



The Federation of Rawcliffe Bridge and Rawcliffe Primary Schools 'The Arts' Medium Term Planning



Please complete the attached with information of the 'arts' work your pupils will be undertaking next half term. Please be as specific as possible (see example) so that I can correlate it to NC outcomes and 'progression documents'. Thank you.

Exploring and using media and materials

22-36 months

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks.

30-50 months

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically. • Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
 - Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

40-60 months

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG 16

Children sing songs, make music and dance, and experiment with ways of changing them, they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being Imaginative

22-36 months

- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Beginning to make-believe by pretending.

30-50 months

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.



- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 months

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

ELG 17

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories

Week beginning	Visual Art	Music	Drama
Example	<i>'Bonfire pictures'</i> Developing the technique of 'light' and 'shadow'	<i>Charanga 'Ho, Ho, Ho' – playing songs with notation – lesson 1 Listening and appraising with correct vocabulary</i>	<i>"Bah Humbug"</i>
4 th November	<i>Bonfire handprint picture – to use the primary colours to experiment with colour mixing – to make orange, brown</i>	<i>Cheranga 'my stories'</i> <u>1. Listen and Respond</u> • Listen and Respond - Roll Alabama by Bellowhead: <u>2. Explore and Create Using Voices and Instruments</u> <i>Options (Build on previous learning)</i> <i>a. Using the I'm a Little Teapot games track, and the pulse in different ways</i> <i>b. Rhythm games (copycat)</i> <i>c. Explore high and low (pitch and improvisation with voices)</i> <i>d. Create your own sounds (improvisation and composition with voices and/or instruments)</i> <u>3. Sing</u> • Learn to Sing the Song/s: • Learn to sing I'm a Little Teapot <i>Share and Perform</i> • Share and perform	<i>School play</i> <i>Nursery rhymes daily</i>
11 th November	<i>Poppies – deconstructed art – children to make abstract poppies using different materials</i> <i>Poppies – make for remembrance service</i>	<i>Cheranga</i> <u>1. Listen and Respond</u> • Listen and Respond - Boogie Wonderland by Earth Wind and Fire: Finding the pulse together. <u>2. Explore and Create Using Voices and Instruments:</u> <i>a. Using the I'm a Little Teapot or The Grand Old Duke of York games track, and the pulse in different ways</i> <i>b. Rhythm games (copycat)</i>	<i>School play</i> <i>Poppy animation</i> <i>cbeebies</i> <i>Nursery rhymes daily</i>



		<p>c. Explore high and low (pitch and improvisation with voices)</p> <p>d. Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p><u>3. Sing</u></p> <ul style="list-style-type: none"> ● Learn to Sing the Song/s: ● Learn to sing a nursery rhyme/s I'm a Little Teapot, The Grand Old Duke of York ● Listen to or sing along with the action song <p><u>4. Share and Perform</u></p> <ul style="list-style-type: none"> ● Share and perhaps perform what has taken place in today's lesson 	
18 th November	Rangoli patterns with powder paint and stencils	<p>Cheranga</p> <p><u>1. Listen and Respond</u></p> <ul style="list-style-type: none"> ● Listen and Respond - Don't Go Breaking My Heart by Elton John and Kiki Dee: Find the pulse together. <p><u>2. Explore and Create Using Voices and Instruments</u></p> <p>Explore high and low (pitch and improvisation with voices)</p> <p>Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p><u>3. Sing</u></p> <ul style="list-style-type: none"> ● Learn to Sing the Song/s: ● a. Learn to sing a nursery rhyme/s I'm a Little Teapot, The Grand Old Duke of York, Ring O' Roses ● b. Listen to or sing along with the action song <p><u>4. Share and Perform</u> ● Share and perform</p>	School play Diwali – Rama and Sita story Nursery rhymes daily
25 th November	<p>Art themed parents workshop based around Festive of light</p> <p>Chalking Experimenting with colour mixing Using a range of collage materials for a desired affect Make a Diwali lamp – design and make</p>	<p>Cheranga</p> <p><u>1. Listen and Respond</u> ● Listen and Respond - Ganesh is Fresh by MC Yogi: Play the song. Finding the pulse together.</p> <ul style="list-style-type: none"> ● After listening, talk about the song together. <p><u>2. Explore and Create Using Voices and Instruments</u></p> <p>Find the pulse in different ways Rhythm games (copycat) Explore high and low (pitch and improvisation with voices)</p> <p>Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p><u>3. Sing</u></p> <ul style="list-style-type: none"> ● Learn to Sing the Song/s: ● Learn to sing a nursery rhyme/s I'm a Little Teapot, The Grand Old Duke of York, Ring O' Roses <p><u>4. Share and Perform</u></p> <ul style="list-style-type: none"> ● Share and perform 	School play Party themed role play area Nursery rhymes daily
2 nd December	<p>Design something for a celebration they can talk about (party hat, card, gift) Making a tree decoration – salt dough</p>	<p>Cheranga</p> <p><u>1. Listen and Respond</u> ● Listen and Respond - Frosty the Snowman by Ella Fitzgerald: Play the song. Have fun finding the pulse together.</p> <ul style="list-style-type: none"> ● After listening, talk about the song together 	School play Nursery rhymes daily Stick man – role play area



		<p><u>2. Explore and Create Using Voices and Instruments)</u> <i>Using a games track from your chosen nursery rhyme, and the pulse in different ways</i></p> <p>b. Rhythm games (copycat)</p> <p>c. Explore high and low (pitch and improvisation with voices)</p> <p>d. Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p><u>3. Sing</u></p> <ul style="list-style-type: none"> • a. Learn to sing a nursery rhyme/s I'm a Little Teapot, The Grand Old Duke of York, Ring O' Roses, Hickory, Dickory Dock 	
9 th December	Christmas card crafts – linked to the jolly Christmas postman	<p>Cheranga</p> <p><u>1. Listen and Respond</u></p> <ul style="list-style-type: none"> • Listen and Respond - Spiderman sung by Michael Bubl��: <p>Play the song. Have fun nding the pulse together. • After listening, talk about the song together.</p> <p><u>2. Explore and Create Using Voices and Instruments</u></p> <p>(Build on previous learning):</p> <p>a. Using a games track from your chosen nursery rhyme, and the pulse in different ways</p> <p>b. Rhythm games (copycat)</p> <p>c. Explore high and low (pitch and improvisation with voices)</p> <p>d. Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p><u>3. Sing</u></p> <ul style="list-style-type: none"> • Learn to Sing the Song/s: • a. Learn to sing a nursery rhyme/s I'm a Little Teapot, The Grand Old Duke of York, Ring O' Roses, Hickory, Dickory Dock • b. Listen to or sing along with the action song: <p><u>4. Share and Perform</u></p> <ul style="list-style-type: none"> • Share and perform 	<p>School play</p> <p>Nursery rhymes daily</p> <p>Christmas books – jolly Christmas postman</p> <p>Christmas story</p>
16 th December	Snowman pictures linked to the snowman	<p>Christmas carols - Children sing songs, make music and dance, and experiment with ways of changing them</p>	<p>Muppets</p> <p>Christmas carol</p> <p>The snowman music with relation to the video</p> <p>Nursery rhymes daily</p>

