








## EYFS Art Detailed Long Term Plan - Cycle B


Reception		
Autumn 1	What do I know about me?	Skill: Painting
		Suggested Artist: Andy Warhol
		
		<b>Objectives:</b> - Explores when mixing colours (40-60m) - Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design =, texture, form and function (ELG)
		<b>Progression of Skills</b> - Begin to use a variety of drawing tools - Investigate different lines - Explore different textures - Encourage accurate drawings of people
		<b>Vocabulary</b> Colour, bright, dark, light, colour names, repeat, pattern.
Spring 2	Should Goldilocks say sorry?	Skill: Collage
		Suggested Artist: Pablo Picasso 

		<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Understands that different media can be combined to create new effects (40-60m)</li> <li>- Manipulates materials to achieve a planned effect (40-60m)</li> <li>- Uses simple tools and techniques competently and appropriately (40-60m)</li> <li>- Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design =, texture, form and function (ELG)</li> </ul> <p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Handling, manipulating and enjoying using materials</li> <li>- Sensory experience</li> <li>- Simple collages</li> <li>- Simple weaving</li> </ul> <p><b><u>Vocabulary</u></b></p> <p>Tear, rip, peel, stick, layer, colour, collage, weave and cut</p>
Summer 1	Are all minibeasts scary?	<p>Skill: 3D Art/Modelling</p> <p>Suggested Art: Modroc minibeasts</p>  <p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Experiments to create different textures (40-60m)</li> <li>- Manipulates materials to achieve a planned effect (40-60m)</li> <li>- Constructs with a purpose in mind using a variety of resources (40-60m)</li> </ul>

		<ul style="list-style-type: none"> <li>- Selects appropriate resources and adapts work where necessary (40-60m)</li> <li>- Selects tool and techniques needed to shape, assemble and join materials they are using (40-60m)</li> <li>- Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design =, texture, form and function (ELG)</li> </ul>
		<p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Handling, feeling, enjoying and manipulating materials</li> <li>- Constructing</li> <li>- Building</li> <li>- Shape and model</li> </ul>
		<p><b><u>Vocabulary</u></b></p> <p>Papier-Mache, glue, sticky, mould, create, model, design, colour, texture, rough, smooth and layer.</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
 <b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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'.</li> <li>• Talk about children's growing interest in and use of colour as they begin to find differences between colours.</li> <li>• Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if...".</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows.</li> <li>• Provide a place where work in progress can be kept safely.</li> <li>• 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.</li> <li>• 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.</li> <li>• Introduce children to a wide range of music, painting and sculpture.</li> <li>• 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.</li> </ul>
 <b>40-60+ months</b>	<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p><b>Early Learning Goal</b>  <b>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.</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.</li> <li>• Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</li> <li>• Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to.</li> <li>• 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.</li> </ul>



Nursery/Preschool		
Autumn 1&2	Who lives in my house?	Skill: Drawing
		Suggested Art: Batik Houses 
		<u><b>Objectives:</b></u> - Experiments with blocks, colours and marks (22-36m) - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects (30-50m)
		<u><b>Progression of Skills</b></u> - Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk). - Use drawings to tell a story (retelling or imagination). - Investigate different lines (thick, thin, wavy, and straight). - Explore different textures. - Represent their own ideas, thoughts and feelings through art.
Spring 1	What colours make you feel happy or sad?	<u><b>Vocabulary</b></u> Crayon, mark, colour, colour names, draw, light and dark
		Skill: Colour Mixing Suggested Art: Rainbow forest 

		<p><b><u>Objectives:</u></b> Experiments with blocks, colours and marks (22-36m) - Explores colour and how colours can be changed (30-50m)</p> <p><b><u>Progression of Skills</u></b> - Experiment with primary colours. - Experiment with mixing colours independently. - Name colours. - Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue). - Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers).</p> <p><b><u>Vocabulary</u></b> Colours, mix, colour names, tool names, splat, squirt and sprinkle</p>
Summer 1	Who goes to the ugly bug ball	<p>Skill: 3D Art</p> <p>Suggested Art: Modroc Minibeasts</p>  <p><b><u>Objectives:</u></b> - Experiments with blocks, colours and marks (22-36m) - Is beginning to be interested in and describe the texture of things (30-50m) - Uses various construction materials (30-50m)</p>



		- Realises tools can be used for a purpose (30-50m)
		<u>Progression of Skills</u> - Handle, feel and manipulate, pull apart and reconstruct materials. - Construct and build from simple objects. - Shape and model from observation and imagination. - Impress and apply simple decoration. - Simple language created through feel, size, look, smell, etc
		<u>Vocabulary</u> Glue, stick, create, design, colour, texture, rough and smooth

### 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
 <b>30-50 months</b>	<ul style="list-style-type: none"> <li>Enjoys joining in with dancing and ring games.</li> <li>Sings a few familiar songs.</li> <li>Beginning to move rhythmically.</li> <li>Imitates movement in response to music.</li> <li>Taps out simple repeated rhythms.</li> <li>Explores and learns how sounds can be changed.</li> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Beginning to be interested in and describe the texture of things.</li> <li>Uses various construction materials.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction pieces together to build and balance.</li> <li>Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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'.</li> <li>Talk about children's growing interest in and use of colour as they begin to find differences between colours.</li> <li>Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if...".</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows.</li> <li>Provide a place where work in progress can be kept safely.</li> <li>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.</li> <li>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.</li> <li>Introduce children to a wide range of music, painting and sculpture.</li> <li>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.</li> </ul>
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