Arts, grade K

All units for this subject and grade (unreviewed AI drafts)

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Kindergarten Arts: Lines, Colours and a Steady Beat (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check materials and movement notes against your school's rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the arts progression | Kindergarten year plan

Big idea

Artists look carefully and then make marks; musicians listen carefully and keep together. In this unit children notice kinds of line, draw something real by looking at it, name the colours they use, and keep a steady beat together with their bodies.

This is the first arts unit of the kindergarten year (term 1). Term 2 goes on to mixing two colours, printing and collage, and loud/quiet and fast/slow sounds.

Outcomes

By the end of the unit a student can:

1. Make and name at least three kinds of line: straight, wavy and zigzag (curly is a bonus).
2. Draw a real object (a leaf, shell or toy) by looking at it, and say one thing they looked at ("I looked at the bumpy edge").
3. Name at least six colours in their drawing materials (for example red, yellow, blue, green, orange, purple, brown, black, white, pink).
4. Keep a steady beat with the class for about eight beats (patting knees, clapping or stepping), and stop on a signal.
5. Say whether a drum pattern is steady ("you could march to it") or not.

Prior knowledge

- None needed. Some children will not yet hold a crayon with control; that is expected. Thick crayons, chunky pencils and big paper help.
- Colour words may be known first in a home language. Welcome them, then add the classroom word alongside.

Lessons

Lessons are short (20-25 minutes). Leave a day or two between lessons. The steady-beat warm-up from lesson 4 can be reused for a minute or two on other days.

Lesson	Title	Main activity
1	Lines everywhere	Find and draw straight, wavy, zigzag and curly lines
2	Look, draw, look again	Draw a leaf or shell by looking at it
3	What colour is it?	Colour hunt and naming the colours in our boxes

Lesson	Title	Main activity
4	Our steady beat	Body percussion and walking to a drum; stop on a signal
5	Beat and colour show	Share drawings, a steady-or-not listening game, end-of-unit check

Materials (whole class unless noted)

- Thick crayons or chunky coloured pencils in at least ten colours, one set per table. Large paper (A3 if possible; A4 is fine).
- Line cards: four large cards, one each showing a straight, wavy, zigzag and curly line.
- Objects to draw (lesson 2): leaves, shells, pine cones or simple toys, one per child or pair, large enough to see clearly. The science senses unit's nature trays can be reused.
- A colour hunt basket (lesson 3): everyday objects in clear single colours (a red block, a yellow duck, a blue cup, a green leaf, an orange, a purple scarf, a brown stick, a black sock, a white cloth, a pink ribbon).
- A hand drum or tambourine (or a saucepan and wooden spoon). Optional: a short recording of music with a clear beat, at a low volume.
- Lesson 3: a large sheet with ten circles, one coloured in each colour of the basket, labelled with the colour word by the teacher.
- Space to move (hall or cleared classroom) for lesson 4.
- Access (as needed): raised line cards (string or a glue line dried on card) for lessons 1-2, a sand tray, ear defenders.

Assessment

- Lessons 1-3: the teacher notes each child's line words, one "I looked at..." sentence and their colour names during table work (observe; no writing needed).
- Lesson 4: watch who can keep the beat with the group and stop on the signal.
- Lesson 5: a 5-part picture/talk/movement check with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks; 25 minutes is not enough for the whole class.

⚠ Access and safety

- Movement is always opt-in in form: a child can pat knees sitting down, tap a table, nod, or watch and join later. Keeping the beat with any body part counts.
- Some children find drums or group clapping too loud. Keep the drum soft, offer ear defenders or a quieter spot, and let them tap a beat on their own lap.
- Some children see some colours differently from others. Do not mark a colour name as wrong on that basis alone; note it and, if it seems consistent, mention it to the family kindly. In the colour checks (lesson 3 and lesson 5 part 3), a child succeeds by naming the colours they can tell apart: skip pairs they consistently mix (often red/green or blue/purple) and choose other objects instead. For a child with low vision, use large, bright objects held close and let them handle each one.
- Pointing, signing or an AAC device counts the same as saying, in every lesson and every check part.
- Deaf or hard-of-hearing children can rest a hand on the drum or the table to feel the beat, and watch the beater; this works for the steady-beat lessons and for check parts 4 and 5.

- Drawing objects: no tiny items that could be swallowed; wash shells and leaves before use; check the school's allergy list for plants.
- Children who cannot hold a crayon well can point to line cards, use a thick marker, draw with a finger in a sand tray, or use a tablet drawing app.

Sources

Read for this unit:

- Wikipedia, "Pulse (music)": https://en.wikipedia.org/wiki/Pulse_(music) . Used for: pulse as a series of evenly spaced beats, the scaffolding for rhythm; nearly any listener can match the pulse by tapping evenly.
- Wikipedia, "Beat (music)": https://en.wikipedia.org/wiki/Beat_(music) . Used for: the beat as what listeners tap their toes to.
- Wikipedia, "Contour drawing": https://en.wikipedia.org/wiki/Contour_drawing . Used for: drawing the outline shape of a subject rather than small details, which is the approach in lesson 2.
- Wikipedia, "Color term": https://en.wikipedia.org/wiki/Color_term . Used for: a colour term is a word for a colour; colour and shape words are used together when describing things.
- This repository's arts progression, kindergarten line (lines, colour names, steady beat, stop on a signal).

Known gaps

- No official arts standard was read for this unit; the content comes from the arts progression and the kindergarten year plan, which are drafts.
- The order, objects and songs are my choices. The chants in lesson 4 are original to this unit (CC0); a teacher may swap in local action songs.
- English colour words only; which colours have their own everyday names varies, so treat the list as an example.
- Drama and dance appear only lightly (moving to a beat, stopping on a signal); the kindergarten year plan gives acting a story to term 3.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator or accessibility review). Its notes (missing materials, colour-vision and low-vision routes for the colour checks, non-speaking and deaf or hard-of-hearing routes) were fixed in the follow-up commit 923156d (see PEERCHECKS.md), which Argon also diff-checked the same day.

Lesson 1: Lines everywhere

Goal: Children make and name straight, wavy and zigzag lines (curly is a bonus), and find them around the room.

Length: about 20 minutes.

Materials

- The four line cards (straight, wavy, zigzag, curly).
- Large paper and thick crayons for every child.

Steps

✎ Opening (3 min)

Draw a line slowly in the air with one finger. "Artists make lines. Watch my finger." Show the straight card and draw a straight line in the air together. Then wavy ("like water"), zigzag ("like a mountain, up and down") and curly ("round and round like a snail shell").

✎ Main activity: line hunt and line paper (12 min)

1. Line hunt (4 min): "Can you find a straight line in our room?" Children point (door edge, table edge, window frame). Then wavy (a curtain, hair), zigzag (a pattern on a jumper, a stair rail) and curly (a spring, a drawing of a snail). Accept any sensible find.
2. Line paper (8 min): each child fills a big sheet with lines. Call out a kind of line; they draw it and then choose a new colour. Say the words as they draw: "Long straight line... now a wavy line, slowly..."
3. Walk round and ask: "Which line is this? Show me a zigzag."

✓ Discussion questions (3 min)

- "Which line was the hardest to draw?" (Answer guide: any honest answer; zigzag and curly are often harder because the line changes direction.)
- "Point to a wavy line on your paper." (Answer guide: a line that goes gently up and down without sharp corners.)

✓ Closing check (2 min)

Hold up each card in a new order. Children say the name together, then a few children answer on their own. (Answer guide: the cards are straight, wavy, zigzag, curly; a zigzag has sharp corners and a wavy line has smooth bends.)

Vocabulary

line, straight, wavy, zigzag, curly

Differentiation

- Access: offer raised line cards (string or a dried glue line) for children with low vision. Pointing, signing or AAC counts the same as saying.
- Support: trace the lines on the cards with a finger first, or draw in a sand tray.
- Stretch: draw a picture using all four kinds of line (for example a house with a zigzag roof and curly smoke).

⚠ Safety

- Crayons only on paper; check no crayons are put in mouths.

Teacher notes

- Keep the sheets; children will look back at them in lesson 5.

Lesson 2: Look, draw, look again

Goal: Children draw a real object by looking at it, and say one thing they looked at.

Length: about 25 minutes.

Materials

- One object per child or pair: a leaf, shell, pine cone or simple toy.
- Large paper and thick crayons or chunky pencils.
- The line cards from lesson 1.

Steps

✎ Opening (3 min)

"Yesterday we made lines. Today we use lines to draw something real." Show a leaf. "Artists look, then draw a little, then look again."

✎ Explain and model (5 min)

Draw the leaf large on a big sheet while thinking aloud: "I look at the edge. It goes up... then it has a point. I draw that. Now I look again. The edge is bumpy here, so I draw a wavy line." Draw the outline first, then add one or two lines inside (for example the middle line of the leaf). Point out the kinds of line you used.

✎ Main activity: look, draw, look again (12 min)

1. Each child chooses an object and puts it right in front of their paper.
2. "Draw it big, so it fills your paper." Begin with the outside shape.
3. Every so often, say "Look again!" Children stop and look at their object before drawing more.
4. When the outline is done, add any lines or marks they can see inside it, then colour it with the colours they see.
5. Walk round and ask: "What did you look at? What kind of line is this edge?" Note one "I looked at..." sentence per child (see assessment).

✓ Closing check (5 min)

A few children hold up their drawing next to their object. Each says one thing they looked at: "I looked at the bumpy edge." Others say one thing they notice in the drawing. (Answer guide: any real feature of the object counts: the edge, the point, the lines, the colour, the spots. Praise looking, not "neatness".)

Vocabulary

look, draw, edge, outline, shape

Differentiation

- Access: a child with low vision can explore the object by touch first and use a raised line card to feel what "edge" means. Pointing, signing or AAC counts the same as saying.
- Support: draw round a finger that traces the object's edge in the air first; or draw just the outline.
- Stretch: draw the object a second time from a different side.

⚠ Safety

- Wash shells and leaves before use; no tiny objects; check the allergy list for plants.

Teacher notes

- Drawings will not look "right", and that is fine. The skill is looking back at the object, not copying exactly. Drawing the outline shape first, rather than small details, is the idea behind contour drawing (see the unit sources).
- Keep the drawings for lesson 5.

Lesson 3: What colour is it?

Goal: Children name at least six colours in their drawing materials and match them to everyday objects.

Length: about 20 minutes.

Materials

- The colour hunt basket (see the unit materials).
- Each table's crayon or pencil set.
- A large sheet with ten circles, one coloured in each colour, labelled by the teacher.

Steps

✎ Opening (3 min)

Take the red block out of the basket. "What colour is this?" Hold it next to the red circle on the sheet. Do the same with two more objects. Welcome colour names in home languages, then say the classroom word too.

✎ Main activity: colour hunt and crayon sort (10 min)

1. Colour hunt (4 min): give each pair one object from the basket. They find the crayon that matches and hold both up together. Say the name together.
2. Crayon sort (6 min): each table lays out its crayons. "Find red. Find yellow. Find blue..." Then children choose a favourite crayon and tell a partner, "My favourite is ___."
3. Walk round and note which colours each child names (see assessment).

✓ Discussion questions (5 min)

- "Can you find something in our room that is the same colour as your favourite crayon?" (Answer guide: accept any close match; colours in the room will not be exactly the same, so "nearly the same" is a good answer.)
- "What colours did you use for your leaf or shell last time?" (Answer guide: whatever they used; ask why: "because it was brown".)

✓ Closing check (2 min)

Hold up five crayons, one at a time: red, yellow, blue, green, purple. Children say the name. (Answer guide: the names as listed. Note any child who seems to mix up particular pairs, such as red and green, every time; see the access note in the unit README: a child succeeds by naming the colours they can tell apart, and pointing, signing or AAC counts the same as saying.)

Vocabulary

red, yellow, blue, green, orange, purple, brown, black, white, pink, colour, favourite

Differentiation

- Support: start with three colours (red, yellow, blue) and add more over the week.
- Stretch: name a light and a dark version ("light blue, dark blue").

⚠ Safety

- Check basket objects are clean and too large to swallow.

Teacher notes

- Mixing colours waits for term 2. If a child asks "how do you make green?", say "That's a great question; we'll find out later this year."

Lesson 4: Our steady beat

Goal: Children keep a steady beat together for about eight beats and stop on a signal.

Length: about 20 minutes.

Materials

- A hand drum or tambourine (or a saucepan and wooden spoon).
- Space to move. Optional: music with a clear beat at a low volume.

Steps

✎ Opening (3 min)

Sitting in a circle. "Put your hand on your chest. Can you feel a thump, thump?" (Some can, some can't; that's fine.) "Music has a thump too. It's called the beat. It stays the same, like a clock: tick, tick, tick."

✎ Main activity: pat, clap, step (10 min)

1. Pat the beat (3 min): the teacher plays a slow, even beat on the drum. Everyone pats knees with it. Chant together (original to this unit):

   Pat, pat, pat your knees,
   Pat them slowly, if you please.
   Clap, clap, clap your hands,
   Clap together, like a band.

One pat or clap on each beat. 2. Stop! (2 min): agree a stop signal (two quick taps on the drum, or a raised hand). Keep the beat, then give the signal; everyone freezes. Repeat a few times. Children love being caught moving; keep it friendly. 3. Step the beat (5 min): stand up and walk around the space, one step for each drum beat. Play slower (giant steps), then a little faster (mouse steps), but always even. Freeze on the signal.

✓ Discussion questions (5 min)

- "Was it easier to keep the beat when it was slow or fast?" (Answer guide: any honest answer; many children find a medium beat easiest.)
- "What else has a steady beat?" (Answer guide: a clock ticking, footsteps when walking, a dripping tap, a heartbeat; accept other sensible ideas.)

✓ Closing check (2 min)

Sitting down. The teacher plays eight even beats; children pat along, then stop on the signal. (Answer guide: watch for pats that land with the drum; note who joins in steadily. Keeping the beat with any body part counts.)

Vocabulary

beat, steady, slow, fast, stop, freeze

Differentiation

- Access: deaf or hard-of-hearing children can rest a hand on the drum or the table to feel the beat and watch the beater. Pointing, signing or AAC counts the same as saying.
- Support: pat the beat on the child's hand or shoulder gently, only if they are happy with that; or let them watch your hands.
- Stretch: one child plays the drum and the class follows them.

⚠ Safety

- Clear the floor before stepping; walk, don't run. Keep the drum soft; offer ear defenders or a quieter spot (see the unit README).

Teacher notes

- The beat is the even pulse you would tap your toes to; the words of the chant are the rhythm. In grade 1 children learn to tell the two apart. For now, just the beat.
- Reuse "pat the beat" for a minute on other days, for example while lining up.

Lesson 5: Beat and colour show

Goal: Children share their drawings and say what they looked at, tell a steady beat from an uneven one, and take the end-of-unit check.

Length: about 25 minutes.

Materials

- Children's line papers (lesson 1) and drawings (lesson 2).
- The line cards, the colour hunt basket and the drum.

Steps

✎ Opening (3 min)

Pat the beat together with the lesson 4 chant, then freeze on the signal.

✎ Main activity: our class show (10 min)

1. Lay the drawings out on tables like an exhibition. Children walk round slowly ("gallery feet").
2. Each child stands by their drawing. The teacher visits a few: "Tell us one thing you looked at." Others say one colour or kind of line they can see in it.

✎ Listening game: steady or not? (5 min)

The teacher plays two patterns on the drum, one at a time:

- A: eight even beats.
- B: eight beats with uneven gaps (some quick, some slow).

After each, ask: "Could you march to that?" Children march on the spot to check. (Answer guide: A is steady; you can march to it. B is not steady; marching keeps going wrong.) Play them again in a different order.

✓ Closing check (7 min)

Begin with the whole class, then finish one-to-one or in small groups at another time in the week (see assessment). One mark for each part.

1. Lines: show the four line cards. "Point to the zigzag. Now the wavy one." (Answer: zigzag has sharp corners; wavy has smooth bends. Both correct = 1.)
2. Looking: "Tell me one thing you looked at when you drew." (Answer: any real feature of their object, such as the edge, point or spots.)

3. Colours: hold up six objects from the basket, one at a time. (Answer: six correct colour names = 1. A child with a colour-vision difference names six colours they can tell apart; swap out pairs they consistently mix. For low vision, hold large objects close and let the child handle them.)
4. Beat: the teacher plays eight even beats; the child pats along and stops on the signal. (Answer: pats mostly with the drum and stops = 1. A deaf or hard-of-hearing child rests a hand on the drum or watches the beater.)
5. Steady or not: play pattern A and pattern B. "Which one could you march to?" (Answer: A, the even one. Play each pattern on a table the child can touch, or let them watch the beater, if hearing is a barrier.)

In every part, pointing, signing or an AAC device counts the same as saying.

Vocabulary

show, exhibition, steady, uneven, march

Differentiation

- Support: for part 3, start with three colours; for part 1, accept the child drawing the line instead of pointing.
- Stretch: the child plays a steady beat on the drum for the class.

⚠ Safety

- Walk slowly around the exhibition; keep the drum soft.

Teacher notes

- Send drawings home or keep a few for a term 3 exhibition, as the year plan suggests.
- Many children will keep the beat only some of the time. That is normal at this age; the beat comes back in term 2 (loud and quiet, fast and slow).

Kindergarten Arts: Mixing Colours, Prints and Collage, Loud and Quiet, Fast and Slow (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check materials, allergy and movement notes against your school's rules.

Back to the arts progression | Kindergarten year plan | Term 1 arts unit

Big idea

Artists make new things from what they have: two paints mixed together make a new colour, one object pressed again and again makes a pattern, and torn paper pieces make a new picture. Musicians choose how they play: loud or quiet, fast or slow, and they can change it on purpose.

This is the second arts unit of the kindergarten year (term 2). It builds on term 1's colour names and steady beat. Term 3 goes on to acting a familiar story and a class exhibition and song share.

Outcomes

By the end of the unit a student can:

1. Mix two paints to make a new colour, and say which two colours they used ("I mixed yellow and blue and got green").
2. Make a print by pressing an object in paint and lifting it, and repeat it to make a row or pattern.
3. Make a collage by tearing or cutting paper shapes, trying where they go, then sticking them down; say one thing about it.
4. Hear and show whether a sound is loud or quiet, and play or move loudly and quietly on purpose.
5. Hear and show whether a beat is fast or slow, and know that loud and fast are different (a sound can be quiet and fast).

Prior knowledge

- Term 1 arts: colour names (red, yellow, blue, green, orange, purple and others), keeping a steady beat, stopping on a signal.
- Some children have not used paint or glue before; a first "just try it" turn is part of learning.

Lessons

Lessons are short (20-25 minutes). Leave a day or two between lessons so paintings and collages can dry.

Lesson	Title	Main activity
1	Two colours make a new one	Guess, then mix two paints on a plate

Lesson	Title	Main activity
2	Press, lift, look: printing	Print with sponges, corks and leaves; make a row
3	Tear, try, stick: collage	Make a collage creature or place from paper pieces
4	Loud and quiet, fast and slow	Play and move to a drum; show loud/quiet and fast/slow
5	Rainstorm story and gallery	A class sound story, a gallery walk and the end-of-unit check

Materials (whole class unless noted)

- Non-toxic, washable ready-mixed paint in red, yellow, blue and white (and, if available, magenta and cyan; see lesson 1 teacher notes). Paper plates or palettes, short thick brushes, water pots, paper towels.
- Aprons or old shirts; table covers.
- Printing objects (lesson 2): small sponge pieces, corks, cotton reels or short cardboard tubes, washed leaves, and children's own fingers. Shallow trays with a thin layer of paint (a damp sponge pad under the paint helps).
- Collage materials (lesson 3): coloured and textured paper, old magazines and cards checked for suitable pictures, tissue paper; glue sticks; child safety scissors (optional; tearing is fine). Base paper, A4 or A3.
- A hand drum or tambourine (or a saucepan and wooden spoon); optional shakers (for example rice sealed in taped containers) and other simple instruments.
- Space to move for lesson 4 (hall or cleared classroom).

Assessment

- Lessons 1-3: the teacher notes during table work which two colours each child mixed and what they said, whether they repeated a print, and one thing they said about their collage (observe; no writing needed).
- Lesson 4: a closing check with hand signs for loud/quiet and fast/slow.
- Lesson 5: a 5-part show-and-talk check with an answer guide (about 3 minutes per child). Plan extra small-group or one-to-one slots in the week; 25 minutes is not enough for the whole class.

⚠ Access and safety

- Paints, glue and printing objects must be non-toxic and washable. Check the school's allergy list (for example latex in some sponges, plants for leaf prints, food-based materials). Do not use food for printing (such as cut potatoes or fruit) in a class with food allergies, and never let children eat materials.
- Some children dislike wet or sticky hands. Offer brushes, sponges on pegs, thin gloves, or a partner who presses while the child chooses where.
- Scissors are optional: tearing paper is a real collage technique. Children who find tearing or cutting hard can choose pre-cut pieces.
- Loud sounds: some children find drums or group noise too loud. Keep the loudest sounds short, offer ear defenders or a quieter spot, and let a child show loud and quiet with their hands instead of playing.
- Movement is opt-in in form: a child can show fast and slow by tapping, nodding or moving hands, seated or wheeling. Any clear way counts.
- Some children see some colours differently. In lesson 1, the check is "which two did you mix", not "name the new colour correctly".

- Children who are deaf or hard of hearing can feel the drum's vibration (a hand on the drum or a table), watch the player's arm, and use the same hand signs; adapt the listening checks to what they can perceive.

Sources

Read for this unit:

- Wikipedia, "Color mixing": https://en.wikipedia.org/wiki/Color_mixing Used for: there are different mixing models; paints and lights mix differently, and the result depends on the paints. This is why the unit says mixing two paints "usually" makes a colour and asks children to look at what actually happened.
- Wikipedia, "Printmaking": https://en.wikipedia.org/wiki/Printmaking Used for: a print is made by transferring ink or paint from an object (the matrix) to paper, and the same object can make many similar prints.
- Wikipedia, "Collage": https://en.wikipedia.org/wiki/Collage Used for: collage (from French coller, to glue) makes a new whole by assembling pieces such as coloured papers and clippings stuck to a base.
- Wikipedia, "Dynamics (music)": https://en.wikipedia.org/wiki/Dynamics_(music) Used for: dynamics are the variation in loudness in music.
- Wikipedia, "Tempo": https://en.wikipedia.org/wiki/Tempo Used for: tempo is the speed or pace of music.
- This repository's arts progression and the kindergarten year plan term 2 arts cell.

Known gaps

- No official arts standard was read for this unit; the content comes from the arts progression and the kindergarten year plan, which are drafts.
- Paint mixes vary with the paints used: red and blue school paints often make a dull purple or brown. The unit asks children to report what they saw, but it does not teach colour theory.
- The words "dynamics" and "tempo" are not taught; children use loud, quiet, fast and slow. The rainstorm story in lesson 5 is original to this unit (CC0) and can be swapped for a local story.
- Drama and dance appear only lightly (moving loudly/quietly and fast/slowly); acting a story is in term 3.
- Peer check: GPT-6.1 Terra did a bounded text and materials check at b5def7d (not an educator, classroom, safety or accessibility review); its three points were fixed in 6a397f2 and ada645c. Terra then diff-checked those fixes; its remaining lesson 2 point (children could not know which object made each card) was fixed in 680925b, where the teacher prints the cards in front of the children.

Lesson 1: Two colours make a new one

Goal: Children mix two paints to make a new colour and say which two colours they used.

Length: about 25 minutes.

Materials

- Non-toxic, washable paint in red, yellow and blue (white optional), in small blobs on a paper plate for each child or pair.
- Short thick brushes, water pots, paper towels, aprons, table covers.
- Paper for each child. A large sheet for the teacher's demonstration.

Steps

✎ Opening (4 min)

Show yellow and blue paint. "These are two colours we know. What are they?" (Yellow, blue.) "What do you think will happen if I mix them together?" Take a few guesses; every guess is fine. Mix them slowly on the big sheet. "What happened?" (Answer guide: usually a green. Accept the colour the children see.)

✎ Main activity: guess, mix, look (13 min)

1. Guess first (2 min): "Today you are colour makers. Before you mix, you guess." Show the three pairs on a card: yellow + blue, red + yellow, red + blue.
2. Mix (8 min): children mix one pair at a time in a clean space on their plate, then paint a patch or a shape with it. Clean the brush in water and dab it on a towel between mixes. An adult goes round asking, "Which two did you use? What did you get?"
3. Add white (3 min, optional): add a little white to one mix. "What happened?" (Answer guide: it usually looks lighter or paler.)

✓ Discussion questions (5 min)

- "What did yellow and red make?" (Answer guide: usually orange; accept what they saw.)
- "What did red and blue make?" (Answer guide: often purple, but with many school paints it comes out dark, dull or brownish. Both are real results.)
- "Did everyone's green look the same?" (Answer guide: no; more yellow or more blue changes it. That's fine; artists make many greens.)

✓ Closing check (3 min)

Each child holds up or points to one mix. "Which two colours did you use?" (Answer guide: the two paints they really used, for example "yellow and blue". Pointing to the two paint blobs counts. The check is about which two went in, not about naming the new colour.)

Vocabulary

mix, new colour, paint, brush, lighter, guess

Differentiation

- **Support:** mix only yellow and blue; the adult says "yellow and blue make..." and the child finishes or points.
- **Stretch:** "Can you make a green that is more yellowy? More bluey?" or "Can you make a light green?"
- **Different ways to mix:** finger-mixing (only if happy with wet hands), a sponge on a peg, or pointing to which two paints a partner should mix.

⚠ Safety

- Non-toxic, washable paints only; aprons on; no paint near mouths or eyes. Wash hands afterwards.

Teacher notes

- How paint mixes depend on the paints. Red and blue often make a dull purple because many "red" paints lean towards orange. If you have magenta and cyan paints, magenta + cyan usually gives a brighter purple; it is fine to show this as "different paints mix differently" without teaching colour theory.
- Do not say "red, yellow and blue make all colours". They do not; and grade 3 arts treats the choice of a palette as a choice, not a rule.
- Keep a few dry patches for lesson 5's gallery.

Lesson 2: Press, lift, look: printing

Goal: Children make a print by pressing an object in paint and lifting it, and repeat it to make a row or pattern.

Length: about 25 minutes.

Materials

- Shallow trays with a thin layer of non-toxic paint (two or three colours per table); a damp sponge pad under the paint helps.
- Printing objects per table: small sponge pieces, corks, cotton reels or short cardboard tubes, washed leaves (vein side down). Fingers count too.
- Paper for each child (long strips are good for rows), aprons, paper towels.
- For the closing check: three blank cards, plus a cork and a sponge with paint (the teacher prints the cards in front of the children).

Steps

✎ Opening (4 min)

Press a cork in paint and then on paper; lift it slowly. "What did it leave?" (A circle; a mark the same shape as the end of the cork.) "That's a print. The cork left its shape behind." Press it again next to the first. "Now there are two the same."

✎ Main activity: press, lift, look (14 min)

1. Try each object (5 min): press, lift, look. "What shape did it make?" A sponge, a cork, a leaf, a finger.
2. Make a row (6 min): choose one object and print it again and again in a row along a strip of paper.
3. Change one thing (3 min): make a second row that changes something each time, for example cork, sponge, cork, sponge, or red, yellow, red, yellow.

✓ Discussion questions (4 min)

- "Why do all the cork prints look nearly the same?" (Answer guide: the same cork made them; it leaves the same shape.)
- "Are they exactly the same?" (Answer guide: not quite; some have more paint or are lighter. That's part of printing.)
- "What happens if you press with too much paint?" (Answer guide: it smudges or blobs; a thin layer works better.)

✓ Closing check (3 min)

With the children watching, the teacher makes three prints on separate cards, saying the object each time ("cork... sponge... cork"), and lays each card next to the object that made it. Then put the objects to one side and hold up the three cards. "Two of these were made by the same thing. Which two? Which object made them?" (Answer guide: the two cork prints, made by the cork. The children saw each card being made, so they can know the answer, not just guess from how the marks look.) Then each child shows their own row and says or points to the object they used; they know this because they chose it.

Vocabulary

print, press, lift, row, the same, pattern

Differentiation

- **Support:** start with finger prints; an adult holds the paper steady.
- **Stretch:** an AB pattern of two objects or two colours; or an ABB pattern.
- **Different ways to print:** a sponge on a peg or a cork in a clothes peg for children who prefer not to touch paint; a partner presses while the child chooses where.

⚠ Safety

- Non-toxic paints only. No food for printing in this lesson (see allergy note in the README). Wash leaves first and check plants against the allergy list.

Teacher notes

- Printing makes repeats easy, which links to pattern work in mathematics.
- Let prints dry flat; keep some for lesson 5's gallery.

Lesson 3: Tear, try, stick: collage

Goal: Children make a collage by tearing or cutting paper shapes, trying where they go, then sticking them down, and say one thing about it.

Length: about 25 minutes.

Materials

- Coloured, textured and tissue paper; old magazines and cards checked for suitable pictures. Optionally, children's dry prints and mixed-colour patches from lessons 1 and 2.
- Glue sticks; child safety scissors (optional); a base sheet for each child.
- A finished example made by the teacher, and a few pieces of paper ready to tear in front of the class.

Steps

✎ Opening (4 min)

Show the example. "This picture is made of pieces of paper stuck together. It has a special name: collage. The word comes from a French word that means to glue." Tear a piece slowly. "Tearing makes a soft, fuzzy edge. Cutting makes a sharp edge."

✎ Main activity: tear, try, stick (14 min)

1. Choose (2 min): "Today you can make a creature or a place: a garden, a house, a pond."
2. Tear and cut (5 min): make a pile of shapes: big, small, long, round.
3. Try before sticking (3 min): move the pieces around on the base sheet. "Try it here. Try it there. Which do you like?"
4. Stick (4 min): glue on the back of each piece, press it down.

✓ Discussion questions (4 min)

- "What did you make?" (Answer guide: any description.)
- "Which edge do you like: torn or cut? Why?" (Answer guide: any honest answer with a reason; for example "torn looks like fur".)
- "Why did we try before we stuck?" (Answer guide: so we can change our minds; once it's stuck it's harder to move.)

✓ Closing check (3 min)

Pairs show their collages to each other. Each child says one thing: "I stuck a ... " or "I tore a ... for the ... ". (Answer guide: any sentence or pointing that names one piece and what it is for.)

Vocabulary

collage, tear, cut, stick, glue, edge, piece

Differentiation

- **Support:** pre-cut and pre-torn pieces; the adult holds the base sheet.
- **Stretch:** use a print or colour patch from earlier lessons as part of the collage; overlap pieces to make something look in front.
- **Different ways to make:** a child who cannot tear or cut chooses pieces and says where they go; a partner or adult sticks them.

⚠ Safety

- Child safety scissors only, used sitting down; carry them closed. Glue sticks, not liquid adhesives that need adult handling. Check magazine pictures in advance.

Teacher notes

- Collage lets children who find drawing hard make a confident picture.
- Leave collages to dry flat; they are the main exhibits in lesson 5.

Lesson 4: Loud and quiet, fast and slow

Goal: Children hear and show loud and quiet, and fast and slow, and play or move each way on purpose.

Length: about 20 minutes.

Materials

- A hand drum or tambourine (or a saucepan and wooden spoon).
- Optional shakers or other simple instruments, one per child or pair.
- Space to move.

Steps

✎ Opening (3 min)

Sitting in a circle. "Last term we kept a steady beat. Today we choose how to play it." Agree two hand signs: **loud** = hands wide apart; **quiet** = hands close together. Play a few loud and quiet taps; children show the sign.

✎ Main activity: choose how to play (10 min)

1. Loud and quiet (3 min): everyone pats knees with the drum. The teacher plays loud, then quiet; children copy. "Quiet as a mouse... loud as a lion." Keep the loud parts short.
2. Fast and slow (3 min): agree two more signs: **fast** = quick little taps on the knees; **slow** = big slow pats. The teacher plays fast and slow; children copy. Then stand up and walk: slow giant steps, fast tiny steps, freeze on the stop signal.
3. Mix them up (4 min): the teacher plays **quiet and fast** (tiny quick taps), then **loud and slow** (big booms). "Can a sound be quiet AND fast?" (Yes.) Children copy on knees or shakers.

✓ Discussion questions (4 min)

- "Is fast the same as loud?" (Answer guide: no. Fast is about how quickly the sounds come; loud is about how big each sound is. We played quiet and fast.)
- "When might we use quiet sounds?" (Answer guide: a lullaby, when a baby is asleep, sneaking like a mouse; accept other sensible ideas.)
- "When might we use loud sounds?" (Answer guide: a parade, cheering, thunder; accept other sensible ideas.)

✓ Closing check (3 min)

The teacher plays four short examples in a mixed order and says before each one which question it asks: "Listen: loud or quiet?" (two examples, one loud and one quiet, at the same speed) or "Listen: fast or slow?" (two examples, one fast and one slow, at the same loudness). Every sound is both loud or quiet and fast or slow, so children answer only the question asked, with the matching hand sign. (Answer guide: watch who shows the sign that matches the question; a child who shows the other pair of signs has answered a different question, so ask again.)

Vocabulary

loud, quiet, fast, slow, the same, change

Differentiation

- **Support:** practise loud/quiet only first; add fast/slow on another day.
- **Stretch:** a child plays the drum and the class shows the signs; or a child plays "getting louder" or "getting faster" slowly.
- **Different ways to show:** signs with one hand, nodding big or small, pointing to four picture cards (lion, mouse, rabbit, tortoise).

⚠ Safety

- Keep loud parts short; offer ear defenders or a quieter spot. Walk, don't run, during fast steps. See the README for access notes for deaf and hard-of-hearing children (feel the drum, watch the arm).

Teacher notes

- Musicians call loudness "dynamics" and speed "tempo"; those words are for later grades. Kindergarten uses loud, quiet, fast and slow.
- Children often get louder when they get faster. Practising "quiet and fast" helps them separate the two.

Lesson 5: Rainstorm story and gallery

Goal: Children use loud/quiet and fast/slow in a class sound story, share their colour mixes, prints and collages, and show what they learned.

Length: about 25 minutes, plus one-to-one check time.

Materials

- The drum and any shakers; children's knees and hands work too.
- Children's dry work from lessons 1-3, laid out on tables as a gallery.
- Paint blobs (red, yellow, blue) and a cork with a paint tray for the check.
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

"Today we'll make a rainstorm with sounds, and then visit our gallery."

✎ Main activity 1: the rainstorm story (8 min)

Tell the story (original to this unit, CC0); children make the sounds with fingers, hands and knees, following the teacher.

> The sky is grey. A few raindrops fall: drip... drip... drip.
> (Quiet and slow: one finger tapping a palm.)
> More rain comes: pitter-patter, pitter-patter.
> (Quiet and fast: fingers tapping quickly.)
> Now it's pouring!
> (Loud and fast: hands patting knees quickly.)
> BOOM... BOOM... BOOM goes the thunder!
> (Loud and slow: three big pats on the knees, or three drum beats, with a long gap between each.)
> The storm moves away. Pitter-patter... drip... drip...
> (Getting quieter and slower.)
> The sun comes out. Shhh.
> (Hands still.)

Do it twice. The second time, a child can lead with the drum.

✎ Main activity 2: gallery walk (8 min)

Walk round the work. At three or four pieces the teacher asks the maker (if they want to share): "What did you do here?" Others say one thing they like.

Closing (6 min)

"Which part of the storm was loud? Which part was quiet and fast?" Children choose one thing they made this unit and tell a partner about it.

✓ End-of-unit check (one-to-one or in a small group)

About 3 minutes per child. Any child may show in their own way (pointing, signing, using a device, hand signs, feeling the drum).

Part	Ask or watch	Looking for
1	Point to one of their colour mixes (or mix two paints now): "Which two colours did you use?"	Names or points to the two paints really used.
2	"Make a print with this cork and lift it. Can you make another one the same?"	Presses, lifts, and repeats the print.
3	Look at their collage: "Tell me about one piece."	Says or points to one piece and what it is or does.
4	Teacher plays a loud then a quiet sound (same speed). "Which was loud?"	Shows or says the loud one.
5	Teacher plays a fast then a slow sound (same loudness). "Which was fast?"	Shows or says the fast one.

Record "yes", "with help" or "not yet" for each part. A child who shows the skill in their own way (for example with a partner pressing for them in part 2, or by feeling the drum in parts 4 and 5) is recorded "yes", with a note of how. "With help" means an adult helped with the idea itself. In part 1, the check is which two colours went in, not the name of the new colour.

Vocabulary

storm, louder, quieter, faster, slower, gallery

Differentiation

- **Support:** in the story, a child chooses just one sound to make (the thunder, or the drips).
- **Stretch:** children make their own short sound story with two changes.

⚠ Safety

- Keep thunder short; offer ear defenders. Gallery walk at walking pace; no touching others' work unless the maker says yes.

Teacher notes

- Children marked "not yet" for loud/quiet or fast/slow can keep practising with the hand-sign game for a minute on other days.
- Keep a few pieces for the term 3 class exhibition.

Kindergarten Arts: Acting Out a Story, a Class Exhibition and a Song Share (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check movement, performance and photo rules against your school's policies. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the arts progression | Kindergarten year plan | Term 2 arts unit

Big idea

Actors use their bodies, faces and voices to tell a story, and a still "freeze frame" can show a moment as clearly as a picture. Artists choose which of their work to show and say something about it. A class can share what it has made and learned with visitors: a short play, an exhibition and a song.

This is the third arts unit of the kindergarten year (term 3). It uses term 1's steady beat and singing with actions, and the paintings, prints and collages kept from terms 1 and 2. The story is the folk tale The Enormous Turnip (also called The Gigantic Turnip), retold in this unit's own words.

Outcomes

By the end of the unit a student can:

1. Make a still "freeze frame" with their body on a signal and hold it for a few seconds (for example a tall tree or a tiny mouse).
2. Show a character by how they move (for example a slow old grandfather, a quick little mouse).
3. Retell or put in order the beginning, middle and end of a short story using three picture cards.
4. Take part in acting the story with simple props, joining in the repeated line or doing the actions.
5. Choose one of their own artworks for a class exhibition and say (or show) one thing about it.
6. Sing, sign or do the actions for a song with the class, keeping roughly to the beat.

Prior knowledge

- Term 1 arts: singing songs with actions, keeping a steady beat, stopping on a signal.
- Term 2 arts: loud and quiet, fast and slow; paintings, prints and collages (some kept for this exhibition, as the term 2 unit suggests).
- Health and PE: moving safely in a shared space and stopping on a signal.

Lessons

Lessons are short (20-25 minutes). Lesson 5 is the share; plan it for a time when visitors (another class, or families if your school invites them) can come. Visitors are optional; the share works with just the class.

Lesson	Title	Main activity
1	Freeze! Statues and still pictures	Make body shapes and freeze frames on a signal; move like different characters
2	The Enormous Turnip	Listen to the story, join in the repeated line, put three picture cards in order
3	Acting the story	Act the story with simple props: everyone has a part
4	Getting ready to share	Choose a piece for the exhibition and make a label; learn the turnip song
5	Our share: play, song and exhibition	Perform for visitors (or the class), walk the exhibition, end-of-unit check

Materials (whole class unless noted)

- A clear space (hall or cleared classroom) for lessons 1, 3 and 5.
- A hand drum or tambourine for start and freeze signals, plus a visual signal (a raised hand or a "freeze" card with a picture of a statue).
- The story text (in lesson 2).
- Three story picture cards per pair, drawn by the teacher or printed: 1 a grandfather planting a seed; 2 a line of people and animals pulling on big leaves; 3 everyone sitting on the ground with a huge turnip. Plus one large set for the teacher.
- A "turnip" prop: a big cushion, a bag stuffed with paper, or a large ball in a pillowcase, with green paper or fabric leaves taped on top. It sits in a hoop or a box (the "ground"). Never use a child as the turnip.
- Simple role props (optional): a scarf or shawl for the grandmother, a hat for the grandfather, a hair ribbon or headband for the granddaughter, paper ears on headbands for the dog, cat and mouse, a watering can (empty) and a toy bowl. Name cards with a picture for each role.
- Children's kept artwork from terms 1 and 2, plus one new piece if they want to make one.
- Label cards (about 10 cm × 15 cm), one per child, folded to stand up; crayons or pencils.
- Optional: masking tape or tables for the exhibition, and a sign "Our Class Exhibition" made with the children.

Assessment

- Lessons 1-4: the teacher notes during activities who freezes on the signal, who shows a character by moving, who joins the repeated line or actions, and who chooses a piece and says something about it (observe; no writing needed).
- Lesson 2: a closing check with the three picture cards.
- Lesson 5: a 5-part show-and-talk check with an answer guide (about 3 minutes per child). Plan extra small-group or one-to-one slots in the week; 25 minutes is not enough for the whole class.

⚠ Access and safety

- **Performing is opt-in.** Every child has a part, but parts include narrator's helper (holding up the picture cards), sound maker (drum beat for the "pull"), prop keeper and audience leader (starting the clapping). A child who does not want to be watched can do the actions from their seat with the class. Nobody is made to speak alone in front of visitors.
- **Pulling is pretend.** In the story line, children rest a hand lightly on the shoulder of the child in front (or hold a scarf between them) and pretend to pull. Nobody pulls another child or their clothes. At "POP!" everyone sits down slowly on the count of three, not falling backwards. Leave space between the line and walls or furniture.
- Wheelchair users and children who move differently can play any role; the pull can be shown with arms only, and "sitting down" can be leaning back. Grandfather, grandmother and mouse can all be played seated.
- Children who do not speak, or not yet in the class language, can join the repeated line by signing, using a device or doing the pulling action. Any clear way counts.
- Deaf or hard of hearing children: use the visual freeze card or raised hand alongside the drum, face the class when telling the story, and show the picture card for each new helper. Learn a sign for "pull" from your local sign language if a child uses one.
- Low vision: let children feel the turnip prop and role props before the story; describe each picture card aloud; keep the acting space clear of trip hazards.
- Some children find visitors, clapping or loud singing overwhelming. Offer ear defenders, a quieter spot at the edge, and a "helper" job; keep the share short.
- **Photos and visitors:** follow your school's rules on photographs and visitors. Do not share photos of children's faces unless the school has permission. Visitors are a choice for the school; never ask families to attend, and do not single out children whose families are not there.

Sources

Read for this unit (Wikipedia, 9 November 2026):

- "The Gigantic Turnip": https://en.wikipedia.org/wiki/The_Gigantic_Turnip Used for: it is a cumulative Russian folk tale (ATU 2044, "Pulling up the turnip"), published by Alexander Afanasyev in 1863; a grandfather plants a turnip that grows too big to pull up, and one helper after another joins until they pull it up together; the popular version ends with the mouse. The order of helpers varies between versions. The retelling in lesson 2 is this unit's own wording (CC0), not a copy of any published picture book.
- "Cumulative tale": https://en.wikipedia.org/wiki/Cumulative_tale Used for: in a cumulative (chain) tale the action or words repeat and build up, and the predictable structure has been used with young children. This is why the unit leans on the repeated line.
- "Tableau vivant": https://en.wikipedia.org/wiki/Tableau_vivant Used for: a "living picture" is a still, silent scene made by people posing; performers in theatre sometimes briefly freeze for this effect. The unit calls it a "freeze frame" and does not teach the French term.
- "Here We Go Round the Mulberry Bush": https://en.wikipedia.org/wiki/Here_We_Go_Round_the_Mulberry_Bush Used for: a traditional English nursery rhyme and singing game ("This is the way we..."), first recorded in the mid-nineteenth century, whose tune is also used for other songs. The turnip song in lesson 4 uses this traditional tune with new words written for this unit (CC0).

- "Exhibition": https://en.wikipedia.org/wiki/Exhibition Used for: an exhibition is an organised display of a selection of items, and someone (a curator) chooses what goes in. Children act as their own curators by choosing one piece.
- This repository's arts progression and the kindergarten year plan term 3 arts cell.

Known gaps

- No official arts or drama standard was read for this unit; the content comes from the arts progression and the kindergarten year plan, which are drafts.
- The story is a Russian folk tale. The year plan says "a familiar story"; if children already know a different public-domain or school-owned story, use that instead. Avoid acting recent copyrighted picture books or films without permission. The roles in the retelling (grandfather, grandmother, granddaughter, dog, cat, mouse) can be changed to suit the class.
- No book or published recording is required. Teachers who want a tune reference can sing any traditional version of the Mulberry Bush tune.
- Dance appears only as moving like characters; there is no dance unit yet.
- Peer check: Gemini 4 Argon did a bounded text check at 5c3db56 (timings, pitch, safety, access and story/key consistency; not an educator, classroom or safety review): timings sum and no errors were found; its three small notes (lesson 5 closing choices should point to the turnip prop, drum or exhibition sign rather than helper cards; say how outcome 4 is recorded; list a granddaughter prop) were folded in at 2afcb2c, which Argon also diff-checked the same day (see PEERCHECKS.md).

Lesson 1: Freeze! Statues and still pictures

Goal: Children make body shapes and hold a still "freeze frame" on a signal, and show different characters by how they move.

Length: about 20 minutes.

Materials

- A clear space.
- A hand drum or tambourine, and the visual freeze card (or a raised hand).

Steps

✎ Opening (3 min)

Sit in a circle. "Actors tell stories with their bodies. Today we'll be statues. When the drum plays, you move. When it stops and I hold up the freeze card, you freeze, like a statue, as still as you can."

Practise twice on the spot: wiggle fingers while the drum plays, freeze when it stops.

✎ Main activity 1: freeze shapes (5 min)

Children find a space ("your own bubble", as in health and PE). The drum plays; children walk (or wheel, or move arms) around the space. Drum stops, card up, teacher calls a shape:

1. "Freeze... as a tall tree!"
2. "Freeze... as a tiny mouse!"
3. "Freeze... as a big round ball!"
4. "Freeze... as if you are pulling something very heavy!"

Count slowly "one, two, three" while children hold each shape, then "relax". Point out two or three different freezes: "Look, Amir is a tree with arms up, and Lena is a tree with arms out like branches. Both are trees."

✎ Main activity 2: move like a character (5 min)

The drum plays at different speeds to match each character. Children move like:

- an old grandfather, walking slowly with a stick (slow drum);
- a busy dog, trotting and sniffing (medium drum);
- a cat, stretching and creeping (slow, quiet drum);
- a little mouse, scurrying (fast, quiet drum).

After each, freeze on the signal and hold for three.

✓ Discussion questions (with answers) (4 min)

- "How did you show the mouse was little?" (Any answer about the body: made myself small, curled up, tiny steps, fast quiet feet.)
- "How did you move for the old grandfather?" (Slowly; leaning on a pretend stick; small careful steps. Any slow, careful movement fits.)
- "Can two people make the same thing in different ways?" (Yes: both trees were trees even though they looked different.)

✓ Closing check (with answers) (3 min)

One last freeze: "Freeze as the grandfather pulling something heavy!" Then "freeze as the mouse." Watch for:

- stopping on the signal and holding still for about three seconds;
- a big, heavy shape for pulling and a small shape for the mouse (any small shape counts).

Vocabulary

freeze, statue, still, character, actor

Differentiation

- **Support:** a child copies the teacher's freeze, or freezes just their hands or face.
- **Stretch:** pairs make a freeze together (one is the grandfather, one is the turnip leaves he is pulling).

⚠ Safety

- Walking pace only; no running. Remind children to keep their bubble and watch for others when moving.
- Heavy-pulling freezes are pretend: lean, do not pull on anyone.

Teacher notes

- Children who find standing still hard can freeze sitting down, or hold a "statue" with just one hand. A shorter freeze still counts.
- Seated and wheelchair users can make every shape with upper body, arms and face; describe shapes so that any body can make them ("make yourself tall", not "stand on tiptoe").
- Keep the four characters: they appear in the story in lesson 2.

Lesson 2: The Enormous Turnip

Goal: Children listen to a cumulative folk tale, join in the repeated line, and put three picture cards in order (beginning, middle, end).

Length: about 25 minutes.

Materials

- The story text below.
- Large picture cards for the teacher, one for each helper (grandfather, grandmother, granddaughter, dog, cat, mouse) and three story cards (planting, pulling, everyone on the ground with the turnip).
- Three story cards per pair, shuffled.
- The turnip prop (optional in this lesson; to show the size).

Steps

✎ Opening (3 min)

"Today's story is very old. People have told it for a long time, in many countries, and it is the same story every time with one more helper. Listen for the part that keeps coming back, and say it with me."

Teach the repeated line with a pulling action (both hands pulling towards the chest):

> They pulled and they pulled, but the turnip would not come up!

✎ Main activity: tell the story twice (12 min)

Tell the story slowly, holding up each helper's card as they arrive. Children join in the repeated line and the pulling action. Tell it a second time: this time children say who comes next before you show the card.

The Enormous Turnip (a retelling of a traditional folk tale; this wording is CC0):

> Once upon a time, a grandfather planted a turnip seed. "Grow, little turnip," he said. "Grow sweet, grow strong."
>
> The turnip grew, and grew, and grew, until it was ENORMOUS.
>
> Grandfather took hold of the leaves. They pulled and they pulled, but the turnip would not come up! (Only Grandfather is pulling, but the line is the same every time.)
>
> So Grandfather called Grandmother. Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So Grandmother called the granddaughter. The granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So the granddaughter called the dog. The dog held on to the granddaughter, the granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So the dog called the cat. The cat held on to the dog, the dog held on to the granddaughter, the granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So the cat called the little mouse. The mouse held on to the cat, the cat held on to the dog, the dog held on to the granddaughter, the granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, and they pulled and they pulled, and...

POP! Up came the turnip, and everyone sat down with a bump.

That night they made turnip soup, and everyone had a bowl, even the little mouse.

✓ Discussion questions (with answers) (5 min)

- "Who planted the turnip?" (The grandfather.)
- "Why couldn't Grandfather pull it up on his own?" (It was too big / enormous.)
- "Who was the last helper?" (The mouse.)
- "Did the mouse pull it up all by herself?" (No: everyone pulled together; the mouse was the last one to join. Accept "everyone" or "they all did".)
- "What part kept coming back?" (They pulled and they pulled, but the turnip would not come up.)

✓ Closing check (with answers) (5 min)

Pairs get the three shuffled story cards: "Put them in order: what happened first, next and last?" Then each pair points to the cards in order while the teacher walks round.

Answer: **1** Grandfather plants the seed; **2** everyone pulls on the leaves; **3** everyone sits on the ground with the turnip.

Note who places them in order without help. A child who tells the story in order without the cards (or points to helpers' cards in order) has also met the goal.

Vocabulary

turnip, enormous, pull, beginning, middle, end, helper

Differentiation

- **Support:** use only two cards (planting and turnip out: which came first?).
- **Stretch:** put the six helper cards in the order they came.

⚠ Safety

- Pulling actions are on your own, towards your chest; no pulling on others in this lesson.

Teacher notes

- Some versions of the tale have different helpers or a different order; it is fine if a child knows another version. "In our story, the mouse came last."
- Leave the helper cards on display; they are used for casting in lesson 3.
- The story's "everyone sat down with a bump" becomes a slow, counted sit-down when it is acted (lesson 3).

Lesson 3: Acting the story

Goal: Children act The Enormous Turnip with simple props, each with a part, joining in the repeated line and the pretend pull.

Length: about 25 minutes.

Materials

- A clear space, with the "ground" (hoop or box) and the turnip prop at one end, at least a metre from any wall.
- Role props and picture name cards (grandfather, grandmother, granddaughter, dog, cat, mouse); a scarf for each child in the pulling line (optional).
- The helper cards from lesson 2 and the hand drum.
- An empty watering can and a toy bowl (optional).

Steps

✎ Opening (3 min)

"Today we're going to be the story. The teacher tells it; the actors show it. Everybody has a job." Show the jobs with their picture cards:

- **Actors:** grandfather, grandmother, granddaughter, dog, cat, mouse.
- **Turnip growers:** everyone else, sitting round the ground; they grow the turnip with their hands (low to high) and say the repeated line.
- **Card holder:** holds up each helper card as they are called.
- **Drummer:** plays one beat on each "pulled".

✎ Main activity: act it three times (15 min)

Before the first run, practise the safe pull and the slow sit (2 min). Each child rests one hand lightly on the shoulder of the person in front (or holds a scarf between them). On "pulled", everyone leans back a little, with feet still. At "POP!" the teacher counts "one, two, three" and everyone sits down slowly. Nobody pulls anyone, and nobody falls.

Run 1 (about 4 min): the teacher tells the story (from lesson 2) and plays the grandfather; children take the other roles. The growers make the turnip grow and say the line.

Run 2 (about 4 min): new children take the roles; growers become actors and actors become growers, card holder and drummer.

Run 3 (about 5 min): the same, with new children in roles. If time is short, cut to two runs; every child should have had a turn in a role they chose (an actor role, a helper job, or growing).

During each run, praise acting choices: "The mouse is scurrying so quickly!" "Grandmother is walking slowly and carefully."

✓ Discussion questions (with answers) (4 min)

- "How did the actors show the turnip was heavy?" (Leaning back, puffing cheeks, slow pulls, strong faces. Any body or face idea counts.)
- "How did the mouse actor show she was little?" (Small shape, quick small steps, a quiet squeaky voice. Any small-and-quick idea counts.)
- "How did we keep everybody safe when we pulled?" (Hands resting lightly, pretend pulling, sitting down slowly on three.)

Closing (3 min)

Finish with a whole-class freeze frame of the last moment: everyone sitting, looking at the enormous turnip. Hold for three. "That's the picture we'll end with when we share it."

Vocabulary

act, actor, role, prop, audience, turn

Differentiation

- **Support:** a child plays a role alongside an adult or a friend (two mice are fine), or chooses a growing or drumming job.
- **Stretch:** a child adds a line for their character ("Woof! I'll help!"), or a group makes up a new helper for the end (a bird? a worm?).

⚠ Safety

- Pretend pulling only, hands resting lightly or holding a scarf; nobody pulls a child or their clothes.
- Everyone sits down slowly on the count of three; nobody falls backwards.
- Keep the line away from walls and furniture; walking pace.
- The turnip is always a prop, never a child.

Teacher notes

- Children who do not want to be watched can be growers or the drummer; nobody has to act in front of others.
- Seated and wheelchair users can play any role: the pull is shown with arms, and "sitting down" can be leaning back. A child using a wheelchair in the line can hold a scarf rather than a shoulder.
- Children who do not speak can say the repeated line by signing or with a device, or do the pulling action; joining by action counts as joining in.
- If the class wants a different ending order (cat before dog), that is fine; folk tales vary.
- Note who moves in character and who joins the line or actions.

Lesson 4: Getting ready to share

Goal: Each child chooses one of their artworks for the class exhibition, makes a label for it, and learns the turnip song with actions.

Length: about 25 minutes.

Materials

- Children's kept artwork from terms 1 and 2 (drawings, colour mixes, prints, collages), each child's pieces in a folder or pile.
- One folded label card per child; crayons or pencils.
- The hand drum.

Steps

✎ Opening (3 min)

"In a museum or gallery, someone chooses which pictures to show. That person is called a curator. Today you are your own curator: you choose one piece of your art to show our visitors."

✎ Main activity 1: choose and label (10 min)

Each child looks through their own pieces and chooses one. The teacher (or a helper) asks each child, quietly: "Why did you choose this one?" and writes the child's words on the label, or the child draws or makes their own mark. A label has:

- the child's name (written by the child if they can, or by an adult);
- one thing the child says about it ("I mixed blue and yellow", "This is my bird", "I like the bumpy bit").

Any reason is a good reason ("I like it", "it's red" are fine). A child who does not want to choose can pick two and the teacher holds them up: "This one or this one?"; pointing counts.

✎ Main activity 2: learn the turnip song (8 min)

The song uses the traditional tune of "Here We Go Round the Mulberry Bush" ("This is the way we..."), with new words written for this unit (CC0). Sing each verse once for the children, then together, with actions. Keep a steady beat on the drum or knees, as in term 1.

> This is the way we plant the seed,
> Plant the seed, plant the seed.
> This is the way we plant the seed,
> So early in the morning.
> (Action: push a finger into the "ground".)

This is the way we water it,
Water it, water it.
This is the way we water it,
So early in the morning.
(Action: wiggle fingers like rain from a watering can.)

This is the way the turnip grows,
Turnip grows, turnip grows.
This is the way the turnip grows,
So early in the morning.
(Action: hands start low and rise up slowly into a big round shape.)

This is the way we pull and pull,
Pull and pull, pull and pull.
This is the way we pull and pull,
So early in the morning.
(Action: pull towards your chest on each "pull".)

This is the way we eat our soup,
Eat our soup, eat our soup.
This is the way we eat our soup,
And then we have our supper.
(Action: pretend spoon from bowl to mouth.)

If five verses are too many, sing verses 1, 4 and 5.

Closing (4 min)

Sing the song once more with actions. Then: "Who can show me the action for 'pull and pull'?" and "Which verse came last?" (Answer: eating the soup.)

Vocabulary

curator, exhibition, label, choose, verse

Differentiation

- **Support:** a child joins the actions only, or sings just the "pull and pull" part.
- **Stretch:** a child invents a new verse and action ("This is the way the mouse runs in").

⚠ Safety

- Handle others' artwork only with the maker's say-so. Keep wet or fragile pieces flat.

Teacher notes

- Children who missed earlier units or have nothing kept can make a quick new drawing of a turnip character for the exhibition in this lesson.
- Write labels in the child's own words; do not correct "I like it" into something grander.

- Singing can be signing, humming or doing the actions; all count as joining in. Keep the volume comfortable for children who find loud group singing hard.
- If your class knows a different "This is the way" song, keep this tune; only the words are new.

Lesson 5: Our share: play, song and exhibition

Goal: The class shares its play, song and exhibition with visitors (or with each other), and children show what they learned in the end-of-unit check.

Length: about 25 minutes, plus one-to-one check time.

Materials

- The acting space with the turnip prop, role props and helper cards.
- The exhibition: each child's chosen piece with its standing label, laid on tables or taped at child height; the "Our Class Exhibition" sign.
- The hand drum and visual freeze card.
- For the check: the three story cards (shuffled) and the child's exhibition piece.
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

Welcome visitors if any. A child (or the teacher) says: "Welcome to our share. We will act a story, sing a song, and show you our exhibition." Visitors sit as the audience. Without visitors, half the class is the audience for the play and they swap for the song.

✎ Main activity 1: the play (8 min)

Act The Enormous Turnip once, as in lesson 3, with roles chosen by the children beforehand. The audience is invited to join the repeated line ("They pulled and they pulled..."). End on the freeze frame of everyone sitting with the turnip; hold for three, then bow (or wave).

✎ Main activity 2: the song (4 min)

Everyone sings the turnip song from lesson 4 with actions. Visitors can join in the actions.

✎ Main activity 3: exhibition walk (6 min)

Visitors and children walk round the exhibition at walking pace. Children who want to can stand by their piece and tell a visitor one thing about it; others can walk round with a friend. The label speaks for children who prefer not to talk.

Closing (4 min)

Back in a circle: "What did you like best: the play, the song or the exhibition?" Each child points to the turnip prop (the play), the drum (the song) or the exhibition sign (the exhibition), sings a line, or says a word. Thank the visitors.

✓ End-of-unit check (one-to-one or in a small group)

About 3 minutes per child, at a calm time after the share (not in front of visitors). Any child may show in their own way (pointing, signing, using a device, moving, humming).

Part	Ask or watch	Looking for
1	Drum plays, then stops with the freeze card: "Freeze as a tiny mouse!"	Stops on the signal and holds a still shape for about three seconds (any small shape).
2	"Show me how the old grandfather walks."	Moves differently from their usual walk to show the character (slow, careful, or with a pretend stick).
3	Give the three shuffled story cards: "Put them in order: first, next, last."	Planting, then pulling, then everyone on the ground with the turnip.
4	"In our story, who was the last helper?"	The mouse. (If the class acted a version with a different last helper, accept that one.)
5	Point to their exhibition piece: "Tell me about this one." Then: "Can you do the 'pull and pull' part of our song?"	Says, signs or points to one thing about their piece; sings, hums, signs or does the pulling action roughly in time.

Record "yes", "with help" or "not yet" for each part. A child who shows the skill in their own way (for example freezing seated, showing the grandfather with arms only, or joining the song by action) is recorded "yes", with a note of how. "With help" means an adult helped with the idea itself (for example modelling the freeze or placing the first card). Part 5 does not judge singing in tune; joining the action roughly with the beat is enough.

Outcome 4 (taking part in acting the story) is not a part of this check: record it from what the teacher saw in lessons 3 and 5 (joined the repeated line, the actions or a helper job, in any way).

Vocabulary

share, audience, bow, exhibition, visitor

Differentiation

- **Support:** a child takes a helper job in the play (card holder, drummer) and stands by their piece with a friend.
- **Stretch:** a child welcomes the visitors, or explains the exhibition sign.

⚠ Safety

- Pretend pulling and the slow sit-down on three, as in lesson 3.
- Walking pace in the exhibition; look with eyes, not hands, unless the maker says yes.
- Follow school rules on visitors and photos; do not share photos of children's faces without the school's permission.

Teacher notes

- Nobody is made to perform or speak in front of visitors. A child who is overwhelmed can watch from a quiet spot with ear defenders, or help with props.
- If families are invited, do not single out children whose families did not come; every child's work is shown and every child is welcomed by the class.
- After the share, children can take their exhibition piece home, or the class can keep the exhibition up for a week.
- This is the last arts unit of the kindergarten year. Grade 1 arts will build on freeze frames, moving in character, retelling in order, and choosing and talking about one's own work.