







EYFS – Art Long Term Plan


Reception		
Autumn 2	What do I celebrate	Skill: 3D/Sculpture
		Suggested Art: Diva Lamps
		 <p>Salt Dough Diva Lamps</p>
		<p>Objectives:</p> <ul style="list-style-type: none"> - Experiments to create different textures (40-60m) - Manipulates materials to achieve a planned effect (40-60m) - Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)
Spring 2	Twinkle, Twinkle little star, how I wonder what you are?	<p>Progression of Skills</p> <ul style="list-style-type: none"> - Handle, feel and manipulate, pull apart and reconstruct materials - Shape and model from observation and imagination - Impress and apply simple decoration - Simple language created through feel, size, look, smell, etc
		<p>Vocabulary</p> <p>Clay, mould, create, model, design, colour, texture, rough and smooth.</p>
		Skill: Drawing/Printing
		Suggested Artist: Peter Thorpe

		<div data-bbox="1003 197 1385 571">  </div> <div data-bbox="1003 571 1401 806"> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> - Explore what happens when they mix colours - Selects appropriate resources and adapts work where necessary </div> <div data-bbox="1003 806 1401 1205"> <p><u>Progression of Skills</u></p> <ul style="list-style-type: none"> - Work from imagination and observation - Recognise and describe key features of their own and others' work - Name colours - Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue) </div> <div data-bbox="1003 1205 1401 1361"> <p><u>Vocabulary</u></p> <p>Colour, bright, dark, light, colour names, shade and blend.</p> </div>
Summer 2	How do we make sense of the world?	<div data-bbox="1003 1361 1401 1406">Skill: Collage</div> <div data-bbox="1003 1406 1401 1485">Suggested Artist: Andy Goldsworthy</div> <div data-bbox="1003 1485 1385 1765">  </div> <div data-bbox="1003 1765 1401 2000"> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> - Experiments to create different textures (40-60m) - Uses simple tools and techniques competently and appropriately (40-60m) </div> <div data-bbox="1003 2000 1401 2040"> <p><u>Progression of Skills</u></p> </div>



		<ul style="list-style-type: none"> - Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. - Create simple collages using fabric, paper, pasta, beans and larger tactile things. - Experiment with different textures, including sensory experience.
		<p><u>Vocabulary</u></p> <p>Tear, rip, peel, stick, layer, colour, collage, weave and cut</p>

Expressive arts and design: Exploring and using media and materials			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>30-50 months</p>	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> • Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. • Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'. • Talk about children's growing interest in and use of colour as they begin to find differences between colours. • Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if..." • Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. 	<ul style="list-style-type: none"> • Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows. • Provide a place where work in progress can be kept safely. • Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road. • Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down. • Introduce children to a wide range of music, painting and sculpture. • Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.
 <p>40-60+ months</p>	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> • Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. • Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. 	<ul style="list-style-type: none"> • Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to. • Plan imaginative, active experiences, such as 'Going on a bear hunt'. Help them remember the actions of the story (We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury) and think about the different ways of moving.

Nursery/Preschool		
Autumn 1&2	How do I get about?	Skill: Drawing
		Suggested Artist: Wassily Kandinsky
		
		Objectives: - Experiments with blocks, colours and marks (22-36m) - Explores colour and how colours can be changed (30-50m)
		Progression of Skills - Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk) - Investigate different lines (thick, thin, wavy, and straight)
		Vocabulary Colour, bright, dark, light, colour names, repeat, pattern.
Spring 2	Who are the famous animals in my book?	Skill: Collage
		Suggested Art: Look at 'That's not my...' books and illustrator Eric Carle
		
		Objectives: - Is beginning to be interested in and describe the texture of things (30-50m)
		Progression of Skills

		<ul style="list-style-type: none"> - Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. - Create simple collages using fabric, paper, pasta, beans and larger tactile things. - Experiment with different textures, including sensory experience.
		<p><u>Vocabulary</u></p> <p>Rip, stick, colour, collage and cut</p>
Summer 2	How many nursery rhymes do I know?	Skill: 3D Art
		<p>Suggested Art: Making natural clay models</p> 
		<p><u>Objectives:</u></p> <ul style="list-style-type: none"> - Uses various construction materials (30-50m) - Realises tools can be used for a purpose (30-50m) - Understands that different media can be combined to create new effects (40-60m)
		<p><u>Progression of Skills</u></p> <ul style="list-style-type: none"> - Handle, feel and manipulate, pull apart and reconstruct materials - Shape and model from observation and imagination - Impress and apply simple decoration - Simple language created through feel, size, look, smell, etc
		<p><u>Vocabulary</u></p> <p>Glue, stick, create, design, colour, texture, rough and smooth</p>

Expressive arts and design: Exploring and using media and materials

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 <p>30-50 months</p>	<ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'. Talk about children's growing interest in and use of colour as they begin to find differences between colours. Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if...". Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. 	<ul style="list-style-type: none"> Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows. Provide a place where work in progress can be kept safely. Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road. Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down. Introduce children to a wide range of music, painting and sculpture. Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.
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