

Creative Arts Autumn 1 MTP Year 3/4 (2026-27) Cycle 2

Focus	W/B	MyLO	Input/Activities
Art	Week 1: W/B 7/9/26	Art MyLO: To <u>explore line, shape and colour to create my own Maya inspired 'stelae'.</u>	Print Art and DT Key Vocabulary sheet and Art Progression of Skills Map for all Y3 children and stick in sketchbooks – one on inside of front cover, one on inside of back cover (Y4s should already have these but check). Highlight these statements: (shown on PPT) Art skills • Use line to replicate geometric patterns. (Drawing, Y3) • Show facial expression in art. (Drawing, Y3) • Show body language in sketches and paintings. (Drawing, Y4) • Show reflections in art. (Drawing, Y4) Vocabulary • Draw (Basics) • Pencil (Basics) • Picture (Basics) • Image (Basics) • Position (Y3) Resources/materials needed: Pencils, coloured pencils (time permitting). Children may wish to use mirrors to draw themselves more accurately. <u>Sticky Knowledge</u> Last year, Y4s would have studied Egyptians. They should remember the depictions of Tutankhamun as he was a pharaoh (king). <u>Introduction</u> Creative Arts PPT Week 1 The Mayas lived in an area where we know today as South-East Mexico, Guatemala, Belize, Honduras and some of El Salvador. (Slide 4) Continue through PPT to tell children about Maya stelae (pronounced stEE-lie). Highlight the importance of depicting kings and using the stelae to remember their legacy and important moments of their lives. Teacher may also want to show children AR model of a stelae on Twinkl (Checked by RD 31.08.26) Show children Maya Hieroglyph slides as they could include some in their stelae. Task: in sketchbooks, (may want to be photocopied and added to topic wall or hall display) Explain that children are going to imagine they are the king or queen of a Maya city and are having a stela made to celebrate an important event in their life. Examples on PPT.

			Get children to think about how they would like to be depicted. What clothes would they wear? Jewellery? Headdress? Would they be carrying anything? Teacher may want to model. <u>GDS</u>: Provide children with printouts of slides with Hieroglyphs, alphabet and calendar resources. Can they include these depictions in their stelae? Perhaps writing part of their name or their birthday. WEEK 1 EXAMPLE OF STELAE WEEK 1 HIEROGLYPHS WEEK 1 MAYA ALPHABET
Art	Week 2: W/B 14/9/26	<u>Art MyLO: To create a mosaic mask using geometric patterns and collage.</u>	Highlight these statements: (shown on PPT) Art skills • Recognise when art is from different cultures. (Painting, Y3) Vocabulary • Pattern (Basics) • Glue (Basics) • Collage (Basics) • Materials (Y3) • Appearance (Y4) Resources/materials needed: Black card, glue, scissors, coloured paper and card, circles to draw around, tin foil, sequins and/or jewels and the Maya template ideally printed onto white card. WEEK 2 MASK TEMPLATE (only page 1-2, full face). <u>Sticky Knowledge</u> Last year, Y4 studied Egyptians and looked closely at Tutankhamun's gold and blue mask on his tomb. It was ornate, opulent, expensive and precious. At the same time, in the middle of the Egyptian dynasty around 2,000BC just after the first step pyramid was built and the Egyptian Gods were created was another civilisation. In the bottom of North America lived people who were part of the Maya Dynasty. Explain to the class that today they are going to be designing and making a collage of a mosaic Maya mask. But first they are going to learn all about Maya masks. Show Creative Arts PPT Week 2. Show a selection of Maya masks, discuss why the Mayas used to wear them. On slide 6, look at the pictures, which mask do you think was worn for these events? What does intimidate mean? Task: Work through the instructions on the PPT on how to make a mask. Remind the class that to get the mosaic effect that their coloured squares should be no bigger than 1cm by 1cm. Teacher may wish to pre-cut some of these.

			Children can decide whether the mask will be for a celebration, to scare enemies or for the Gods. First cut out the WEEK 2 MASK TEMPLATE. (Be careful when cutting out the eyes.) Next, cut out different coloured paper into squares. (the squares should be no bigger than 1cm by 1cm). Think about choice of colours: warm colours (red, orange, yellow) and cool colours (blue, light green, grey or white) Glue them to create a geometric pattern. Think about the position of each square. Finally cut out 2 circles and wrap in tin foil, stick jewels and sequins on them to make earrings. (Then glue these onto the mask, where the ears would be). <u>GDS:</u> Underneath their masks when stuck in, children can write a sentence explaining what their mask would be used for and why they have chosen the geometric pattern they have. <u>Plenary</u> Come back together as a class and share their Maya masks with each other. These can then be stuck in their art sketch books.
DT	Week 3: W/B 21/9/26	<u>DT MyLO: To create a Maya inspired weaving.</u>	Highlight these statements: (shown on PPT) Art skills • Begin to make individual choice in their choice of media. (Drawing, Y4) Vocabulary • Texture (Basics) • Textiles (Y3) Resources/materials needed: Circles of white card, scissors, wool or other lengths of fabric in various colours, felt tips or pencils. WEEK 3 CIRCLE TEMPLATE (ideally printed onto white card) Go through Creative Arts PPT Week 3 and show children the images of Maya weaving. Task: Work through the instructions on the PPT on how to create the weaving. Step 1: Carefully cut out your card circle. Step 2: Use the scissors to make small cuts around your circle of card. Step 3: Use some wool to wrap around the circle, so that it creates a star pattern. Step 4: Cut a length of wool or fabric and tie this to one of the strands on the card. Then begin weaving the wool, under and over. Keep going until you run out of wool, then just tie a new length on and carry on. Step 5: Keep weaving until you get to the edge of your circle. Then tie to end to one of the star lines. Step 6: Use some coloured pens to decorate around the edge of your circle. Children may need adult support with tying the knots, especially when they come to the end of the colour they are using. Teacher may wish to print the activity sheet step-by-step for children to refer to. (WEEK 3 WEAVING) Teacher to take a picture of weaving and print so children can stick into sketchbooks underneath MyLO next lesson.

			<u>GDS</u>: Children will take consideration of the colours selected, similar to the ideas from last week when making masks. Children should be able to verbally explain these decisions, such as similar colour palettes, vibrancy or their own preference of colour.
Music	Week 4: W/B 28/9/26	<u>Music MyLO:</u> <u>To listen to and appreciate music from other cultures or periods of time.</u>	Resources/materials needed: MUSIC WEEK 4 MAYA MUSIC GRID. Creative Arts PPT Week 4 <u>Sticky Knowledge</u> Revise different musical terminology and vocabulary. Music – vocal or instrument sound Pitch – high or low. Volume – loud or quiet Tempo – fast or slow Rhythm – long or short notes Beat – unit of rhythm. Pattern – repeated music, beat or rhythm. (Ostinato) Texture – the way in which different elements of music are layered together. <u>Introduction</u> Today we are going to listen to different music from the Maya civilisation. We are going to complete a grid individually and give our opinion about each piece. <u>Task</u> Listen to each piece of music and complete grid under the musical headings. (Some of the pieces are slightly longer – no need to listen to the entire thing, unless children are enjoying/time permitting). Piece 1 https://youtu.be/9HILbfuvBD0 (checked by RD 25.09.26) Piece 2 Ancient Aztec and Mayan traditional music by Ricardo Lozano featuring Jorge Ramos (checked by RD 25.09.26) Piece 3 https://youtu.be/QYUdwh2nTWs (checked by RD 25.09.26) Did they like or dislike the music? How is it structured? Are there any dynamics? (loud or soft notes in particular sections of the tune) Would the music be used for celebration? Would the music be used for a funeral? Would the music be used for a Maya Parade? Write ideas below the grid. GDS: Children to complete the sentence stems at the bottom of the sheet explaining where and when the pieces of music would be used.

DT	Week 5: W/B 5/10/26	<u>DT MyLO: To measure and cut accurately to make a Maya temple.</u>	Print DT Progression Map sheet and get children to stick it on last page of sketchbook. Highlight these statements: (shown on PPT) DT skills • Measure, mark out, cut, score out and shape a range of materials using tools, equipment and techniques. • Assemble components with more accuracy. • Join components accurately in temporary and permanent ways. Resources/materials needed: Rulers, scissors, glue, template. DT WEEK 5 TEMPLATE <u>Sticky Knowledge</u> Ask Y4 children if they remember how they used cutting, folding and measuring techniques during the topic on “Exciting Egyptians” to create 3D pyramid shapes? Today we are going to apply some of these techniques. <u>Introduction</u> Today they are going to make a replica of the Chichen Itza Maya Temple. Go through Creative Arts PPT Week 5 to find out about its history. (Attempt to make cross-curricular links to previous learning in Geography/History). <u>Task</u> Give out template DT WEEK 5 TEMPLATE. • Cut carefully around the outside of the temple along the solid lines • Use a ruler and pencil to help score the folds. (Dotted lines) • Fold the temple in on itself and add the glue to the flaps. • Check it is solid and secure. Some children may need help with folding and gluing. <u>Plenary</u> Come back together as a class and share their Chichen Itza temples with each other. Teacher to take a picture of weaving and print so children can stick into sketchbooks underneath MyLO next lesson.
Art/DT	Week 6: W/B 12/10/26	<u>DT MyLO: To design a Maya Headdress.</u>	Highlight these statements: (shown on PPT) DT skills • Generate ideas for an item, consider its purpose and users. • Make drawings with labels when designing. Talk through the Creative Arts PPT Week 6 with the class, explain why Mayas had headdresses and what occasions they were used for. • What does noble mean? • Have you seen anybody else wear similar headdresses?

			• Why do you think they had a spiritual significance? • Why do you think not everybody could wear one? <u>Task</u> Explain to the children how they will be making a headdress (strip of paper that goes around their heads, decorated with feathers etc. (RD will try and make an example design and headdress for reference.) Children to draw their design into their sketchbooks, labelling it with the materials they wish to use. (Then teacher can note these and prepare for next lesson when we make them.) Emphasise that children will be using this design for next week so it should be colourful and realistic. Think about warm and cool colours. Think about different textures and lengths. Add labels and leader lines to describe the different materials that the head dress is made from. Colour brightly. <u>GDS:</u> Under design, children can write a few sentences underneath explaining their choices and how it relates to Maya civilisation. Where would they wear their headdress?
Art/DT	Week 7: 19/10/26	<u>DT MyLO: To make a Maya Headdress.</u>	Highlight these statements: (shown on PPT) DT skills • Work safely and accurately with a range of tools. • Think about their ideas as they make progress and be willing to change things if this helps them improve their work. • Evaluate their product against design criteria e.g. how well it meets its intended purpose. Resources/materials needed: Strips of card to fit round children's heads, different strips of coloured card, paper, fabric, foil, tissue/crepe paper, wool, feathers, glue, scissors, staplers, tape, Sketch books. Creative Arts PPT Week 7 Remind children of the images we looked at last week and get children to look at their designs in their sketchbooks. Give each child a strip of card and allow them to decorate it. Remind them not to cover all the strip as this needs to be used to attach it together. Have the children come to you at the end to measure it around their head and staple it. <u>Plenary</u> Come back together as a class and share their headdresses with each other. They can verbally evaluate. Teacher to take a picture of child wearing headdress and print to go into sketchbook. <u>GDS:</u> Children can write a few sentences underneath the image of themselves when stuck in explaining their choices and

			evaluating what went well or what needed improvements. <u>ASSESSMENT:</u> Teachers to complete assessments based on children's ability and progress throughout this half term (only relevant boxes). AUTUMN 1 YEAR 3-4 ART ASSESSMENT 2026-2027 AUTUMN 1 YEAR 3-4 DT ASSESSMENT 2026-2027 (Music assessment will be done every term).
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