



**Art**

**Medium-term Plan (Reception)**

*Equipping Children for a World of Possibilities*

<u>Year Group</u> Reception	<u>Term</u> Autumn 1	<u>Unit of Learning</u> Drawing
<u>About the unit</u> Children will learn how to draw a self-portrait and how to use a sketch pencil correctly and effectively.		<u>Where the unit fits in</u> Theme: Marvellous Me Children learn about what makes them Marvellous and how they are each unique. They will use their knowledge and experiences of animals and pets to help them make decisions about their artwork.
<u>Prior Learning</u> This will be the first taught unit of artwork that children will complete in school. They have opportunities to mark make and explore patterns and textures during continuous provision.	<u>Vocabulary</u> Materials: Line - curved, straight, thin, thick, little, long. Shape - 2D shapes, proportions- big, small, thin, thick. Colours- shades- light, dark.	<u>Resources</u> Sketchbooks, Art sketch pencils Mirrors, I pad for photos
		<u>Key artists, craft makers and designers to consider:</u> Freida Kahlo
<u>Assessment (By the end of this unit the children will be able to...)</u> <ul style="list-style-type: none"> <li>Experiment to create different textures.</li> <li>Develop their understanding of texture, shape and form.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Talk about their artwork and the artwork of others.</li> </ul> <p>Where this fits with the EYFS curriculum (Development Matters 2020 and Early Learning Goals ELG Early adopters): Expressive Arts and Design Development Matters Three and Four-Year-Old statements</p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Join different materials and explore different textures.</li> </ul> <p>Expressive Arts and Design Development Matters Reception statements:</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> <p>Creating with Materials ELG</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>		


<u>Learning Objective</u> Children will:	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u> Children will have:
Talk about the artwork of others.  Develop an understanding of different features and 2D shapes names.	Show children a PowerPoint / photographs showing the work of self-portraits artist Freida Kahlo. Tell them key facts about her background, influences and technique. Help children to understand what proportions are and how Frieda Kahlo drew herself using 2D shapes. Provide children with various resources in independent learning to explore and develop vocabulary.	Appraised an artists' work.  An increased knowledge of facial features.
Explore ideas thought independent learning.	Encourage children to describe the 2D shapes they can see in a mirror. Use photographs of themselves and close photographs of their different features to use in future sessions.	An increased knowledge of facial features. Develop understanding in the use of shapes and lines.
Drawing a self-portrait from the knowledge they have learnt.	Children follow step by step instructions to draw themselves. They then apply what they know about creating proportions and 2D shapes into their own work of drawing a self-portrait of themselves.	Developed drawing skill and knowledge
Talk about artwork.	Children talk about how they created their artwork. Talk about the differences and similarities of their drawing to the artist.	Explained the process they went through to create their artwork.

<b>Year Group</b> Reception	<b>Term</b> Autumn 2	<b>Unit of Learning</b> Sculpture and texture in clay Painting
<u>About the unit</u> Children will develop their knowledge of texture, and skills in using clay. They will apply what they have learnt to create a sculpture of a Diwali lamp.		<u>Where the unit fits in</u> Theme: Lets Celebrate Children learn about different celebrations such as Diwali, Bonfire, Halloween and Christmas. They will use their knowledge and experiences of different celebrations to help them make decisions about their artwork.
<u>Prior Learning</u> This will be the first sculpture learning of artwork that children will complete in school. They have opportunities to mark make and explore patterns and textures during continuous provision.	<u>Vocabulary</u> Elements: Line - curved, straight, thin, thick, little, long. Shape - 2D and 3D shapes, big, small, thin, thick. Texture - rough, smooth, bumpy, furry, soft, hard Form	<u>Resources</u> Photos of Yayoi Kusama artwork Artist-Leanne McClurg Cambric Ipad for photos Clay, clay tools and boards.
<u>Assessment (By the end of this unit the children will be able to...)</u> <ul style="list-style-type: none"> <li>Experiment to create different textures.</li> <li>Develop their understanding of texture, shape and form.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Talk about their artwork and the artwork of others.</li> </ul> <p>Where this fits with the EYFS curriculum (Development Matters 2020 and Early Learning Goals ELG Early adopters): Expressive Arts and Design Development Matters Three and Four-Year-Old statements</p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Join different materials and explore different textures.</li> </ul> <p>Expressive Arts and Design Development Matters Reception statements:</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> <p>Creating with Materials ELG</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>		

<u>Learning Objective</u> Children will:	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u> Children will have:
Talk about the art work of others.  Develop an understanding of texture.	Show children a PowerPoint / photographs showing the work of Yayoi Kusama artwork of dotty painting. Tell them key facts about her background, influences and technique. Help children to understand what texture is and how it can be made with clay as well as paint creates texture in her clay art work to depict animal coverings. Look at the artist Leanne McClurg Cambric clay pot 'Black + Tea' as a contrasting artist. Provide children with various texture resources in independent learning to explore and develop texture vocabulary.	Appraised an artists' work.  An increased knowledge of texture.
Explore texture.	Encourage children to describe the textures they see on a clay pot. Use photographs of the traditional clay pots and close up photographs of the brush or tool marks.	An increased knowledge of texture.
Experiment with textures.	Children to experiment making dots using a range of media resources using a range of tools.  Use photographs of the pots and dots to refer to when creating textures. Talk about how the textures could be recreated in clay e.g. dots created by making lots of circular shapes or lines - explore different tools that can make these lines. Let children experiment adding texture to flat pieces of clay.	Developed skills in creating textures in clay.

Manipulate materials to achieve a planned effect.	Children follow step by step instructions to create a pot using a range of clay tools. They then apply what they know about creating textures in clay to add details inside the pots. Once the pots are dry children to use dot methods they are learnt to decorate the outer side of their clay pot.	Manipulated clay in order to produce their desired shape, form and texture.
Talk about artwork.	Children talk about how they created their artwork.	Explained the process they went through to create their artwork.

<u>Year Group</u> Reception	<u>Term</u> Spring 1	<u>Unit of Learning</u> Drawing and painting
<u>About the unit</u> Children will develop their skills of observational drawing and will gain knowledge and experience of colour mixing. They will apply what they have learnt to create a wild animal painting.		<u>Where the unit fits in</u> Theme: What a wonderful world. Children learn about other animals, habitats, similarities and differences.
<u>Prior Learning</u> Reception children have had experience of observational drawing when drawing minibeasts in the Autumn term. They have had the opportunity to explore paint in their independent art work.	<u>Vocabulary</u> Elements: Line - curved, straight, thin, thick, little, long. Shape - 2D and 3D shapes, big, small, thin, thick. Colour - primary, secondary, mix	<u>Resources</u> Photos of Henri Matisse- 'The Snail' 1953 Animals (visit to the farm) Photographs of animals (taken at farm) Ipad for photos Paper, pencil, paint, mixing tray, brushes
<u>Key artists, craft makers and designers to consider:</u> Henri Matisse		
<u>Assessment (By the end of this unit the children will be able to...)</u> EAD (BI) 30 – 50 <ul style="list-style-type: none"> <li>• Captures experiences and responses with a range of media.</li> </ul> EAD (UM&M) 30 – 50 <ul style="list-style-type: none"> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Explores colour and how colours can be changed.</li> </ul> EAD (BI) 40 – 60 <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Chooses particular colours to use for a purpose.</li> </ul> EAD (UM&M) 40 – 60 <ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> </ul>		
<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
Talk about art work.	Introduce children to the artist Henri Matisse. Display his painting of 'The snail! but don't tell the children the title. TTYP about the picture - what you can see, what is happening, where it might be, colours, shapes etc. Can you guess what the title might be? Then tell children what the title is - why do you think it is called that? Is the snail easy to spot? Talk about the colours, lines and patterns that can be seen. Tell the children that we are going to produce our own picture a bit like 'The Snail' but we are going to create a picture of a different animal from the farm. Read the story of the Snail by Jo Saxton. Show them an example of a snail one and ask what how we could make a picture like this with an animal of choice from the farm instead.	Increased knowledge of art elements. New knowledge of an artist and their work.
Explore colour and shape. Make observations.	Encourage children to look at the colour and shape of flamingos when they visit the farm. What special features do they have. Encourage them to notice things about the pigs, sheep, cow, ducks. Where do they live in the farm. What are they surrounded by? Take photographs of the animals to use in future sessions.	Observational skills developed through real life experience.
Create simple representations.	Show children step-by-step how to draw an animal from the farm. Draw in sketchbooks. Photocopy onto A4 paper for children to paint the following week.	Drawn representation of animal from the farm.

<p>Explore what happens when two primary colours are mixed together. Choose particular colours to use for a purpose.</p>	<p>This week we are going to paint the flamingo and the grass it is hiding in. What colour do we need for the grass? We have a challenge - we are only allowed to use red, yellow and blue paints to paint the grass. What could we do?</p> <p>Introduce colour mixing to children. Show them three pieces of card and get them to name the colours - red, yellow and blue. Tell children that these are called primary colours because they can't be made by mixing other colours. They can be used to mix other colours though. Can children predict what colours the different combinations could make? Use talk partners and share predictions. Show children the primary colours powerpoint and the clip of the song 'There are 3 primary colours'.</p>	<p>Knowledge of mixing primary colours and the colours they produce.</p>
<p>Explore what happens when two primary colours are mixed together.</p>	<p>Experiment with colour mixing. Show children how to use blocks paints to mix primary colours together. Children put water on their brush and mix it in the block (lightest colour first). They put this paint in a pallet tray. They wash their brush and then do the same with the second colour and add it to the first colour in the pallet to create a new colour. The best results have more of the lighter colour and a little bit of the darker colour. Record findings in sketchbook by painting blobs of the colours being used:</p> <p></p> <p>Children then paint grass on a photocopied picture of their flamingo using the green paint they have made.</p>	<p>Experience of mixing primary colours to make secondary colours. Applied knowledge of colour mixing in children's work.</p>
<p>Explore colour mixing.</p>	<p>Learn how to make secondary prime colours using prime colours. Explore adding different amounts of white to get different shades of colours.</p>	

<b><u>Year Group</u></b> Year R	<b><u>Term</u></b> Spring 2	<b><u>Unit of Learning</u></b> Printing
<b><u>About the unit</u></b> Children will produce a printed piece of artwork inspired by Esther Mahlangu.		<b><u>Where the unit fits in</u></b> Theme: What a wonderful world
<b><u>Prior Learning</u></b> Children have explored printing with a range of materials such as blocks, cardboard, string, foam and have learnt about simple repeated patterns.	<b><u>Vocabulary</u></b> Elements: Line - curved, straight, vertical, horizontal, diagonal Shape - 2D shapes Pattern - regular, repeated, rotated, overlapped	<b><u>Resources</u></b> Natural objects, sketchbooks, pencils, paint, rollers, paper, textiles, printing materials, foam, wood, canvas fabric  <b><u>Key artists, craft makers and designers to consider:</u></b> Esther Mahlangu.
<b><u>Assessment (By the end of this unit the children will be able to...)</u></b> EAD (BI) 30 – 50 <ul style="list-style-type: none"> <li>Captures experiences and responses with a range of media.</li> </ul> EAD (UM&M) 30 – 50 <ul style="list-style-type: none"> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Explores colour and how colours can be changed.</li> </ul> EAD (BI) 40 – 60 <ul style="list-style-type: none"> <li>Create simple representations of events, people and objects.</li> <li>Chooses particular colours to use for a purpose.</li> </ul> EAD (UM&M) 40 – 60 <ul style="list-style-type: none"> <li>Explores what happens when they mix colours.</li> <li>Understands that different media can be combined to create new effects.</li> <li>Uses simple tools and techniques competently and appropriately.</li> </ul>		
<b><u>Learning Objective</u></b>	<b><u>Possible teaching Activities</u></b>	<b><u>Learning Outcomes</u></b>
I can express opinions about artwork.	Show children pictures of examples of Esther Mahlangu. What do children think of the textiles? Do they like / dislike any part of them. Do they have a favourite piece? Why is it their favourite? They could record their opinions. What do they notice? Children could annotate a picture with words describing shapes, lines, patterns etc.	Children will have said what they like or dislike about some artwork.
I can develop further printing techniques. I can explore different techniques to print on to textiles.	In sketchbooks: Children produce pattern ideas for printing blocks and think about the materials they will use to make their printing blocks e.g. string, foam shapes, cardboard, wood. Will they use more than one type of material? Do they have ideas for other things they could print with? They could make a simple collagraph printing blocks with different textures on them. Children to be able to use prior art skills learn to create a smile pattern.	Children will have developed their own ideas for printing blocks.
I can explore variations of pattern placement in their artwork. I can adapt my ideas.	Demonstrate how to use a roller and print with a printing block. Children create their printing blocks and explore different ways they can place the pattern Children create a finished pattern to resemble Esther printing on cloth on canvas material.	Children will have explored how to use their printing block to create different patterns and will have made a final decision for their artwork.
I can use inspiration from designers to create my own work and can compare it.	Set up a mini gallery on the tables for children to walk around and look at. Include pictures of Esther Mahlangu artwork. Children talk about how their artwork is similar / different to the Esther printing. What inspired them and why did they make the choices they made?	Children will have talked about the inspiration for their own artwork.

<u>Year Group</u> Reception	<u>Term</u> Summer 1	<u>Unit of Learning</u> Painting
<u>About the unit</u> Children will produce a painting depicting flowers.		<u>Where the unit fits in</u> Theme: Space/Changes
<u>Prior Learning</u> Children have explored painting during independent learning in the creative and outside learning areas. They have experienced exploring the application of paint with brushes, rollers and printing resources.	<u>Vocabulary</u> Elements: Line - curved, straight, vertical, horizontal, diagonal Shape - big, small, thin, thick Colours - Pattern - regular, irregular, random, spaced	<u>Resources</u> Images of artwork, pencils, paint, brushes, sketchbooks, flowers.
		<u>Key artists, craft makers and designers to consider:</u> Vincent van Gogh Edouard Manet Clementine Hunter Georgia O'Keefe Anna Blatman Jose Trujillo
<u>Assessment (By the end of this unit the children will be able to...)</u> 1. Talk about the work of artists. 2. Develop painting skills. 3. Make observations that influence their art. 4. Develop their own ideas. 5. Make colours choices. (Think about line and colours in their art). 6. Talk about their artwork.		
<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
I can talk about the work of artists.	Set up a display of examples of artwork that have flowers as the subject. Similarities and differences Paint applied thickly and boldly.	Children will have talked about what is similar and different in pieces of artwork.
I can develop painting skills	In sketchbooks: Experiment applying paint in thick bold strokes different styles. Which style did children like the most. Which one would they like to use in their own paintings? Use simple flower outline  Try adding different materials to the paint to create further texture e.g. sand, glitter, shaving foam, salt, flour, oats Let children think of some ideas  Explore different ways of applying the paint to paper e.g. fingers, matchsticks, brushes, lollysticks, twigs	Children will have observed shapes, lines and details when making drawings from real life.
I can use a variety of materials to print with.	Children make observational drawings of flowers for their own artwork looking at lines and shapes carefully	Children will have selected their own materials to print with.
I can demonstrate a range of techniques when printing e.g. rolling, pressing, stamping.	Children create their own flower paintings using their sketches and painting ideas	Children will have developed printing techniques.
I can develop ideas.	Let children play with arrangements, colours etc.. Children make choices for a final design. This could be more of a printed pattern or a picture.  Children could mix their own colours to print with.	Children will have experimented with ideas.



<p>I can compare others artwork with their own.</p>	<p>Set up a mini gallery or lay out everyone's artwork on the tables for children to walk around and look at. Include the pictures from the famous designers. Children talk about how their artwork is similar / different to the artwork by the famous designers. Or how it is similar / different to the artwork of others in the class.</p>	<p>Children will have made comparisons of their own artwork with others.</p>
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<b>Year Group</b> <b>Reception</b>	<b>Term</b> <b>Summer 2</b>	<b>Unit of Learning</b> <b>Skill: Drawing and printing</b>
<u>About the unit</u> Children will produce a word pop art picture in the style of the artist Roy Lichtenstein. They will explore print making and apply techniques to their own artwork.		<u>Where the unit fits in</u> Theme: Changes Children learn all about real life superheroes. They find out about different superheroes and listen to superhero stories, create their own superhero identity and design a superhero comic book as a class.
<u>Prior Learning</u> In Reception children have: <ul style="list-style-type: none"> <li>• explored printing independently in the creative area. They used a range of everyday resources and art tools to print with to create their own pictures and to create different effects.</li> <li>• learnt about primary colours.</li> <li>• had experience of talking about the work of artists when appraising pieces of artwork by the artist of the term.</li> </ul>	<u>Vocabulary</u> Print, roll, press, block fill Main art elements – shape, line, colour Line - jagged, curved, thin, thick, bold, diagonal Shape - cloud, jagged, bigger, smaller Colour - primary colours, red, yellow and blue, contrasting	<u>Resources</u> Paper, card, sketchbooks, pencil, black pens (different thicknesses), paint, printing equipment, scissors, glue or sticky pads.  <u>Key artists, craft makers and designers to consider:</u> Roy Lichtenstein
<u>Assessment (By the end of this unit the children will be able to...)</u>  EAD (BI) 30 – 50 <ul style="list-style-type: none"> <li>• Captures experiences and responses with a range of media.</li> </ul> EAD (UM&M) 30 – 50 <ul style="list-style-type: none"> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Explores colour and how colours can be changed.</li> </ul> EAD (BI) 40 – 60 <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Chooses particular colours to use for a purpose.</li> </ul> EAD (UM&M) 40 – 60 <ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> </ul>		
<u>Learning Objective</u> Children will:	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u> Children will have:
Talk about the work of other artists.	Introduce children to the artist Roy Lichtenstein. These could be used: <a href="https://www.twinkl.co.uk/resource/t-ad-147-roy-lichtenstein-information-powerpoint">https://www.twinkl.co.uk/resource/t-ad-147-roy-lichtenstein-information-powerpoint</a> <a href="https://www.tate.org.uk/kids/explore/who-is/who-roy-lichtenstein">https://www.tate.org.uk/kids/explore/who-is/who-roy-lichtenstein</a> Look at his pieces of art work titled 'Explosion' and 'POP'. Look at the lines, colours and shapes used in Lichtenstein's artwork. What effect do they have? If children need support encourage them to look for straight lines and curved lines. Talk about the three primary colours that have been used. Which piece of artwork do children prefer and why? Tell children that they will be developing ideas and techniques over the next few lessons in order to create their own piece of word pop art.	Discussed elements of art when observing the work of an artist.
Explore shapes through joining different types of line.	In sketchbooks, explore how to draw the different shapes that create the explosion effect. Join diagonal lines to create different jagged shapes and curved lines to make cloud shapes. Try using thin and thick pens. Which are more effective?	Developed further drawing skills.

<p>Develop mark making and printing techniques. Line - I can use a range of materials to explore and make different types of line</p>	<p>If children are struggling to draw their own shapes, they could start by tracing images of the shapes.</p> <p>Look again at the two pieces of artwork looked at so far. The sections are filled in with block colour or dots. Talk to the children about the technique of Ben Day dots (a system invented to increase the range of colours available to newspaper printing). Lichtenstein used this technique to build up colour and texture like in a comic book.</p> <p>Ask - How could we create dots and lines in our artwork? We could draw, paint or print them. Explore how.</p> <p>In their sketchbooks, children could have a go at drawing and painting dots and lines before exploring printing or could just go straight onto printing.</p> <p>Printing techniques: Create dots by printing with:</p> <ul style="list-style-type: none"> <li>• bubble wrap (use a roller to roll the paint on).</li> <li>• objects that are cylindrical (wooden blocks, glue sticks, packaging).</li> <li>• earbuds.</li> <li>• the other end of a paintbrush or the bottom of a felt tip pen.</li> </ul> <p>Explore creating dot patterns that are closer or further apart.</p>	<p>Explored and developed mark making and printing techniques.</p>
<p>Explore ideas.</p>	<p>The 'word pop art' that will be created will have at least 3 layers. Use A5 pieces of card to create each layer on. The layers will be: Layer 1(top layer) - the word. Layer 2 - first shape. Layer 3 - second shape (slightly bigger than first shape). Additional layer 4 - background (A5 rectangular piece of card) Additional layer 5 - triangles protruding from the centre placed on the background.</p> <p>Children need to try out and make decisions about what they want each of these layers to look like. They could roughly sketch these in their sketchbooks and try out different combinations. Explore the layers:</p> <p>Layer 1 - the word. Use some comic word images to look at to help children decide on the word they would like to use. Or, as a class generate a list of action sound words to choose from. Children think about which primary colour they would like the word to be (red, yellow or blue).</p> <p>Layer 2 - first shape. Children choose whether they want this to be a cloud or jagged shape for the word to go on top of. They need to think about what effect to fill this shape with (block colour, dots or diagonal lines). They also need to think about what technique they will use to create the effect and what primary colour they will use. Choose a different primary colour from layer 1 to create a more contrasting effect.</p> <p>Layer 3 - second shape. Children again choose whether they want this to be a cloud or jagged shape (It looks more effective if the second shape is a different shape to the first, but children could explore this), and decide on the fill effect and primary colour they will use (It also looks more effective if children alternate patterned and block effects, but again this could be something children explore and make their own decisions about).</p> <p>Additional layer 4 - background. Children choose what fill effect and primary colour to use on the background.</p>	<p>Explored ideas to help them make decisions about their artwork.</p>

	Children choose an effect to create in a primary colour of their choice to paint onto a piece of card.	
Use their ideas and experiences to produce a final piece of artwork.	Create your final piece of work. Children to have a go at creating a A4 piece of art comic book front cover using the skills they have learnt. Children will use their explore idea to help them recreate their idea.	Produced a final piece of artwork based on the knowledge they have gained and the ideas they have developed.
Talk about and compare the work of an artist with their own and others.	Children evaluate their finished artwork. Encourage them to talk about elements of art evident – lines, shapes and colours incorporated ↑ Ask "Why did you choose to use them in that way?" Get children to talk about how their artwork is similar / different to the artwork they looked at first. Or, how it is similar / different to the artwork of others in the class.	Evaluated their own artwork and compared it to that of others.