

Art Reception 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) ✓

Area of Art	Knowledge and skills
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. Begin to explain why they do and don't like a piece of art.
Drawing 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.	Begin to develop control of a pencil Begin to experiment with tones
Painting 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	Being to develop colour mixing techniques. Match the colour they see and to what they want to represent. Begin to experiment with using different sized paint brushes.
Collage 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;	Begin to develop cutting and tearing techniques. Begin to describe the texture of different materials. Begin to combine materials to create texture.
Sculpture 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;	Begin to combine different materials to make a sculpture

<p>Print 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>Different mediums are used to make print e.g. fingers, objects or tools.</p>
<p>Textiles 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>With support patterns are created by weaving With support gluing and stitching of textiles are experienced</p>
<p>Digital Media 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; Share their creations, explaining the process they have used;</p>	<p>With some accuracy use digital devices to take photographs</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: Colour, pattern, texture, line, shape, form, materials</p>	
<p>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; 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.</p>	