


Art Unit EYFS Planner

Art		
Unit Overview	Who are you/Who is your family? - Portraits	
Prior Learning/ Links		
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
<p>Key Questions: What do you like/dislike about the pictures? What can you see in the paintings? What clues are there that these were painted a long time ago? Which ones were painted and which ones were photographed? Why were ones painted a long time ago?</p>	<ul style="list-style-type: none"> • Portraiture throughout history, focussing on famous portraits and self-portraits using paintings and photographs. • To know what a portrait is • Look carefully at features as you are drawing • Experiment with different techniques and media • Investigate skin colour – making colour choice. • Mix colours by adding white • Sizing • Positioning • Primary colours – adding all 3 to make brown • Look at and talk about what they have produced and how they did it. • Describe simple art ideas and techniques. • Recognise the names of the primary colours, and when each one is being used. • Mix and match colours to different artefacts or objects. • Look at and talk about what they have produced. • Describe simple techniques and materials used. 	<ul style="list-style-type: none"> • 3/4yo: Use large-muscle movements to wave flags and streamers paint and make marks; choose the right resources to carry out their plan; use one-handed tools and equipment, e.g. making snips in paper with scissors; use a comfortable grip with good control when holding pens and pencils. • 3/4yo: Explore different materials freely, in order to develop their ideas about how to use them and what to make; develop their own ideas and decide which materials to use to express them; join different materials and explore different textures; create closed shapes with continuous lines, and begin to use these shapes to represent objects; draw with increasing complexity and detail, such as representing a face with a circle and including details; show different emotions in their drawings and paintings; explore colour and colour mixing • R: Develop small motor skills to use a range of tools competently, safely and confidently; explore use and refine a variety of artistic effects to express their ideas and feelings; return to and build on their previous learning, refining ideas and developing their ability to represent them; create collaboratively, sharing ideas, resources and skills; • ELG: Hold a pencil effectively, use a range of small tools, begin to show accuracy and care when drawing • ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive: Mixing Shade Tone Light Dark</p> <p>Disciplinary: Portrait Self-portrait Features Primary Colours Lighter</p>	 <ul style="list-style-type: none"> • https://www.redtedart.com/famous-artists-art-for-kids-klimt/?cn-reloaded=1 	



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Unit Overview	History of Light/Thomas Edison (Celebrations) – Making Diwa lamps/Starry Night	
Prior Learning/ Links		
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
Key Questions:	<ul style="list-style-type: none"> • Understanding of foreground and background • Handling, manipulating and enjoying using materials • Sensory experience • Simple collages • Simple weaving • Look at and talk about what they have produced. • Describe simple techniques and materials used. • Cut shapes using scissors. • Use different materials in a variety of ways. • Build a sculpture using a variety of objects: recycled, natural and man made. • Look at and talk about what they have produced and how they did it. • Describe simple art ideas and techniques. 	<ul style="list-style-type: none"> • 3/4yo: Use large-muscle movements to wave flags and streamers paint and make marks; choose the right resources to carry out their plan; use one-handed tools and equipment, e.g. making snips in paper with scissors; use a comfortable grip with good control when holding pens and pencils. • 3/4yo: Explore different materials freely, in order to develop their ideas about how to use them and what to make; develop their own ideas and decide which materials to use to express them; join different materials and explore different textures; create closed shapes with continuous lines, and begin to use these shapes to represent objects; draw with increasing complexity and detail, such as representing a face with a circle and including details; show different emotions in their drawings and paintings; explore colour and colour mixing • R:Develop small motor skills to use a range of tools competently, safely and confidently; explore use and refine a variety of artistic effects to express their ideas and feelings; return to and build on their previous learning, refining ideas and developing their ability to represent them; create collaboratively, sharing ideas, resources and skills; • ELG: Hold a pencil effectively, use a range of small tools, begin to show accuracy and care when drawing • ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
Substantive: Roll Mould Shape Cut Disciplinary:	<ul style="list-style-type: none"> • Clay • Boards • Rolling pins • Paint • Tools Glue	



Art Unit EYFS Planner


Unit Overview	Hans Christian Anderson (Traditional Tales) Blow paint pictures/Kandinsky Circles	
Prior Learning/ Links		
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
Key Questions:	<ul style="list-style-type: none"> • Repeating patterns • Planning and creating patterns using materials and tools for a purpose. • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model • Enjoy taking rubbings of leaves, coins, brick. • Make simple prints. • Develop patterns. • Enjoy using stencils to create pieces. • Making circles • Making concentric circles • Filling a space • What colours do you like to see next to each other? • Using different media – oils, crayons, pencils, paint, pens • 	<ul style="list-style-type: none"> • 3/4yo: Use large-muscle movements to wave flags and streamers paint and make marks; choose the right resources to carry out their plan; use one-handed tools and equipment, e.g. making snips in paper with scissors; use a comfortable grip with good control when holding pens and pencils. • 3/4yo: Explore different materials freely, in order to develop their ideas about how to use them and what to make; develop their own ideas and decide which materials to use to express them; join different materials and explore different textures; create closed shapes with continuous lines, and begin to use these shapes to represent objects; draw with increasing complexity and detail, such as representing a face with a circle and including details; show different emotions in their drawings and paintings; explore colour and colour mixing • R:Develop small motor skills to use a range of tools competently, safely and confidently; explore use and refine a variety of artistic effects to express their ideas and feelings; return to and build on their previous learning, refining ideas and developing their ability to represent them; create collaboratively, sharing ideas, resources and skills; • ELG: Hold a pencil effectively, use a range of small tools, begin to show accuracy and care when drawing • ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
Substantive: Lines Wiggly Straight Cut Snip Silhouette Pipette Paint	<ul style="list-style-type: none"> • Card • Materials • Lolly sticks • Paint • Pipette • Water 	



Art Unit EYFS Planner

Unit Overview	Dinosaurs/Extinction – Charles Knight	
Prior Learning/ Links		
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
Key Questions: What is a background? What is a foreground?	<ul style="list-style-type: none"> Recognise the names of the primary colours, and when each one is being used. Mix and match colours to different artefacts or objects. Be able to draw lines of different thickness using a pencil. To produce different patterns and textures. Look at and talk about what they have produced. Describe simple techniques and materials used. Look at and talk about what they have produced and how they did it. Describe simple art ideas and techniques. 	<ul style="list-style-type: none"> 3/4yo: Use large-muscle movements to wave flags and streamers paint and make marks; choose the right resources to carry out their plan; use one-handed tools and equipment, e.g. making snips in paper with scissors; use a comfortable grip with good control when holding pens and pencils. 3/4yo: Explore different materials freely, in order to develop their ideas about how to use them and what to make; develop their own ideas and decide which materials to use to express them; join different materials and explore different textures; create closed shapes with continuous lines, and begin to use these shapes to represent objects; draw with increasing complexity and detail, such as representing a face with a circle and including details; show different emotions in their drawings and paintings; explore colour and colour mixing R:Develop small motor skills to use a range of tools competently, safely and confidently; explore use and refine a variety of artistic effects to express their ideas and feelings; return to and build on their previous learning, refining ideas and developing their ability to represent them; create collaboratively, sharing ideas, resources and skills; ELG: Hold a pencil effectively, use a range of small tools, begin to show accuracy and care when drawing ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
Substantive: Disciplinary:	Dinosaur Discoveries Caitie's Classroom Museum Field Trip – YouTube	<ul style="list-style-type: none">

Art Unit EYFS Planner

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Prior Learning/ Links		
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