

Expressive Arts and Design/Art Class 1 Long Term Plan

Characteristics of Effective Learning		
Playing and Exploring – Engagement <ul style="list-style-type: none"> • Finding out and exploring ✓ • Playing with what they know ✓ • Being willing to 'have a go' ✓ 	Active Learning – Motivation <ul style="list-style-type: none"> • Being involved and concentrating ✓ • Keeping on trying ✓ • Enjoying achieving what they set out to do ✓ 	Creating and Thinking Critically – Thinking <ul style="list-style-type: none"> • Having their own ideas (creative thinking) ✓ • Making links (building theories) ✓ • Choosing ways to do things (critical thinking) ✓
Areas of Art Areas of Development Matters and ELG being worked towards.	The knowledge and skills that the children will develop through Nursery and Reception	
Respond to ideas and starting points	Being to ask questions about different artists with support. Begin to discuss artists and their work with an adult modelling. Explain why they do and don't like a piece of art. Share their creations, explaining the process they have used.	
Drawing 3 and 4 year olds will be learning to: Expressive arts and design: 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. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing Children in reception will be learning to: Expressive arts and design: 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. Working towards meeting ELGs: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Fine Motor Skills: Begin to show accuracy and care when drawing.	Drawing Skills Control of pencil Holds the pencil with the correct grip with some reminders. Technique Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects. Draws bodies and shapes for objects that are an appropriate size and have some features. Subject Draws self-portraits and uses ideas from objects or pictures in own work. Drawing Skills Control of pencil Uses <u>good</u> control to correctly hold the pencil. Technique Draws with detail including finer details such as fingers, ears, hair styles or items onto features. Draws from observation by making a careful study and then includes features and details in the pictures. Subject Draws landscapes with backgrounds and includes objects within these scenes Draws fine detailed portraits, landscapes, and objects from making close observation.	

<p>Painting 3 and 4 year olds will be learning to: Expressive arts and design: Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing Children in reception with be learning to: Expressive arts and design: 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. Working towards meeting ELGs: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery</p>	<p>Control of paintbrushes Holds the paintbrush with the correct grip with some reminders. Correctly holds and uses a fine brush to paint. Use of tools Uses thick brushes. Uses thin brushes to add detail and holds the brush with a tripod grip. Colour Mixes primary colours (red, yellow and blue) to appropriate consistency. Uses primary colours to make secondary colours, e.g. green, orange and purple. Adds white or black to alter a shade or tint of paint. Technique Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects. Paints bodies and shapes for objects that are an appropriate size and have some features. Control of paintbrushes Uses <u>good</u> control to correctly hold and paint carefully in the lines. Uses <u>very good</u> control to correctly hold and paint carefully in the lines. Use of tools Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers. Colour Mixes and matches to a specific colour or shade needed. Colours matches by altering the tint or shades. Creates warm and cold colours. Technique Paints with detail including finer details such as fingers, ears, hair styles or items onto features. Paints from observation by making a careful study and then includes features and details in the pictures.</p>
<p>Collage 3 and 4 year olds will be learning to: Expressive arts and design: Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Children in reception with be learning to: Expressive arts and design: 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.</p>	<p>College and Weaving Adds additional textures, e.g., rough or smooth. Begins to weave. Adds a range of textures, e.g., smooth, rough, bendy and hard. Weaves through a simple loom. Joining Techniques Joins items using tapes - masking and Sellotape - cutting lengths needed. Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon College and Weaving Uses an improved vocabulary to explain and describe the range of textures being used,</p>

<p>Working towards meeting ELGs: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery;</p>	<p>e.g. flexible or rigid. Makes collages/mosaics adding details with a wide range of textures and describes these. Joining Techniques Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.</p>
<p>Sculpture 3 and 4 year olds will be learning to: Expressive arts and design: Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Understanding the world: Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary Children in reception will be learning to: Expressive arts and design: 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. Working towards meeting ELGs: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery</p>	<p>Sculpture (Clay or Dough) I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting. I can make something and give meaning to it. Sculpture (Clay or Dough) I can make something with clear intentions from start to finish. I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.</p>
<p>Print Children in reception will be learning to: Expressive arts and design: 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. Working towards meeting ELGs: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery;</p>	<p>Printing skills I can print simple shapes with adult prompting for instructions. I can independently print simple shapes, but I am helped with using the space to build up my composition. Printing skills I can independently print clear representations to create full pictures, without any support and add details I can independently print <u>very careful</u> representations to create full pictures, without any support and add <u>fine</u> details. I think about the full composition of the picture and <u>use the space</u>. I can use different mediums to make print e.g. fingers, objects or tools.</p>

<p>Textiles 3 and 4 year olds will be learning to: Expressive arts and design: Explore different materials freely, in order to develop their ideas about how to use them and what to make. Children in reception will be learning to: Expressive arts and design: 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. Working towards meeting ELGs: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery;</p>	<p>Sewing I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support. I can begin to use the skill of sewing over and under to make a running stitch with some support. I can complete some running stitches and work independently.</p> <p>Sewing I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support. I can join two fabrics with various stitches.</p>
<p>Describing the work of notable artists, artisans and designers.</p>	<p>Begin to name artists, Begin to mimic the work of notable artists. Begin to discuss their own work and that of other children in class saying what they like and what could be improved.</p>
<p>Vocabulary Nursery: Draw, paint, colour, mix, water, brush, pencil, crayons, poster paint, chalk. Stick, glue, cut, Reception: Pattern, form, colour, paint, mix, water, blend, change, light, dark, pallet, brush. Shade, portrait, features, line, shade, texture, detail, shape, design, create, make, join, observe, artist, pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material, glue, cut, stick.</p>	
<p>Other areas of the EYFS that Art will enable the children to work towards meeting at the end of Nursery: Personal, Social and Emotional Development: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them Mathematics: Notice and correct an error in a repeating pattern Other areas of the EYFS that Art will enable the children to work towards meeting in reception will be: Physical Development Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Mathematics: Continue, copy and create repeating patterns Other areas of the EYFS that Art will enable the children to work towards meeting ELGs: Listening, Attention & Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Building Relationships: Work and play cooperatively and take turns with others;

Show sensitivity to their own and to others' needs.

What you might see children doing

- Working collaboratively and independently both inside and outdoors.
- Being actively involved in creative projects linked to their interests.
- Exploring/developing skills which have previously been taught by an adult.
- Talking about what themselves and others have created.
- Working on a small and large scale (especially outdoors).
- Exploring a wide range of age appropriate resources which they can select themselves.
- Responding creatively to what they see, hear, feel and experience.
- Having opportunities to work alongside adults to learn new skills and consolidate learning.
- Having time to return to unfinished projects.
- Developing independence in preparing and clearing away resources.
- Using both specific art resources and found objects/natural materials to create art.
- Creating both permanent and temporary creations.
- Creating artworks linked to/inspired by other areas of learning or combining them.
- Requesting (or accepting) additional resources from an adult in order to develop their ideas.
- Having opportunity to display their creations for others to see.
- Making choices about which materials and techniques to use to achieve their end goal.

Green = 3 and 4-year-olds

Blue = Reception

Black = ELG