

**Medium Term Plan 2023 / 2024**

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| **Term** | **Autumn Term** | | **Theme** | | **Celebrations** | | **Subject area** | **Expressive Arts**  **Music**  **Art and Design**  **Design Tech** |
| **INTENT**  **Learning Intentions** | | **IMPLEMENTATION**  **Key Learning Activities** | | | | | | **IMPACT** |
| ***Brief explanation of the learning outcomes, building a sequence of learning.*** | | ***Ideas of how the outcomes will be achieved, including possible tasks, activities etc. developing Knowledge and Skills. Sequences should build on previous learning.*** | | | | | | ***National Curriculum References.*** |
|  | | **Explorer** | | **Engager** | | **Challenger** | |  |
| **1.**  To research and design masks.    To create their own personal response to ‘International Iberian Mask Festival’.  **1 To listen and respond to music for celebrations.**  **Harvest Festival – Harvest by Steeleye Span (on You-Tube)** | | Celebrating me  **Attention Autism Starter**  **1.tuff tray-** Provide a range of natural materials, such as pinecones, twigs and pebbles, for pupils to explore and use to create different faces.  **2. Craft-** Large roll of paper, draw around each pupil. Provide a range of mark-making resources to create different marks, lines and patterns.  **3. Play-Doh-** Using mirrors, Play-Doh, buttons etc pupils to recreate their own faces.  **Add to giant, group sketch book with shared mixed media they all contribute to with the title ‘celebrating me’.**  **Listen and move in response to the music. Listen to other Steeleye Span songs – All around my hat, Gaudete. The Wellerman – Nathan Evans – add class percussion** | | **International Iberian Mask Festival, Portugal**  Pupils to research common mask designs worn at the mask festival. Pupils to use their findings to create a mood board. Pupils to recreate their favourite design for their own masks in their sketchbooks.  Pupils then papier mâché the front of a balloon in preparation for the next lesson.  **Listen and move in response to the music – sing along. Listen to other Steeleye Span songs – All around my hat, Gaudete. Identify the instruments in the video. The Wellerman – Nathan Evans – add class percussion** | | **International Iberian Mask Festival, Portugal**  Pupils to research common mask designs worn at the mask festival. Pupils to use their findings to create a mood board. Pupils to use these to inspire then to design their own masks in their sketchbooks.  Pupils then papier mâché the front of a balloon in preparation for the next lesson.  **Listen and move in response to the music – sing along. Listen to other Steeleye Span songs – All around my hat, Gaudete. Identify the instruments in the video. The Wellerman – Nathan Evans – add class percussion** | | to create sketch books to record their observations and use them to review and revisit ideas  **AT1To use their voices expressively and creatively by singing songs and speaking chants and rhymes.**  **AT2 Play tuned and untuned instruments musically.**  **AT3 Listen with concentration and understanding to a range of high-quality live and recorded music** |
| **2.**  Use a range of materials to create masks.    To use papier mâché to continue their own personal response to ‘International Iberian Mask Festival’.  **2 To listen and respond to traditional folk music of the British Isles.**  **Match-stalk Men and Match-stalk cats and dogs by Brian and Michael** | | Celebrating me  **Attention Autism Starter**  **1.** **Story-** Read Every Bee’s Birthday. <https://www.twinkl.co.uk/resource/every-bees-birthday-ebook-t-e-1663322449>  **2. Craft-** Create a class Birthdays display.  **3. tuff tray-** sand, cupcake cases, spoons, pompoms. Pupils to explore birthdays through sensory play.    **Listen and move in response to the music. Look at Lowry paintings. Make Lowry picture.** | | **International Iberian Mask Festival, Portugal**  Using their mood boards from last lesson pupils to use paint, string, coloured paper etc to recreate a mask using the papier mâché they prepared the lesson prior.  **Listen, move, and sing along in response to the music. Look at Lowry paintings. Make Lowry picture. Listen to other folk groups – Houghton Weavers (Blackpool Belle) Fisherman’s Friends (Trelawny)** | | **International Iberian Mask Festival, Portugal**  Using their mood boards, and designs from last lesson pupils to use paint, string, coloured paper etc to make their own masks from the papier mâché they prepared the lesson prior.  **Listen, move, and sing along in response to the music. Talk about the stages of Lowry’s life in the song. Look at Lowry paintings. Make Lowry picture. Listen to other folk groups – Houghton Weavers (Blackpool Belle) Fisherman’s Friends (Trelawny)** | | to use a range of materials creatively to design and make products  **AT1To use their voices expressively and creatively by singing songs and speaking chants and rhymes.**  **AT3 Listen with concentration and understanding to a range of high-quality live and recorded music.** |
| **3.**  Use paint to replicate the shapes and shades of Van Gogh.  To use paint to create their own personal response to ‘Harvest Festival’.  **3 To listen and respond to music form the classical tradition.**  **Thanksgiving – American Music, Hoe Down from Rodeo by Copland** | | Harvest festival  **Attention Autism Starter**  Continuous provision:  **1.Craft-** Explore collage techniques to decorate individual scarecrow outlines.  Provide straw, fabric, paint, pens to use to decorate their scarecrow.  **2. Rhyme-** Teach pupils the rhyme, ‘[**Dingle, Dangle Scarecrow**](https://www.twinkl.co.uk/resource/t-t-15645-dingle-dangle-scarecrow-nursery-rhyme-poster)’. Invite them to perform the song and create actions to match the song lyrics.  **3. Tuff Tray-** Add a range of paint, fruit, vegetable and paper to a tuff tray. Pupils to use the resources to explore printing using fruit and vegetables.  **Add to giant, group sketch book with shared mixed media they all contribute to with the title ‘Harvest Festival’.**  **Listen and move in response to the music (on BBC 10 Pieces). Learn a simple dance that follows the music** | | **Harvest festival**    Vincent Van Gogh ‘The Harvest’.    Discuss the key characteristics of the painting. What shapes can you see?  How did Van Gogh move his brush to create these shapes?  What colours can you see?    Use paints to recreate Van Gogh’s ‘The Harvest’ in sketchbooks.  **Watch 2 videos on BBC 10 Pieces. Create a dance in response to the music in groups** | | **Harvest festival**    Vincent Van Gogh ‘The harvest.’    To look at Vincent Van Gogh’s painting ‘The Harvest’ and paint in his style.    Students to watch teacher led demonstration.    Students to work in paint developing skills and techniques.    Create own harvest painting using Vincent Van Gogh as inspiration.  **Watch 2 videos on BBC 10 Pieces. Create a dance in response to the music. Have a dance off with free dancing.** | | know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.  **AT1To use their voices expressively and creatively by singing songs and speaking chants and rhymes.**  **AT3 Listen with concentration and understanding to a range of high-quality live and recorded music.** |
| **4.**  To research and design sugar skulls    To create their own personal response to ‘Dia de Muertos’.  **4 To listen and respond to music that tells a story.**  **Halloween - Danse Macabre by Saint-Saens Halloween** | | Harvest festival  **Attention Autism Starter**  Continuous provision:  **1.Story-** Read ‘[The Enormous Turnip](https://static1.squarespace.com/static/55c74dcfe4b0c914349ce9f8/t/6032bc547dd52d12ada5512f/1613937757815/The+Enormous+Turnip+Story.pdf)’.  **2. Scarecrow Crafts-**Use: toiler roll tube, paper, lolly stick to recreate your own scarecrow.  **3. tuff tray-** Provide a range of fruits and vegetables to explore and investigate. Provide spoons, child-safe knives, forks, bowls and chopping boards. Encourage pupils to explore the fruits and vegetables.  **Add to giant, group sketch book with shared mixed media they all contribute to with the title ‘Harvest Festival’.**  **Listen and follow the story, various cartoon versions on You-Tube. Dress as a skeleton, act out with the video. Make a string instrument – see shake rattle and roll book in Resources.** | | **Dia de Muertos, Mexico**  Pupils to research common sugar skull designs.  Pupils to use their findings to create a mood board.    Discuss the key characteristics of sugar skull designs.    Pupils to recreate their favourite sugar skull using watercolour in their sketchbooks.  **Listen and follow the story. Explore the violin. Make a string instrument – see shake rattle and roll book in Resources** | | **Dia de Muertos, Mexico**  Pupils to research common sugar skull designs.  Pupils to use their findings to create a mood board.    Discuss the key characteristics of sugar skull designs.    Pupils to practice some designs.  Pupils to create their own sugar skull in their sketchbooks using watercolour inspired by their research.  **Listen and follow the story. Explore the violin. Make a string instrument – see shake rattle and roll book in Resources. Research famous violinists – Yehudi Menuhin** | | to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  **AT1To use their voices expressively and creatively by singing songs and speaking chants and rhymes.**  **AT2 Play tuned and untuned instruments musically.**  **AT3 Listen with concentration and understanding to a range of high-quality live and recorded music.** |
| **5.**  To create a Chinese lantern for the ‘Yi Peng’ Festival.  **5 To listen and respond to music from different cultures.**  **Bastille Day – Frere Jacques** | | The Big Draw festival  **Attention Autism Starter**  Continuous provision:  **1. Story-** Read ‘[The Dot](https://d-pdf.com/book/1420/read)’.  **2. Craft-** Mark making, drawing and artwork using drawing tools (based on ‘The Dot’)  **3.Tuff tray-** Painting pebbles tuff tray.    **Add to giant, group sketch book with shared mixed media they all contribute to with the title ‘The Big Draw Festival’.**  **Join in performance – move / ribbons / instruments / stand. Devise simple moves to the music. Add class percussion to the song.** | | **Yi Peng Festival, Thailand**  Design and decorate lanterns. Festival of light  [video of a lantern festival](https://www.youtube.com/watch?v=Z2QAqJc-aB0)  Discuss usage of Chinese lanterns in celebrations around the world.    Watch teacher demonstration to make lanterns.  Create paper Chinese lanterns.    Use string for hanging lanterns, colouring materials such as pens and crayons.  Pupils could also tape their lanterns to a torch to illuminate their creations.  **Perform the song – sing / sign, play on the glockenspiel using colour coded music** | | [video of a lantern festival](https://www.youtube.com/watch?v=Z2QAqJc-aB0)  Discuss usage of Chinese lanterns in celebrations around the world. Talk about cultural uses of the Chinese lanterns. When are these lanterns used? What do they symbolize? How do children in China use these decorative lanterns?  Explore meaning and historical significance behind decorative ornaments. How different cultures show compassion through symbolism  Photos of Chinese lanterns during traditional celebrations  [Watch teacher demonstration to make lanterns.](https://www.youtube.com/watch?v=yD5OZFNGIpM)  Create paper Chinese lanterns.    Use string for hanging lanterns, colouring materials such as pens and crayons.  Pupils could also tape their lanterns to a torch to illuminate their creations.  **Play using colour coded music / letters on the glockenspiel** | | produce creative work, exploring their ideas and recording their experiences  **AT1To use their voices expressively and creatively by singing songs and speaking chants and rhymes.**  **AT3 Listen with concentration and understanding to a range of high-quality live and recorded music** |
| To recognise products that represent a range of celebratory events.  To create a business and a logo  To research existing products relating to Christmas Market theme.  **6.**  To create their own personal response to ‘The Big Draw’.  **6 To listen and respond to music written for a specific purpose.**  **Bonfire Night - Music for the Royal Fireworks – power-point in resources** | | Explore objects that relate to Christmas through senses.   * Touch * Look * Smell * Taste * Sound   What do they like/not like?  Create a name for your class business and create a visual that represents the class.  The Big Draw Festival 2023: Drawing with senses.  **Attention Autism Starter**  Continuous provision:  **1. Story-** Read ‘[The Dot](https://d-pdf.com/book/1420/read)’.  **2. Craft-** Lay a large roll of paper on the floor with a range of materials: watercolour, pastels, felts. Let pupils come over and explore the resources to mark make and create a shared mixed media piece.  **3.Tuff Tray-** Painting ice tuff tray.  **Listen to the music, various versions on You-Tube. Colour / draw bonfire scene whilst listening.** | | Research a range of pre-existing Fairtrade products and the values/ principles behind them.  Discuss the products  Create business name and designate roles  Design business logo using a range of materials.  Research potential products.  **The Big Draw Festival 2023: Drawing with senses.**  Introduction to the Big Draw Festival and this year's theme.    Texture collage    For this open-ended art activity pupils use a range of craft materials in various textures (e.g. ribbons, beads, gems, paper scraps, feathers, wool, pom poms, sandpaper, etc.)  Pupils glue materials to A3 paper to create a tactile collage.  Talk about how the different materials feel as you choose to attach each one.  **Listen to the music, various versions on You-Tube. Colour / draw bonfire scene whilst listening. Research why the music was written?** | | Research a range of pre-existing Christmas products  Discuss the products, processes for manufacture and materials used.  Why do we have products that represent celebrations?  Create business name and designate roles and an action plan for implementations  Design business logo – in sketch books, design and develop  Research potential products – make notes/ sketches and annotate  **The Big Draw Festival 2023: Drawing with senses.**  Pupils to choose a photograph they would like to recreate as a texture collage.  Collect various materials from outside: leaves, soil, sticks, stones, sand, etc.  Use a range of craft materials in various textures (e.g. ribbons, beads, gems, paper scraps, feathers, wool, pom poms, sandpaper, etc.)  Pupils glue materials to A3 paper to create a tactile collage.  Talk about the senses in relation to their artwork. Talk about how the different materials feel, look, smell, hear, etc.  **Listen to the music, various versions on You-Tube. Colour / draw bonfire scene whilst listening. Research why the music was written?** | | **DESIGN**  use research and exploration, such as the study of different cultures, to identify and understand user needs.  **EVALUATE**  analyse the work of past and present professionals and others to develop and broaden their understanding.  understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.  become proficient in drawing, painting, sculpture and other art, craft and design techniques  **AT4 Experiment with, create, select and combine sounds using the interrelated dimensions of music** |
| 7.Design and develop ideas by creating a design portfolio of 2 products.  Use a range of materials and methods.  Evaluate work and annotate designs  Consider costings for making products  Allocated timetable slots for KS3/4 plus Careers sessions to support budgets, resourcing, advertising etc.  7. To research a range of historical artists.  To create their own personal response to ‘Halloween’  **7 To compose a piece of music for a celebration.**  **Bonfire Night. Use the last slide of Bonfire night power-point in resources.** | | Explore ideas for products through senses.  Take things apart and look at how they are made?  Make choices from a given selection.  Use tuff-trays and allow students to explore objects, textures and make choices to include in final products  Explore exchanging items for coins to make products to experience using money to purchase items to make.  Halloween  **Attention Autism Starter**  Continuous provision:  **1.Tuff Tray-** Provide black, green and orange playdough with pipe cleaners, googly eyes and bottle tops for pupils to create spooky Halloween characters.  **2. Craft-** Collect leaves and paint them white. When they are dry, add ghost faces using black felt tips. Hang them from string to make ghost bunting.  **3.Dance- Sing and dance along to '**[**The Skeleton Dance**](https://www.youtube.com/watch?v=Pbl4BNkAq_U)**’** Can they move like a witch, a spider, a ghost or a cat?  **Make composition using class percussion. Slow quiet beginning, loud pops and go up and down the glockenspiel for fireworks. Use graphic score – see Matt for a quick demonstration.** | | Design products – at least 2 individual designs each in sketch books to compare and develop  Draw a final design using first ideas and share with the group.  Discuss as a class a couple of products to develop further.  Make prototypes.  Students to have time to explore budgets and costs of making an item.  **Halloween**  Life III    Emil Nolde ‘Life III’    Discuss the key characteristics of the painting. What shapes can you see?    To look at Emil Noldes ‘Life III’ piece and use crayons/ pastels to recreate his work.    Pupils to work in crayons/ pastels, developing skills and techniques to recreate Emil Nolde’s Life III  **Make composition in groups using class percussion. Slow quiet beginning, loud pops and go up and down the glockenspiel for fireworks. Introduce fast and slow bits. Record final performance. Use graphic score – see Matt for a quick demonstration.** | | Design products – at least 2 individual designs each in sketch books to compare and develop  Draw a final design using first ideas and share with the group.  Discuss as a class a couple of products to develop further.  Evaluate potential products and discuss pro’s and cons for final selected products and how problems could be resolved.  Make prototypes.  Students to have time to explore budgets and costs of making an item. Students to calculate sale price to ensure profit per item.    **Halloween**  Edvard Munch- ‘The Scream’.  Discuss the key characteristics of the painting. What shapes, feelings, colours can you see?  To look at Edvard Munch painting and draw in his style.  Students to watch teacher led demonstration.    Students to work in any medium they prefer developing skills and techniques.    Create own Halloween artwork using Edvard Munch as inspiration.  **Make composition in groups using class percussion. Slow quiet beginning, loud pops and go up and down the glockenspiel for fireworks. Introduce fast and slow bits. Record final performance. Use graphic score – see Matt for a quick demonstration.** | | **DESIGN**  identify and solve their own design problems and understand how to reformulate problems given to them.  develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.  use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses.  develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.  **MAKE**  select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture  select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties  **EVALUATE**  test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups  **TECH KNOWLEDGE**  understand and use the properties of materials and the performance of structural elements to achieve functioning solutions  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  **AT4 Experiment with, create, select and combine sounds using the interrelated dimensions of music** |
| **Half Term** | | | | | | | | |
| 1.Look at how products are marketed/ packaged  Consider advertisement of products  1. To use a range of materials and techniques to create own, personal response to ‘Bonfire Night’. | | Students to explore containers and packaging for a range of familiar products. Encourage them to make choices about their favourites or what they like.  Students to work collaboratively to create a visual that represents their product for their stall.  Students to use a range of materials and medium to create an advertisement for their market stall.  Bonfire night  **Attention Autism Starter**  Continuous provision:  **1.Tuff Tray-** The night before, place colourful water into ice cube trays to freeze. As you set up your tray, place natural yoghurt in the centre and pop the ice cubes on top. Children can hold the cubes in their hands to make marks in the yoghurt. As the ice cubes melt, their marks and patterns will create a firework explosion.  **2. Craft-** Encourage children to explore colour-mixing as they create painted firework pictures.  **3. Song-** Encourage pupils to explore musical instruments to create Bonfire Night noises, such as crackle, whoosh and bang.  **Add to giant, group sketch book with shared mixed media they all contribute to with the title ‘Bonfire Night’.** | | Students to explore Christmas products linked to their chosen design.  Explore packaging and advertising.  What works and doesn’t work.  What do they like/don’t like?  **Bonfire night**  **Oil pastel multiple colours on paper. Paint a thin layer of black acrylic paint. Scratch off firework design to reveal colours underneath.**      C:\Users\awilson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D3FEE1D2.tmp | | Students to explore Christmas products linked to their chosen design.  Explore packaging and advertising.  What works and doesn’t work.  What do they like/don’t like? Explain why linking to certain criteria   * Look * Audience * Eye catching * Relevance   **Bonfire night**  C:\Users\awilson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D073F1B0.tmp  Mark Burrells ‘Bonfire Night Painting’    To look at Mark Burrells ‘Bonfire Night Painting’  and water colour paint in his style.    Pupils to work in watercolour and pastels, developing skills and techniques.    Create own Bonfire Night painting using Mark Burrell as inspiration.    Use watercolours at first. Once dry add oil pastels to build up their piece adding finer details and creating texture. | | **DESIGN**  use research and exploration, such as the study of different cultures, to identify and understand user needs.  develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.  develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.  **MAKE**  select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.  select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.  **EVALUATE**  test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.  understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.  **TECH KNOWLEDGE**  understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials |
| Use a range of materials and methods. | | Time allocated to making products for Christmas Markets. | | Time allocated to making products for Christmas Markets. | | Time allocated to making products for Christmas Markets. | | **MAKE**  select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture  select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties  **EVALUATE**  test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.  **TECH KNOWLEDGE**  understand and use the properties of materials and the performance of structural elements to achieve functioning solutions. |
| Use a range of materials and methods. | | Time allocated to making products for Christmas Markets. | | Time allocated to making products for Christmas Markets. | | Time allocated to making products for Christmas Markets. | | **MAKE**  select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture  select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties  **EVALUATE**  test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.  **TECH KNOWLEDGE**  understand and use the properties of materials and the performance of structural elements to achieve functioning solutions. |
| **Key Resources** | | **Christmas Market Product Ideas – Links**  [**https://www.goodhousekeeping.com/holidays/christmas-ideas/g34112389/christmas-crafts-for-kids/**](https://www.goodhousekeeping.com/holidays/christmas-ideas/g34112389/christmas-crafts-for-kids/) | | | | | | |