

**Medium Term Plan 2023 / 2024**

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| **Term** | **Spring 1 and 2** | | **Theme** | | **My Environment** | | **Subject area** | **Art**  **DT**  **Music** |
| **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**  I can make mini models inspired by my environment.  **1 Who were the Beatles?** | | **Picture it:** Look at a range of pictures or drawings of sculptures in the surrounding areas.  **Act it:** Pupils to pose as famous statues.  **Branches: 1 - 10**  **Look at pictures of the Beatles.**  **Listen to their music- including ‘With a Little Help from my Friends.**  **Listen to, to move or dance to, vocalise, or sing to and clap or play along (using percussion instruments).**  **Colour / Match pictures**  **Branches: 1 – 10** | | **I can make a clay model of a natural object.**  To learn to use a range of materials creatively to design and make products in the context of making a clay object.  **Sculpture:** Introduce the concept of sculpture as 3D modelling. Discuss the different kinds of sculptures.  **Materials:** Identify and discuss the common materials used in a range of sculptures.  **Making mini-models:** Using air dried clay, pupils to make their own mini-sculptures of objects from the natural world.  **Branches: 11 - 20**  **Look at pictures of the Beatles.**  **Discuss prior knowledge.**  **Listen to, add class percussion, and sing songs, including ‘With a Little Help from my Friends’. Tap or clap a steady beat. Say if music is loud or quiet, fast or slow.**  **Branches: 11 – 20** | | **I can talk about nature sculptures.**  To learn about the work of Andy Goldsworthy. Describing the similarities and differences between practices and disciplines.  **Artists:** Look at the work by Andy Goldsworthy.  **Sculpture:** Introduce the concept of sculpture as 3D modelling. Discuss the different kinds of sculptures.  **Materials:** What are the properties of the materials of the sculptures Andy Goldsworthy makes.  **Making mini models:** Demonstrate sculpting a clay model inspired by Andy Goldsworthy. Making a solid bade and moulding the rough shape of the object first. Demonstrate adding texture using modelling tools.  **Evaluate:** Pupils to discuss the similarities and differences of their own work to that of Andy Goldsworthy.  **Branches: 21 – 28**  **Look at pictures of the Beatles.**  **Discuss prior knowledge.**  **Listen to, add class percussion, sing, and perform to their music including ‘With a Little Help from my Friends.**  **Name the Fab Four – colour / draw / research.**  **Branches: 21 – 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  To create sketch books to record their observations and use them to review and revisit ideas.  **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  **AT1 To use their voices expressively and creatively.**  **AT2 Play tuned and untunes instruments musically.** |
| **2**  I can begin to draw from nature as a response to the environment.  **2 Sargeant Pepper’s Lonely-Hearts Club Band** | | **Collect it:** Look around the immediate environment indoors and outdoors to find interesting objects.  **Explore it:** Explore and engage with a range of woodland objects.  **Hear it:** Encourage close listening skills by having pupils listen to a range of noises such as crunching leaves, crinkly paper, whistle, rainmaker.  **Branches: 1 – 8**  **Listen to songs on Sargeant Pepper. Listen to, to move or dance to, vocalise, or sing to and clap or play along (using percussion instruments).**  **Look at the album cover.**  **Colour / Collage a copy of the album cover.**  **Branches 1-10** | | **I can draw an observational drawing of a natural object.**  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating observational drawings of natural materials.  **Nature Sculptures:** Introduce the concept of Nature Sculpture.  **Drawing from nature:** Pupils create observational drawings by examining their chosen object closely. Adults to circulate to encourage good technique.  **Pair work:** Students to take turns to describe an object and their partners draw it with their eyes closed.  **Branches: 13 – 23**  **Listen to Sargeant Pepper and discuss (see notes)**  **Explain what an album was and why album covers became work of art.**  **Listen to, add class percussion, and sing songs. Tap or clap a steady beat. Say if music is loud or quiet, fast, or slow.**  **Look at the album cover – identify the Beatles and some other famous people.**  **Colour / Collage a copy of the album cover or design your own.**  **Branches 11 - 20** | | **I can talk about Nature Sculptures.**  To learn 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 in the context of thinking about nature sculptures.  **What is the sculpture made from?** Pupils to identify the materials used in a range of nature sculptures.  **Natural materials:** Introduce the idea of ‘nature’ and ‘natural’. In pairs, pupils think of items from nature. Discuss and address misconceptions.  **Looking closely:** Pupils to look closely at images of a leaf, a pinecone and an acorn and discuss shape and texture. Record vocabulary to build up a word bank.  **Drawing from nature:** Pupils to create observational drawings by examining their chosen object closely. Adults to circulate to encourage good technique.  **Branches: 24 – 28**  **Listen to Sargeant Pepper and discuss the theme of the album - (see notes)**  **Explain what an album was and why album covers became work of art.**  **Look at the album cover – identify the Beatles and some other famous people.**  **Colour / Collage a copy of the album cover or design your own.**  **Branches 21 - 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  Produce creative work, exploring their ideas and recording their experiences.  **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  **AT3 To listen with concentration and understanding to a wide range of music.** |
| **3**  I can complete a woodland walk to collect materials.  **3 Other famous Beatles albums** | | Minibeasts and their habitats  **Woodland Walk:** As a class, pupils collect natural objects from a nearby park, woodland, mile walk.  **Branches: 1 – 8**  **Look at the yellow submarine album cover**  **Watch the cartoon version of the song.**  **Listen to, to move or dance to, vocalise, or sing to and clap or play along (using percussion instruments) to Yellow Submarine.**  **Colour / collage a copy of the album cover.**  **Match cartoon pictures to the Beatles photos**  **Branches: 1 – 10** | | **I can collect material for my nature sculptures.**  To learn to use a range of materials creatively to design and make products in the context of collecting materials for a nature sculptures.  **Mini Models:** As a class, pupils list the objects that hey modelled in clay Lesson 1.  **Woodland Walk:** In pairs, pupils discuss the natural objects they should collect on their woodland walk  **Woodland Walk:** As a class, pupils collect natural objects from a nearby park, woodland, mile walk.  **Branches: 13 - 23**  **Look at the yellow submarine album cover**  **Watch the cartoon version of the song.**  **Listen to, add class percussion, and sing songs. Tap or clap a steady beat. Say if music is loud or quiet, fast, or slow.**  **Colour / collage a copy of the album cover or draw themselves as a cartoon character caricature.**  **Match cartoon pictures to the Beatles photos**  **Branches: 11 - 20** | | **I can collect material for my nature sculptures.**  To learn to use a range of materials creatively to design and make products in the context of collecting materials for a nature sculptures.  **Mini Models:** As a class, pupils list the objects that they modelled in clay Lesson 1. Discuss that these are all natural objects.  **Nature Sculptures:** Introduce the idea of nature sculptures as sculptures made from natural materials.  **Woodland Walk:** In pairs, pupils discuss the natural objects they should collect on their woodland walk, and which objects they must not collect (rubbish, living creatures).  **Woodland Walk:** As a class, pupils collect natural objects from a nearby park, woodland, mile walk.  **Our Natural Materials:** Pupils to feedback to the class about the kind of objects that hey founds on their woodland walk.  **Branches: 24 – 28**  **Look at the Yellow, submarine album cover.**  **Watch the cartoon version of the song.**  **Listen to, add class percussion, sing, and perform. Draw themselves as a cartoon character caricature.**  **Match cartoon pictures to the Beatles photos**  **Branches: 21 – 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  **AT1 To use their voices expressively and creatively.**  **AT2 Play tuned and untunes instruments musically.** |
| **4**  I can make my own land art.  **4 John Lennon** | | **Sculpt it:** Encourage pupils to make land art with staff support and take pictures to share with the class. Pupils to use air dry clay.  **Bake it:**  Pupils to bake biscuits in a range of shapes and sizes.  **Branches: 1 – 8**  **Look at pictures / video of John Lennon. Listen to Imagine, to move or dance to, vocalise, or sing to and clap or play along (using percussion instruments).**  **Make a collage poster of John Lennon using photographs.**  **Branches: 1 – 10** | | **I can make my own land art.**  To use drawing, painting and sculpture to develop and share their ideas, experiences ad imagination in the context of making a large-scale sculpture from natural materials inspired by Andy Goldsworthy's sculptures.  **Sculpture:** Briefly revisit previous learning about sculpture.  **Land art:** Introduce the idea of land art as art that is a part of the landscape.  **Making Land Art:** Model using natural materials to create a land art sculpture outside on the grass or on the playground. Model making choices about pattern and colour and using a range of material. Flour paste can be used to glue the lighter materials to the floor if it is windy. Explain that this is glue made from natural material and will wash away without causing damage. Pupils to follow along with this tutorial to make their own land rt sculptures in pairs. **Branches: 13 – 23**  **Look at pictures / power-point / video of John Lennon. Listen to Imagine, add class percussion, and sing songs. Tap or clap a steady beat. Say if music is loud or quiet, fast, or slow.**  **Talk about the peace movement and make a poster for this.**  **Branches: 11 - 20** | | **I can compare our sculptures to the work of Andy Goldsworthy.**  To learn 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 in the context of making large scale nature sculptures in the style of Andy Goldsworthy.  **Sculpture:** Revisit learning about sculpture.  **Andy Goldsworthy**  **Land Art:** Introduce the idea of land art as art that is a part of the landscape and is left to erode naturally. As a class, pupils identify the materials that land art sculptures could be made from.  **Making Land Art:** In pairs, pupils use their natural materials to create Goldsworthy style land art. Flour paste can be used to glue the lighter materials to the floor if it is windy. Explain that this is glue made from natural material and will wash away without causing damage. When they are finished, pupils take photographs to record their work.  **Share:** In pairs, pupils take turns to tell another pair about their work, how it was made and what they like about it most.  **Branches: 24 – 28**  **Look at pictures / power-point / video of John Lennon. Listen to, add class percussion, sing, and perform. Watch reports about his murder. Talk about the peace movement and make a poster for this.**  **Branches: 21 – 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  Become proficient in drawing, painting, sculpture and other art, craft and design techniques.  **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  **AT1 To use their voices expressively and creatively.** |
| **5**  I can begin to create a Showcase Collage  **5 Beatles fashion and pop culture** | | **Collage it:** Make beautiful leaf collages by sticking fallen leaves on a paper tree trunk.  **Print it:** Make tree paintings with finger paint leaves.  **Make it:** Make suncatchers by sticking leaves between sheets of sticky back plastic inside a cardboard frame.  **Branches: 1 – 8**  **Look at pictures of Beatles through the 60’s – mop top and suits to Sargeant Pepper to long hair. Match photos. Dress as the Beatles for a photo – guitar and drum kit in the music cupboard.**  **Branches: 1 – 10** | | **I can make a collage about my work on nature sculptures.**  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a collage.  **Make a showcase collage:** Model how to make a collage to showcase the artwork produced in the term. Model writing or sticking the title at the top of the paper. Demonstrate positioning the pupil’s photographed work first so they are the focus of the collage. Model drawing images to decorate the collage or choose some from magazines etc t cut and stick. Decorate our collage with leaves, feathers and other natural materials. Pupils to follow along with the teacher led demonstration.  **Exhibition:** One at a time pupils show their work to their peers. Pupils to explain what they like about their peers' work and why.  **Branches: 13 - 23**  **Look at pictures of Beatles through the 60’s – mop top and suits to Sargeant Pepper to long hair. Match photos. Dress as the Beatles for a photo – guitar and drum kit in the music cupboard. Make a timeline of Beatles fashion. Research Beatles memorabilia.**  **Branches: 11 – 20** | | **I can talk about my work on nature sculptures.**  To learn 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 in the context of reflecting on work about nature sculptures.  **Recap:** Use pupils previous work to remind them of what they have learnt so far this term.  **Showcase collage:** With a partner, pupils discuss their previous learning and feedback to the rest of the class. Tal about their nature sculptures and self-assess their work. Discuss the natural materials they have been working with and what they like about them and why.  **Make a showcase collage:** Pupils make a collage of photographs of their work on nature sculptures, and decorate it with pictures they have drawn, with images from their previous work, and with natural materials such as leaves, feathers, etc.  **Exhibition:** One at a time pupils show their work to their peers. Pupils to evaluate their peers work using 2 stars and a wish.  **Branches: 24 – 28**  **Look at pictures of Beatles through the 60’s – mop top and suits to Sargeant Pepper to long hair. Match photos. Dress as the Beatles for a photo – guitar and drum kit in the music cupboard. Make a timeline of Beatles fashion. Research Beatles memorabilia. Why are the Beatles still so popular?**  **Branches: 21 – 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  To use a range of materials creatively to design and make products.  **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  **AT1 To use their voices expressively and creatively.**  **AT2 Play tuned and untunes instruments musically.** |
| **Half Term** | | | | | | | | |
| **1**  I can create work inspired by Piet Mondrian.  **1 To listen and respond to the folk Songs of the British Isles and Ireland.**  **Ireland**  . | | **Build it:** Make a marvellous Mondrian model from Lego bricks in primary colours, white and black.  **Draw it:** Using a ruler and black felt pen to create a Mondrian style grid.  **Branches: 1 - 8**  **Ireland – Song – The Irish Rover. Listen to, to move or dance to, vocalise or sing to and clap or play along (using percussion instruments).**  **Watch Riverdance.**  **Try a bodran (drum, in music store)**  **Branches 1 - 10** | | **I can make a collage in primary colours.**  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a collage from primary colours.  **Thinking about colour:** What is your favourite colour?  **Primary colours:** Introduce the primary colours.  **Mondrian art:** Demonstrate how to create a Mondrian style collage by sticking shapes onto black card. Model arranging the shapes on the card before gluing them on to give time for adjustments. Model leaving a boarder around the shapes to create black lines.  **Sort the objects:** Pupils sort a variety of objects from the classroom into groups titled ‘primary colours’ and ‘not primary colours.’  **Branches: 13 - 23**  **Ireland – Song – The Irish Rover. Add class percussion and sing. Tap or clap a steady beat. Say if music is loud or quiet, fast, or slow.**  **Watch Riverdance.**  **Try a bodran (drum, in music store)**  **Branches 11 - 20** | | **I can talk about the artist Piet Mondrian.**  Learn about the work of a range of artists in the context of Piet Mondrian.  **Primary colours:** Introduce primary colours and introduce Piet Mondrian as an artist.  **Looking at abstract art:** Distribute a range of pictures of Mondrian’s work. Discuss with their partners and feedback to the class their likes/ dislikes.  **Make a Mondrian Collage:** Create a Mondrian style collage by sticking shapes onto black card. Pupils to draw straight lines to separate the coloured construction paper into squares and rectangles and then cut out their own shapes with scissors.  **Sort the objects:** Pupils sort a variety of objects from the classroom into groups titled ‘primary colours’ and ‘not primary colours’.  **Branches: 24 – 28**  **What is a folk song? Discuss (Related to a certain area, usually simple verse, and chorus)**  **Ireland – Song – The Irish Rover. Listen to, add class percussion, sing, and perform.**  **Watch Riverdance.**  **Try a bodran (drum, in music store)**  **Branches 21 - 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  Become proficient in drawing, painting, sculpture and other art, craft and design techniques.  **AT1 To use their voices expressively and creatively.**  **AT3 To listen with concentration and understanding to a wide range of music.** |
| **2**  I can talk about the artists Mark Rothko.  **2 To listen and respond to the folk Songs of the British Isles and Ireland.**  **Scotland.** | | **Cook it:** Make Rothko inspired open sandwiches by using rectangles of different toppings or use coloured icing on rectangular biscuits.  **Imagine it:** What kind of animal would live in a Rothko painting? What kind of weather would it be? If it was a house, who would live there?  **Compose it:** In groups use a range of musical instruments to express the difference emotions inspired by Rothko’s paintings.  **Branches: 1 - 8**  **Scotland – song – Loch Lomond. Listen to, to move or dance to, vocalise or sing to and clap or play along (using percussion instruments).**  **Dance a Scottish country dance – Google – Kids Scottish country dancing Circassian circle.**  **Branches 1 - 10** | | **I can create a colour field painting using colours I have mixed.**  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from secondary and tertiary colours.  **Colour mixing:** Explore colour mixing. Demonstrate mixing secondary colours and then tertiary colours from red, yellow and blue. Model swishing, wiping and blotting your brush or sponge or rag between colours to keep the colours clean. Demonstrate using thick and thin brushes to experiment painting different kinds of lines and blocks on A4 paper.  **Mixing paint to make new colours:** Pupils use red, yellow and blue paint to mix secondary colours and then tertiary colours.  **Colour field painting:** Demonstrate choosing and using the mixed colours to create a colour field painting. Remind pupils to swish, wipe and blot the brush between each colour. Show the pupils that their colours will mix and blur if they allow them to run together. Pupils can explore this technique at the edges of their colour blocks but take care not to obscure their chosen colours.  **Create a colour field painting:** Pupils use their mixed colours to create a colour field painting.  **Branches: 13 – 23**  **Scotland – song – Loch Lomond. Add class percussion and sing. Tap or clap a steady beat. Say if music is loud or quiet, fast, or slow.**  **Dance a Scottish country dance – Google – Kids Scottish country dancing Circassian circle. Rehearse.**  **Branches 11 - 20** | | **I can talk about the artist Paul Klee.**  Learn about the work of a range of artists in the context of Paul Klee.  **Colour mixing:** Explore colour mixing. Demonstrate mixing secondary colours and then tertiary colours from red, yellow and blue. Model swishing, wiping and blotting your brush or sponge or rag between colours to keep the colours clean. Demonstrate using thick and thin brushes to experiment painting different kinds of lines and blocks on A4 paper.  **Mark Rothko:** Introduce the work of Mark Rothko.  **Looking at abstract art:** Distribute a range of photos of abstract art. Pupils to discuss with their talk partners then feed back to the rest of the class what they can see, like, dislike etc.  **Create a colour field painting:** Pupils to use their mixed colours to create a colour field painting.  **Colour sums:** Pupils to revise what happens when you mix primary colours.  **Branches: 24 – 28**  **Scotland – song – Loch Lomond. Scotland – song – Loch Lomond. Listen to, add class percussion, sing, and perform.**  **Dance a Scottish country dance – Google – Kids Scottish country dancing Circassian circle. Rehearse and perform.**  **Branches 21 - 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.  **AT1 To use their voices expressively and creatively.**  **AT3 To listen with concentration and understanding to a wide range of music.** |
| **3**  I can look at work created by Paul Klee.  **3 To listen and respond to the folk Songs of the British Isles and Ireland.**  **England** | | **Colour it:** Pupils can use their new colour skills to colour a sunset.  **Collage it:** Make collages of coloured tissue squares in the style of Paul Klee’s ‘Flora on the Sand’.  **Draw it:** ‘Senecio’ is a famous Paul Klee portrait. Use it as inspiration for a cubist self-portrait using mirrors.  **Branches: 1 – 8**  **England – Song Scarborough Fair (listen to Simon and Garfunkel version). Listen to, to move or dance to, vocalise or sing to and clap or play along (using percussion instruments).**  **Branches 1 - 10** | | **I can create a painting using tints I have mixed.**  Develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space in the context of making a painting from tints.  **Mixing tints:** Recap previous leaning on primary colours, secondary colours and mixing. Introduce neutral colours and tints.  **Painting with tints:** Demonstrate mixing tints and painting a picture in the style of ‘Separation in the Evening’. Model adding enough paint to get a recognisably different tint for each strip of the template. Demonstrate good brush habits by always swishing, wiping and blotting your brush between colours.  Pupils to use white and one other colour to paint a tint picture in the style of ‘Separation in the Evening’. Adult support to mix tints in a small group.  **Branches: 13 - 23**  **England – Song Scarborough Fair (listen to Simon and Garfunkel version). Add class percussion and sing. Tap or clap a steady beat. Say if music is loud or quiet, fast, or slow. Listen to other versions.**  **Branches 11 – 20** | | **I can talk about the artist Paul Klee.**  Learn about the work of a range of artists in the context of Paul Klee.  **Mixing Tints:** Recap previous leaning on primary colours, secondary colours and mixing. Introduce neutral colours and tints.  **Paul Klee:** Introduce the artist and the technique.  **Painting with tints:** Demonstrate mixing tints and painting a picture in the style of ‘Separation in the Evening’. Model adding enough paint to get a recognisably different tint for each strip of the template. Demonstrate good brush habits by always swishing, wiping and blotting your brush between colours.  Pupils use white and one other colour to paint a tint picture in the style of ‘Separation in the Evening’> Provide two colours so pupils can mix two sets of tints that join in the middle like Paul Klee’s original.  **Sort the objects:** Pupil’s sort a range of similarly coloured objects from darkest to lightest.  **Branches: 24 - 28**  **England – Song Scarborough Fair (listen to Simon and Garfunkel version). Add class percussion and sing. Listen to, add class percussion, sing, and perform.**  **Branches 21 - 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  **AT1 To use their voices expressively and creatively.**  **AT3 To listen with concentration and understanding to a wide range of music.** |
| **4**  I can create art inspired by Jackson Pollock.  **4 To listen and respond to the folk Songs of the British Isles and Ireland.**  **England** | | **Design it:** Stick pre-cut shapes to create a Pollock style collage.  **Paint it:** Create a large-scale drip mural by squirting paint directly from bottles on to canvases or sheets.  **Weave it:** Cut drip paintings into strips and use them for paper weaving.  **Branches: 1 – 8**  **England – The Blackpool Belle by the Houghton Weavers. Listen to, to move or dance to, vocalise, or sing to and clap or play along (using percussion instruments).**  **Branches 1 - 10** | | **I can create a drip painting using shades I have mixed.**  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from shades.  **Mixing shades:** Recap previous learning on colours and tints. Introduce shades and how they are used in painting.  **Drip painting:** Demonstrate mixing shades and creating a drip painting. Model mixing a range of shades with each colour of paint. Demonstrate using a range of tools to drip and splatter paint onto the card.  **Create:** Pupils to use black and several other colours to create a drip painting.  **Branches: 13 - 23**  **England – The Blackpool Belle by the Houghton Weavers. Add class percussion and sing. Tap or clap a steady beat. Say if music is loud or quiet, fast, or slow. What was the Blackpool Belle?**  **Branches 11 - 20** | | **I can talk about the artist Jackson Pollock.**  Learn about the work of a range of artists in the context of Jackson Pollock.  **Jackson Pollock:** Introduce the artist and their technique.  **Abstract Art:** Distribute photos of Pollock’s work, specifically ’Autumn Rhythm’. Pupils use questions as a starting point for discussions with their talk partners and then feedback to the rest of the class.  **Drip painting:** Pupils to use black and several other colours to create a drip painting.  **Sharing and celebrating:** Give some time for pupils to walk round and look at each other’s paintings. Ask pupils to share their work with the rest of the class, explaining their intentions and feelings about their painting.  **Branches: 24 – 28**  **England – The Blackpool Belle by the Houghton Weavers. Listen to, add class percussion, sing, and perform. What was the Blackpool Belle?**  **Branches 21 - 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.  **AT1 To use their voices expressively and creatively.**  **AT3 To listen with concentration and understanding to a wide range of music.** |
| **5**  I can research work by Robert and Sonia Delaunay.  **5 To listen and respond to the folk Songs of the British Isles and Ireland.**  **Liverpool** | | **Collage it:** Make collages of coloured tissue circles in the style of Delauney’s ‘Poesie de Mots’, ‘Poesie de Couleurs, 1961’ or ‘Rhythm, 1934’.  **Compose it:** Experiment and use a range of instruments to experiment responding to the Deluanay’s paintings.  **Branches: 1 – 8**  **Liverpool – song - In My Liverpool Home. Listen to, to move or dance to, vocalise, or sing to and clap or play along (using percussion instruments).**  **Branches 1 - 10** | | **I can create a painting using warm and cool colours.**  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from warm and cool colours.  **Warm and cool colours:** Recap on previous learning on different colours, colour mixing and tints and shades. Introduce warm and cool colours.  **Painting with warm and cool colours:** Demonstrate painting with warm and colours on one side of the dividing line, and with cool colours on the other. Model cleaning the brush at each colour change. Remind the pupils that neutral colours can be used as warm or cool colours.  **Create:** Pupils use warm and cool colours to create a painting in the style of Robert and Sonia Delaunay.  **Branches: 13 – 23**  **Liverpool – song - In My Liverpool Home. Add class percussion and sing. Tap or clap a steady beat. Say if music is loud or quiet, fast, or slow.**  **Talk about the places talked about in the song – 2 Cathedrals, Pier Head, statue at the Lewis’s building.**  **Branches 11 - 20** | | **I can talk about the artists Robert and Sonia Delaunay.**  Learn about the work of a range of artists in the context of Robert and Sonia Delaunay.  **Robert and Sonia Delaunay:** Introduce the artists.  **Warm and cool colours:** Recap on previous learning on different colours, colour mixing and tints and shades. Introduce warm and cool colours.  **Looking at abstract art:** Distribute artwork by Delaunay. Pupils to discuss with their talking partners and then feedback to the rest of the class.  **Create:** Pupils use warm and cool colours to create a painting in the style of Robert and Sonia Delaunay. Allow pupils to mix their own warm and cool colours from paint in the primary colours, plus white and black.  **Sort the objects:** Sort a range of objects into warm or cool colours.  **Branches: 24 – 28**  **Liverpool – song - In My Liverpool Home. Listen to, add class percussion, sing, and perform.**  **Talk about the places talked about in the song – 2 Cathedrals, Pier Head, statue at the Lewis’s building.**  **Branches 21 - 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.  **AT1 To use their voices expressively and creatively.**  **AT3 To listen with concentration and understanding to a wide range of music.** |
| **6**  I can be inspired and create work by Wassily Kandinsky.  **6 To listen and respond to the folk Songs of the British Isles and Ireland**  **Modern folk classics** | | **Display it:** Cut out individual circles and stick them as leaves on a life size tree to create a class display.  **Paint it:** Paint a large collaborative mural on a long banner, with pupils swapping paces to paint different parts of each circle.  **Share it:** Laminated, these colour studies make a beautiful gift to send home to parents.  **Branches: 1 – 8**  **The Proclaimers – 500 miles**  **Listen to, to move or dance to, vocalise, or sing to and clap or play along (using percussion instruments).**  **Branches 1 - 10** | | **I can create a circles painting using colours I have mixed myself.**  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from a range of colours, tints and shades.  **Colour mixing summary:** Remind pupils everything they have learnt about colours and colour mixing this half term.  **Kandinsky Circle Painting:** Demonstrate creating a circle painting. Model using the available paint to mix lots of colours, tints and shades. Paint a dot in each square surrounded by circles of increasing size. Demonstrate filling in all the white space on each square. Remind pupils to clean the brush at each colour stage.  **Create:** Pupils use a range of colours to create a circle painting in the style of Wassily Kandinsky.  **Branches: 13 – 23**  **The Proclaimers – 500 miles**  **Fishermen’s friends – Trelawney. Add class percussion and sing. Tap or clap a steady beat. Say if music is loud or quiet, fast, or slow.**  **Branches 11 - 20** | | **I can talk about the artist Wassily Kandinsky.**  Learn about the work of a range of artists in the context of Wassily Kandinsky.  **Colour mixing summary:** Recap everything they have learnt about colours and colour mixing this half term  **Wassily Kandinsky:** Introduce the artist.  **Looking at abstract art:** Distribute pictures of Kandinsky’s work. Pupils to discuss the images with their talk partners and then feedback to the rest of the class.  **Kandinsky Circle painting:** Pupils use a range of colours to create a circle painting in the style of Wassily Kandinsky.  **Sharing and celebrating:** Pupils to share and celebrate their finished pieces, discussing the differences in the chosen colours and the feelings that these convey.  **Branches: 24 - 28**  **The Proclaimers – 500 miles**  **Fishermen’s friends – Trelawney. Listen to, add class percussion, sing, and perform.**  **Branches 21 - 28** | | **Appropriate branch Map links from implementation boxes.**  **Appropriate PLG links from pupils EHCP outcomes.**  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  **AT1 To use their voices expressively and creatively.**  **AT3 To listen with concentration and understanding to a wide range of music.** |
| **Key Resources** | | **Air dry clay, boards, modelling tools, iPad, drawing pencils, sketchbooks, magnifying glasses, plastic bags, outdoor clothes, clipboard, natural materials, flour paste, A3 sugar paper in natural colours, leaves, feathers, glue, scissors, paper, crayons, felt tips.**  **A range of material (fabrics, paper, card, resistant materials). Access to visuals for existing products, glue, evaluation sheets.**  **YouTube for music, Google for photographs, album artwork, clips, and songs. In-formation on the Beatles on T-Drive.** | | | | | | |