

Art Golden Threads: *Investigate and Experiment *Design *Create *Evaluate

Wragby Primary School – Art Long term Plan EYFS

EYFS

Programme of study

The children in the Foundation Stage will have a range of opportunities to explore each of these objectives in detail throughout continuous provision, in the natural environment and through expressive art and design activities both adult-led and child initiated.

Expressive arts and design

3-4 years

- 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.
- Show different emotions in their drawings – happiness, sadness, fear etc.
- 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.
- Join different materials and explore different textures.

Reception

- 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: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Physical Development

3-4 years

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Reception

- 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.

ELG: Fine Motor Skills

- Begin to show accuracy and care when drawing.
- Use a range of small tools, including scissors, paint brushes and cutlery.

Understanding the World

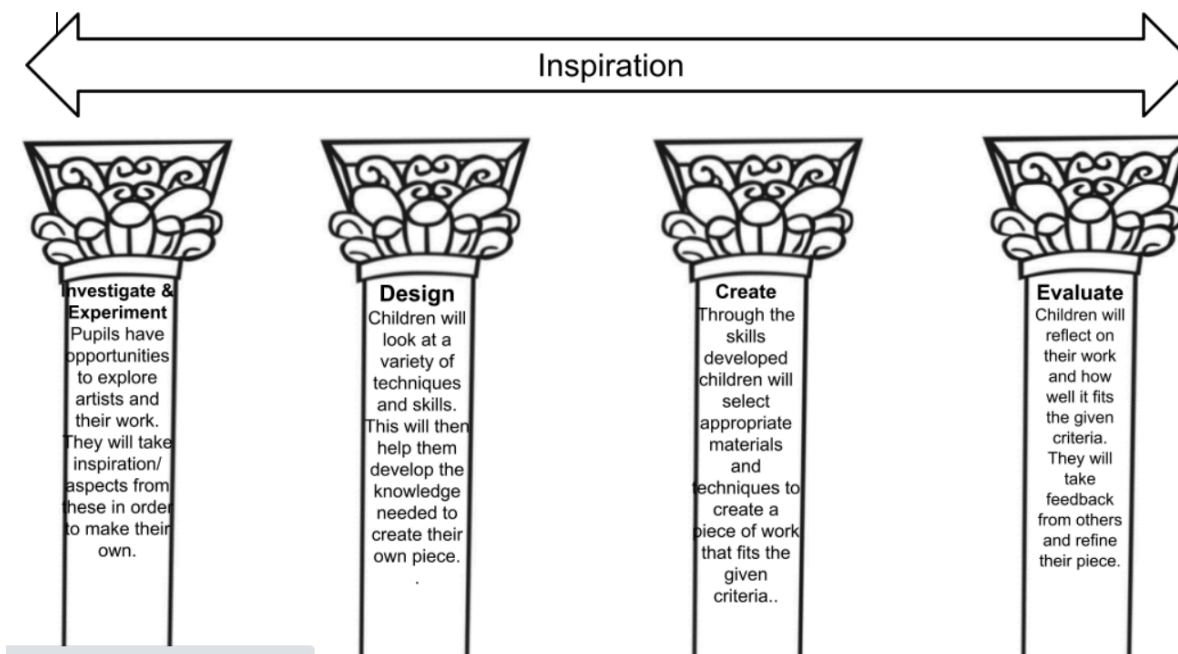
Reception

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

GOLDEN THREADS FOR ART AND DESIGN



	Drawing	Surface and colour	Working in 3D
	They use and explore a variety of materials, experimenting with colour, design ... shape ... They explore and differentiate between colours ... They represent their own ideas, thoughts and feelings through art and design Create simple representations of events, people and objects. Use what they have learned about media and materials in purposeful and original ways.	They use and explore a variety of materials, experimenting with colour, design ... shape ... They explore and differentiate between colours ... They represent their own ideas, thoughts and feelings through art and design Create simple representations of events, people and objects.	They use and explore a variety of materials, experimenting with colour, design, texture, shape ... They explore and differentiate between colours, begin to describe the texture of things ... They represent their own ideas, thoughts and feelings through art and design Create simple representations of events, people and objects.

		Use what they have learned about media and materials in purposeful and original ways.	objects. Use what they have learned about media and materials in purposeful and original ways.
Autumn Term EYFS Skills	- Explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers. - Draw from observation, imagination & experience. - Use colouring pencils etc to develop colouring skills.	- Use and care for equipment correctly. - Use media, mixing, changing colours etc. - Develop mark making with a variety of things – fingers/sponges/twigs etc? - Work in a variety of ways – table/easel/floor etc? - Work in different timescales – prescribed/open-ended? - Work from observation, imagination & experience? - Create rubbings, using wax crayons developing a repertoire of surfaces. - Create finger, hand, foot prints developed into single, repeat and pictures. - Create simple vegetable prints. - Create printed pictures using objects such as leaves, lids, corks, sponges and screwed up paper. - Impress objects into clay and print with it. - Cut and tear paper and card for their collages.	- Mark make into surfaces: playdough, plasticine, clay etc. - Begin to sculpt with a variety of materials, junk modelling, soap etc. - Begin to work on different scales, individually and as a group.
Autumn Term: T1	Drawing Me (T6 Transition) Drawing Faces Story Table drawn response Draw favourite things Drawing Friends Drawing Family Map Making Drawing artefacts Painting Numbers Drawing Pets Stencils	'How are you Peeling' vegetable faces Sticky Faces and collage Watercolour Faces Cut and stick collage House Shapes-draw around stencils and colour and cut Build a stick insect from sticks Outdoor chalk letters and names Pet Plates- create collage faces Leaf and Finger printing Patterns in cornflour Vegetable pens Leaf design Autumn pictures – natural collage Leaf Collage Leaf rubbing Hedgehog painting with forks Owl Painting	Making Faces Playdough Faces Make a Face Online Titch Playdough Family Playdough Lego Homes Junk Model house. Pet Playdough Potato Hedgehogs Autumn playdough Hedgehog cones
Autumn Term: T2	Funnybones Pictures X-ray pictures – chalk Drawing characters Writing in secret (lemon juice) Story Maps Tracing Card for Granny Pudsey Pictures Chalk letters Building design Troll Bogey writing Advent Pictures	Mixing coloured potions Skeleton pictures - art straws Making fireworks Tube printing pictures Playground chalk firework pictures Marble roll painting Gingerbread Cottage collage Painting characters Glue and Bread crumb trails Goo and hair Witches' brew colour mixing Rangoli Patterns	Making clay bones Body making- natural materials Wafer and sweet house Story Playdough Diva Lamps Decorating Cakes Mud and Stud houses Food houses – shredded wheat, twiglets, bourbon biscuits. Potato Trolls Junk Model bridge Make a Christingle Party Hats

		Dress the Wolf collage Make the woods - cardboard, twigs, leaves Mud Kitchen Mask making Paint Pigs Pink – colour mixing Printing walls ICT pictures via Purple Mash Ping Pong Puff – Blow art Troll mask Christmas Card collage Advent wreath Fingerprint lights Tree decorating Make a decoration Catalogue collage Paint Santa Printing Wrapping paper	Snowflakes Snowman picture Paper chains
Spring Term EYFS Skills	- Explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers. - Draw from observation, imagination & experience. - Use colouring pencils etc to develop colouring skills. - Look at how a variety of artists have drawn – Van Gogh, Da Vinci, Moore, Picasso etc. - Draw controlled lines and use the skill to make different shapes - Begin to show some control and refinement in drawing and painting.	- Use and care for equipment correctly. - Use media, mixing, changing colours etc. - Use a brush effectively in different ways? - Explore lightening and darkening colours? - Work in a variety of ways – table/easel/floor etc? - Work in different timescales – prescribed/open-ended? - Work from observation, imagination & experience? - Look at the way different artists have painted – Van Gogh, Matisse etc? - Create simple vegetable prints. - Create printed pictures using objects such as leaves, lids, corks, sponges and screwed up paper. - Impress objects into clay and print with it. Create simple string, cut/torn paper/card prints	- Be safe in using materials and tools. - Develop and explore simple shape forming and modelling both from observation and imagination. - Develop simple joining techniques. - Mark make into surfaces: playdough, plasticine, clay etc. - Begin to quill paper into coils and pinch simple shapes. - Begin to sculpt with a variety of materials, junk modelling, soap etc. - Begin to work on different scales, individually and as a group. - Cut and tear paper and card for their collages.
Spring Term T3:	Character pictures Story Maps Winter mark making What's in the pie? Mandarin Numbers Vegetable pens	Split Pin gingerbread man Flour Numbers Decorating gingerbread men Scratchy Bear Picture Cork Bear faces - mixed media Bear masks Biscuit emotions Shaving foam clouds Make a blackbird Fish collage Dish and Spoon Mouse shapes collage Cork Printing Van Gogh - Starry Sky Bones – cotton buds Chinese Dragon Red Powder paint letters Rice and lentil collage Turnip Pictures Peg splat names Design a Teapot	Crowns Character Playdough Goldilocks wig – curling paper Beantstalk painting – mixed media in 3-d Ice art Playdough pies Make a fiddle Sugar Mice Make a watch Plasticine sheep Turnip Playdough Plasticine Vegetables Jewellery Making Make a mini garden Clay Gnome

Spring Term T4:	Character and setting pictures Farm Animal Pictures Purple Mash Pictures Observation of artefacts Farm Stencils Minibeast drawings Book Day Characters Drawing Webs (Rulers) Frog pictures Natural Brushes Plant observation	Painting Farm Animals Mask Making Elmer Collage Butterfly Prints Circle Collage String Webs Butterfly Symmetry ICT Mirror symmetry Caterpillar fingerprint painting Painting Insects Bee Collage paper craft Eric Carle style painting/collage Leafy Faces natural collage (Archimboldo) Spring Collage collection Fingerprint flowers Painting Plants Petal Squash Easter Collage Easter Printing Design an Egg	Make a hen Farm Playdough Incy Wincy Spider model Ladybird model Natural Minibeast Collage Plasticine Bees Decorate Bee biscuits Clay Snail Paper snail paper rolling Leaf Minibeasts Minibeast playdough Frog Model Soil and Petal cupcakes Easter Craft
Summer Term EYFS Skills	• <i>Explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers.</i> • <i>Draw from observation, imagination & experience.</i> • <i>Use colouring pencils etc to develop colouring skills.</i> • <i>Look at how a variety of artists have drawn – Van Gogh, Da Vinci, Moore, Picasso etc.</i> • <i>Draw controlled lines and use the skill to make different shapes</i> • <i>Begin to show some control and refinement in drawing and painting.</i>	• <i>Use and care for equipment correctly.</i> • <i>Use media, mixing, changing colours etc.</i> • <i>Use a brush effectively in different ways?</i> • <i>Develop mark making with a variety of things – fingers/sponges/twigs etc?</i> • <i>Use paint of different consistency?</i> • <i>Explore lightening and darkening colours?</i> • <i>Work in a variety of ways – table/easel/floor etc?</i> • <i>Work in different timescales – prescribed/open-ended?</i> • <i>Work from observation, imagination & experience?</i> • <i>Look at the way different artists have painted – Van Gogh, Matisse etc?</i> • <i>Begin to show some control and refinement in drawing and painting.</i> • <i>Create rubbings, using wax crayons developing a repertoire of surfaces.</i> • <i>Create finger, hand, foot prints developed into single, repeat and pictures.</i> • <i>Create simple vegetable prints.</i> • <i>Create printed pictures using objects such as leaves, lids, corks, sponges and screwed up paper.</i> • <i>Impress objects into clay and print with it.</i> • <i>Create simple string, cut/torn paper/card prints.</i> • <i>Look at work of printmakers and discuss.</i>	• <i>Be safe in using materials and tools.</i> • <i>Develop and explore simple shape forming and modelling both from observation and imagination.</i> • <i>Develop simple joining techniques.</i> • <i>Mark make into surfaces: playdough, plasticine, clay etc.</i> • <i>Begin to quill paper into coils and pinch simple shapes.</i> • <i>Begin to sculpt with a variety of materials, junk modelling, soap etc.</i> • <i>Begin to work on different scales, individually and as a group.</i> • <i>Explore real-life examples of 3D art or sculpture.</i> • <i>Cut and tear paper and card for their collages.</i> • <i>Scrunch paper to build an image.</i>
Summer Term T5	St George/Dragon pictures (Portrait representations) Dinosaur pictures Pre-Historic pictures William the Conqueror portraits based on sources Drawing Bayeux tapestry Medieval Art Coat of Arms Robin Hood portrait using pop culture.	St George Flag Dragon Mask Collage Dinosaur skeleton stick pictures Painting dinosaurs skin textures Dinosaur shadows Imprinting fossils Cave Painting and Pre-Historic Art Chalk and pastel marks Handprints	Dragon Models Knight and Princess Peg Dolls Playdough Dinosaurs Milk Bottle Mammoths Prehistoric clay artefacts Stonehenge Thread and sew based on Bayeux Tapestry Helmet making Hobby Horse

Summer Term T6	Maps Vehicle Pictures (car, train, boat plane) Chalk roads Weather pictures Design a Tie Fashion Designer Sporty Stick people Football pitch ruler picture Design a PE kit Drawing shells	Scratching and imprinting Berry painting Painting Pre-historic animals Knight Painting Weather painting (Turner) Droppers and ink Water painting on dry ground Cloud Printing Rainbow collage Textile collage Paw Prints Sea creature collage Salt and paint picture Sand Patterns Celery fish print Hand print crab	Shield Building Make a sword Junk Castle Outdoor castle sculpture Green Man clay face Arrow Making Junk model vehicles Windsock Playdough Clothes Make a seagull Making lighthouses Junk model boat Boat paper folding Undersea playdough Plastic Fish Sea Turtle model
	EVALUATING	GREATER DEPTH	THINKING DEEPER QUESTIONS
	• <i>Talk about their work and explain it</i> • <i>Describe what they think or feel about their own and others' work</i> • <i>Think of ways to adapt and improve own work</i> • <i>Can they make links to an artist to inspire their work?</i> • <i>Can they make topic links to their art?</i> • <i>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</i> • <i>Begin to use ways to improve work Explore ideas and change what they have done to give a better result</i>	• Can they make comparisons between their own artwork and other artists'? • Can they articulate what they are trying to express in their own artwork? • Can they make suggestions for improvement in their own and others' artwork? • Can they transfer skills into a different medium e.g. using drawing skills when painting?	• What's going on in this artwork? • How would you describe the colours? • How would you describe the texture? • Close your eyes – what can you remember about the artwork? • If you could hear this artwork, what would it sound like? • What stories does this artwork make you think of? • Can you recreate this artwork with your body? • If this artwork was a person would you like to be their friend?