

# My Colourful World



A theme focussing on Art, Music & Geography

## My Colourful World Theme Intent

The intent for the **Spring Term** Theme '**My Colourful World**' is to support the pupils to gain the skills and knowledge of Colour and Pattern through **Art** and Rhythm through **Music**. Through consistent routines and structures in Art sessions pupils will develop their **Independence skills** (EHCPs) and be provided with knowledge and skills of the wider world through **Meaningful Opportunities**. Theme sessions will have a specific focus linked to Art, Music or Geography with clear learning intentions where the accumulative knowledge through the term and beyond will work towards the pathway end points.

Africa and African inspired music and **Ndebele art** should be used to carry the theme to ensure lessons are **Interesting**.

**Happy Centred Schools Driver:** *Positive Relationships*














**PSED theme:** The colours used in Ndebele Art is often linked to represent emotions.

Book Choices	Informal	Semi- Formal	Formal
<b>Lower</b>	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Alma's Art</li> </ul>	<ul style="list-style-type: none"> <li>Chicken in the Kitchen</li> <li>Grandma's List</li> <li>Little Red and the Very Hungry Lion</li> </ul>	<ul style="list-style-type: none"> <li>Grace &amp; Family</li> <li>Mama Miti</li> <li>Big Rain Coming (Contrasting Art &amp; Culture).</li> </ul>
<b>Upper</b>	<ul style="list-style-type: none"> <li>Handa's Hen</li> <li>Zomo the Rabbit</li> </ul>	<ul style="list-style-type: none"> <li>Ablaze with Colour</li> <li>The Ghanian Goldilocks</li> <li>We're Going on a Lion Hunt</li> </ul>	<ul style="list-style-type: none"> <li>Good Dog Lion</li> <li>The Butterfly Lion</li> <li>The Fastest boy in the world.</li> </ul>

## Art Pathway End Point

	Informal Pathway	Semi-Formal				Formal			
		Formal 1		Formal 2		Formal 1		Formal 2	
<b>Art Ongoing Expectations</b>	Develop independence through collecting required art resources for the lesson. – structures and routines. Develop ongoing fine motor control through the use a variety of mark making tools. – continuous provision								
<b>Specific Learning Intentions</b> <i>(Taken from Progression for Art)</i>	<p>Encounter a range of natural objects and colours.</p> <p>Respond to bright lights, contrasting shape patterns, large shape patterns and brightly coloured objects.</p> <p>Uses senses to explore materials &amp; Colour.</p>	<p>Use different movements to make marks on paper i.e. banging movements with paintbrush, stroking movements, circular movements</p> <p>Explores and experiments with a range of media and colour through sensory exploration with growing independence.</p>	<p>Explores colour and mixing colours.</p> <p>Identify simple differences i.e. colour.</p> <p>Shows more awareness of colour by grouping and matching.</p>	<p>Explore and experiments with colours and how they can be changed.</p> <p>Share their creations and explains the process they have used.</p> <p>Understand the name of basic colours and not be phased by the different shades.</p>	<p>Name primary colours and mix them with purpose to make secondary colours.</p> <p>Experiment with colour, design and texture to create visual effects such as adding materials to paint.</p> <p>Make simple comparisons of art work from different cultures.</p>	<p>Describe differences and similarities in a range of media and make links to my own work.</p> <p>Name all primary and secondary colours with some understanding of tones and shades.</p> <p>Have an understanding of print making knowing that create multiple images and patterns. Experiment with a variety of objects to create a print.</p>	<p>Use line, shape, colour and tone to communicate ideas</p> <p>Recognize that many cultures use art in celebrations, rituals and festivals</p> <p>Experiment with different pattern and texture in designing images.</p> <p>Compare some of the methods and materials used by other artists.</p> <p>Look at the work of similar subject that artists past and present have created.</p>	<p>Develop and use visual and verbal vocabulary such as tone, shape, pattern, form, texture and colour</p> <p>Gather information about the work of an artist, craftsperson or designer.</p> <p>Create a colour palette, demonstrating colour mixing techniques</p>	
<b>Pathway End point for Art</b>	<p>Show awareness of cause and effect in materials and media.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Begin to know about a range of artists describing similarities and differences.</p>			<p>Create a sketch book to record their observations and use them to review and revisit their ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Know about great artists, architects and designers in history.</p>			
<b>Artists/ Style</b>	Ndebele Art			Ndebele Art from South and North Africa Contrasting Culture – Aboriginal Art – Australia					

## Key Signs and Symbols - Art

 <p>look</p>	 <p>look</p>		 <p>same</p>	 <p>same</p>
 <p>colour</p>	 <p>colour</p>		 <p>different</p>	 <p>different</p>
 <p>paint</p>	 <p>paint</p>		 <p>change</p>	 <p>Fists twist towards body and circle backwards around each other</p> <p>change</p>

## Music Pathway End Point

	Semi-Formal				Formal			
	Informal Pathway				Formal 1		Formal 2	
<b>Music Ongoing Expectations</b>	Music used as a part of daily routines and structures. Tolerating listening to different types of music. Differentiating sounds - Phonics				Listening to different types of music, developing and discussing musical preferences. Understanding others may have different musical tastes.			
<b>Specific Learning Intentions</b>	Repeats their own actions that have an effect e.g. shaking, tapping, banging or clapping.  Begins to recognise familiar songs/ rhymes or rhythms.  Copies actions, banging or clapping.	Listens and responds to and enjoys rhythmic patterns in rhymes and stories.  Anticipates repetition in familiar songs, rhymes or stories through smiling or vocalising.  Is able to copy a sound or movement.	Recognises a familiar song and copies actions or sounds.  Imitates and improvises actions they have observed, e.g. clapping or banging.  Is able to start and stop playing a musical instrument.	Joins in with repeated refrains and anticipates key events and phrases in a familiar rhyme, song or stories.  Can repeat a short rhythm on an instrument.  Makes up rhythms.	Play fast and slow by following signal.  Create a simple sequence.  Use simple patterns/picture symbols to visually represent sound.  Start and stop by following signals.	Identify similar rhythmic patterns.  Able to clap the rhythm or syllables of a word or phrase.  Perform alone and in a group with symbols as support.  Use symbols to plan a sequence of sounds.	Keeps to their own part when performing with others.  Use a recording device to record, play back and improve their work.  Compose music with structure.  Explore how well sounds go together if played at once.	Combine sounds to change the effect and review how well it has worked.  Identify strengths and areas for development in own technique.  Demonstrate some ability in delivering a composed piece of music.  Set up digital equipment to record and edit a performance.
<b>Pathway End Point for Music</b>	Reacts and responds to different sounds, showing preferences.  Recognises and remembers some familiar songs and actions linked to songs/rhymes.	Sing (if possible or hum/ recognise) a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.			Use their voices (if possible) expressively and creatively by singing songs and speaking (if possible) chants and rhymes.  Play tuned and untuned instruments musically.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.  Listen with concentration and understanding to a range of high-quality live and recorded music.		Develop an understanding of the history of music.  Play and perform in solo and ensemble, using their voices (if possible) and playing musical instruments with increasing accuracy, fluency control & expression.  Improvise and compose music for a range of purposes using the building blocks of music.  Listen with attention to detail and recall sounds with increasing aural memory.  Use and understand staff and other musical notation.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	



## Key Signs and Symbols - Music



listen



listen



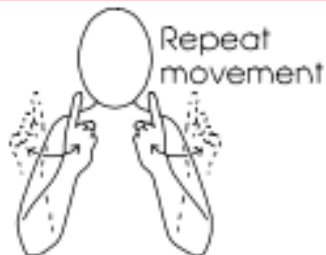
same



same



music



music



stop



stop



start



start



beat



beat



## Geography (Maps, Travel & Location) Pathway End Point

	Informal Pathway	Semi-Formal			Formal			
					Formal 1		Formal 2	
<b>Geography Ongoing Expectations</b>					Learn about and experience current affairs in our country and the wider world through the use of age and stage appropriate News programs/blogs and newspapers/magazines.			
<b>Spring End Point</b>		Begins to identify familiar objects/items on route or within their classroom from a choice of two.	Confidently and successfully collect and put away items I need/want in my classroom and familiar places in school.	Describe their immediate environment through stories, simple maps and discussions if verbal.	I can write/type/say my address including the country I live in.			
<b>Specific Learning Intentions</b>	Begins to recognise familiar places.	Draw attention to signs and symbols in the environment.	Gives some meaning to environmental text, signs or symbols.	Look at an Atlas or Globe with an adult.	Marks some features on a simple map.	Use 4 points of the compass.	Describe a route using a map.	Locate specific details on a map.
<b>Success Criteria</b>	Show anticipation on a familiar journey.  Can track moving objects, pictures and lights.	Recognise some specific points on a familiar route.  Remembers where objects belong.	Remembers where classroom equipment is located and puts objects away.  Notices detailed features of objects in their environment.	Makes pictures of places they are familiar with.  Names familiar objects in; street, car & classroom.  Recognise words or symbols in the environment.	Knows where they live; town, street & house number and Knows the country they live in.  Use a simple atlas.  Shows awareness of North, South, East & West.	Follow a simple map  Name countries of the UK and locate the UK on various maps.  Identify water features, sea & Land on a globe.	Use 8 points on the compass.  Use an atlas to locate places in the news.  Identify roads, woods, water and railways on a map.	Demonstrate how to use Google maps to plan a journey.  Locate and name the countries and capital cities of Europe.
<b>Pathway End Point for Geography</b>	Explore their immediate environment and begins to recognise and remember familiar environments and some simple familiar routes related to routine.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.			Name and locate the world's 7 continents and 5 oceans.  Name, locate and identify characteristics of four countries and capital cities of the United Kingdom and its surrounding areas.  Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use simple compass directions.		Locate the world's countries, use maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and show how these have changed over time.  Identify hemisphere's, equator, poles and time zones.	

## Key Signs and Symbols – Geography

 <p>look</p>	 <p>look</p>		 <p>what</p>	 <p>what</p>
 <p>where</p>	 <p>where</p>		 <p>live</p>	 <p>Middle finger rubs up and down for about 5cm</p> <p>live</p>
 <p></p>	 <p></p>		 <p></p>	 <p>Extended right index finger rubs extended left index finger several times</p>



# Smaller Steps Notes/Doodle Page

## Art

Colour Provision Bands ↓	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Learning Intention End Point	Next Steps/ Extension
Pupils Starting Points →								

## Music

Colour Provision Bands ↓	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Learning Intention End Point	Next Steps/ Extension
Pupils Starting Points →								

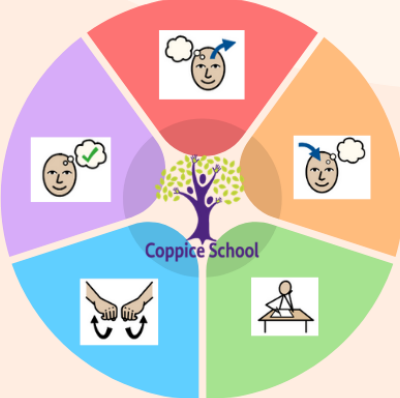
# Geography

Colour Provision Bands ↓	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Learning Intention End Point	Next Steps/ Extension
Pupils Starting Points →								

**QUALITY FIRST TEACHING**

## Coppice Learning Cycle

Lessons must be thoughtfully planned, structured and sequenced to effectively implement our curriculum intent. Each lesson must follow the sequence below to review and build upon previous learning embedding knowledge and skills into long term memory.



- **Review - 'Remember' (Previous Learning)**  
Link back to previous/prior learning from the previous day/s or weeks. Or remind pupils of previous linked learning when introducing new learning. A powerful technique to bring prior learning into working memory.
- **Teach - 'Learning' (Present new Knowledge & Skills)**  
Presenting new learning in small steps. Our working memory is small & can only handle small bits of information at once. Avoid overload. Share the learning intention of the lesson (We are learning to...), model new learning in smaller steps.
- **Practice - 'Work together' (Active Pupil Practice & feedback)**  
Main activity/1/1/small groups. Guided practice to support initial attempts at learning, support using scaffolds (scaffolds are temporary supports to assist learning), correct any errors and provide meaningful feedback where appropriate.
- **Apply - 'Try' (Independent Practice)**  
Independent but monitored practice, a chance for pupils to apply what they have learnt (Independent practice produces 'overlearning' a necessary process for new material to be recalled automatically. (Continuous & Enhanced Provision).
- **Review - 'Understand' (Where does this fit into the sequence of learning?)**  
What can pupils do? What can't they do? As a result of the lesson and longer term. What scaffolds/support do they need next time (next steps)? The effort involved in recalling recently learned materials embeds it into long term memory. The more this happens, the easier it is to connect new material to prior knowledge.

Informed by the Barak Roshines 'Principles of Instruction'