



Booker Park Curriculum

My Creativity

The Booker Park curriculum is designed to be developmental. Teachers should choose learning intentions from the following pages which reflect individual children's next steps.

Creativity

Creativity at Booker Park school aims to support the children in experiencing and developing a love for imagination through art, music and imaginative play. This aspect of the curriculum will provide pupils with experiences, tailored to their sensory needs and interests, in order to support them in the

development of skills needed to create, imagine, enjoy and enquire. The steps are broad, recognizing the need to allow time for experiencing a wide range of materials, media as well as opportunities to refine skills at each step.

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Music

BookerParkStep 4-6 (BP4-6)

To show attention to sounds and music when it changes.

To move and dance to music.

To anticipate phrases and actions in rhymes and songs

To explore their voices and enjoy making sounds

To join in with songs and rhymes, making some sounds

To make rhythmical and repetitive sounds

To explore a range of sound-makers and instruments and play them in different ways

To enjoy and take part in actions songs, such as 'Twinkle Twinkle Little Star'

To handle instruments coactively.

To create sounds by banging, shaking, tapping or blowing.

To show an interest in the way musical instruments sound.

BookerParkStep 7-8 (BP7-8)

To listen with increased attention to sounds

To respond to what they have heard, expressing their thoughts and feelings

To remember and sing entire songs

To sing the pitch of a tone sung by another person

To sing the melodic shape (moving melody, such as up and down, down and up) to familiar songs

To create their own songs, or improvise a song around one they know

To play instruments with increasing control to express their feelings and ideas.

BookerParkStep 9 (BP9)

To listen attentively, move to and talk about music, expressing their feelings and responses

To sing in a group or on their own, increasingly matching the pitch and following the melody

To explore and engage in music making, performing solo or in groups

BookerParkStep10-11 (BP10)

To use their voice expressively and creatively by singing songs and speaking chants and rhymes

To play tuned and un-tuned instruments musically

To listen with concentration and understanding to a range of high-quality live and recorded music

To experiment with, create, select and combine sounds using the inter-related dimensions of music

Art

BookerParkStep 4-6 (BP4-6)

To notice patterns with strong contrasts and be attracted by patterns resembling human faces

To start to make marks intentionally

To explore paint, using fingers and other parts of their bodies as well as brushes and other tools

To express ideas and feelings through making marks, and sometimes give a meaning to the marks they make

Use of materials to create art - e.g. collage

To make choices to create their own art work e.g. colours, materials, tools

To notice the difference between marks made when using different tools

To be able to remember how the problem was solved before; for example, squashing playdough so a shape can be cut out

BookerParkStep 7-8 (BP7-8)

To create closed shapes with continuous lines and begin to use these shapes to represent objects

To draw with increasing complexity and detail, such as representing a face with a circle and including details

To use drawing to represent ideas like movement or loud noises

To show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

To explore colour and colour mixing

To make appropriate choices about the tools they wish to use for the activity

To copy a model e.g. an adult paints a circle in a certain colour and the child copies

To experiment to create different textures.

To choose particular colours to use for a purpose.

BookerParkStep 9 (BP9)

To explore, use and refine a variety of artistic effects to express their ideas and feelings.

To create collaboratively, sharing ideas, resources and skills

BookerParkStep10-11 (BP10)

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Design and Technology

BookerParkStep 4-6 (BP4-6)

To explore different materials, using all their senses to investigate them.

To manipulate and play with different materials.

To use their imagination as they consider what they can do with different materials

To make simple models which express their ideas

BookerParkStep 7-9 (BP7-9)

To make complex and imaginative 'small worlds' with blocks and construction kits/

To explore different materials freely, in order to develop their ideas about how to use them and what to make

To develop their own ideas and then decide which materials to use to express them

To join different materials and explore different textures

BookerParkStep 10-11 (BP10)

To design purposeful, functional, appealing products for themselves and other users based on design criteria

To generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups, and where appropriate, information and communication technology

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

To explore and evaluate a range of existing products

To evaluate their ideas and products against design criteria

To build structures, exploring how they can be made stronger, stiffer and more stable

To explore and use mechanisms (e.g. levers, sliders, wheels, and axels) in their products

To use the basic principles of a healthy and varied diet to prepare dishes

To understand where food comes from