music competition. Enrichment homework continues to offer activities aimed at developing the creative subjects. Children have the opportunity to attend Art Club. Drama is used to support English lessons and in class performances.	Children continue to have a weekly music lesson taught by a specialist teacher where they continue to develop composition skills. Music clubs and recorder lessons continue and we facilitate further music learning by lending instruments. Alongside performing in Church services and school based music competitions and concerts, children begin to experience performing in more local and national events, such as in The Royal Albert Hall for Barnardos. Enrichment homework continues to offer activities aimed at developing the creative subjects. Children can attend a drawing club. Confidence in Drama continues through English lessons and class performances.	Children continue to have a weekly music lesson taught by a specialist teacher where they continue to develop composition skills. Music clubs and recorder lessons continue and we facilitate further music learning by lending instruments. When performing in school, Church, local and national musical events, children often take the lead role. Enrichment homework continues to offer activities aimed at developing the creative subjects. Children can attend a sewing club. Confidence in Drama is further developed through English lessons and class performances. Year 6 give one final performance in their Leavers production.	Through the broad balanced curriculum we provide and place value on the artistic subjects and encourage children to express themselves.
Developing the use of imagination	Children engage in imaginative play and role play through all their topics. They use their	Children continue to develop their use of imagination to have a greater impact on the	Imagination continues to be used to impact on the content and language of writing, through topics,	Imagination continues to be used to strengthen the content of writing and the language used	

	imaginations for a range of purposes, for example, designing superhero characters (Zap), Fairy Worlds (Zap), making up stories (What a wonderful world) and in exploring roles and feelings (People who help us).	content of their writing. E.g Pirate day, pirate stories (Treasure) and Diary writing (Castles). Use of imagination is also developed through music, creating Sea Shanties in Seaside rescue, and creating sculptures in the Giant topic.	hooks and experiences such as experiencing the tomb (Tomb raiders), writing stories about imaginary words (Imaginary Worlds) and writing poetry (Jabberwocky in Imaginary Worlds). Imagination is further developed through other subjects, such as DT, Art and History but also in imagining what life was like for others, (Stone Age Survival, Invaders and Settlers and exploring the lives of Scott and Amundsen in Antarctic Adventure).	through children writing stories from a range of stimulus, such as famous artwork (They see the world like this). Hooks and experiences will also continue to inspire the use of imagination across subjects and in imagining what life was like for others in the past, such as the Blitz evening in We'll meet again and the Victorian day experience (The Empire).	
Inventiveness and solving real life problems	Children begin to become inventors and solve problems, often based in an imaginative context, for example, making something to protect Humpty Dumpty (Once upon a time) and how to melt ice (Zap).	Children will have further opportunities to use their problem solving and inventiveness skills for a purpose, linked to learning in a subject area, such as designing and making a puppet (Toymakers) and using PowerPoint to create an informative slide show of Hedingham Castle (Castles). Children will also begin to work as a team to identify and solve real life problems concerning their immediate environment as part of the School Council or	Although introduced through topics, opportunities for inventing and solving problems are more rooted in real life situations. E.g exploring how we can reduce our carbon footprint (Top Gear) and identifying and undertaking a project to improve our local environment (Under the Sea). Children begin to take a more active role in School Council and Environmental Champion meetings. They also take on the role of	Children become leaders in their roles and responsibilities across all groups including School Council and International Ambassadors. They lead on solving real life problems and make suggestions for the rest of the group to explore. Recent examples have included how to make our school environment more visibly Christian and how we can make a contribution to looking after the environment. Children also suggest and support raising money for charity.	

Originality, making new things and thinking of new ideas	Through free play and exploration, children have regular opportunities to make new things of their own design and for their own purpose and think of new ideas for things that are needed, often in response to imaginative play and stories. They begin to apply thinking skills to a given purpose, for example making new habitats for mini-beasts (Wings, stings and wriggly things).	Environmental Champions. Children develop originality in thinking through topics. In Dinosaurs children will think of their own ideas for why dinosaurs became extinct and apply their learning to endangered species in the world today. Using their knowledge of dinosaurs, they will make up a new dinosaur for a class top trump card. In Toymakers they will use the story of Toy Story to make up their own mini movies using the I-pad. A group of children attend a DT club and enter a competition run by Fords where they enter a car they have designed and made.	International Ambassadors where they consider how we can support charities and maintain strong links with Vinjeru. Children continue to be encouraged to be creative thinkers and come up with original ideas. After looking at megastructures they design and build cities of the future, thinking of environmental factors and the best materials to use. (Megastructures). After exploring a range of gadgets from the past and asking questions about their purpose, they design and make their own invention, deciding on its purpose, who it is made for and how to promote it. (Dragons Den). A group of children attend a DT club and enter a competition run by Fords where they enter a car they have designed and made.	There are also opportunities to solve real life problems through topics, such as exploring mechanisms that allow smaller forces to have a greater effect (Terrible Tudors). Further opportunities for creative thinking and developing original ideas is achieved through topic work in different subjects. These include creating a Great Exhibition of their own inventions that they have designed and made and which showcase their DT, Art and Science skills. (The Empire). They also have opportunities in Computing, for example developing their project management skills. (Lost City of Z).	
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