



*Art – Reception – Medium Term Plan
Autumn 1, Unit 1: Drawing: Marvellous marks*



<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>EYFS outcomes</i>	<i>Vocabulary</i>	<i>Resources</i>
<p>One:</p> <p>Mark making with wax crayons</p>	<p>To explore making marks with wax crayons.</p> <p>To investigate the marks and patterns made by different textures.</p>	<ul style="list-style-type: none"> - I can do mark making with wax crayons. - I can explore textures in the classroom environment by taking wax rubbings and collecting patterns. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develops small motor skills so that they can use a range of tools competently, safely and confidently. - <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. - <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 	<ul style="list-style-type: none"> - Long - Thick - Straight - Curved - Line - Drawing - Texture - Feeling - Smooth - Soft - Hard - Short - Thin - wavy - squiggly - mark - rubbing - pattern - rough - bumpy - ridged 	<p>Have ready:</p> <p>Wax crayons in a variety of colours.</p> <p>Paper - photocopier paper works best.</p>
<p>Two:</p> <p>Mark making with felt tips</p>	<p>To explore making marks with felt tips.</p>	<ul style="list-style-type: none"> - I can investigate felt tips as a tool for mark making. - I can develop fine motor skills while creating patterns. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop small motor skills so that they can use a range of tools competently, safely and confidently. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. - <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> - long - straight - curved - zig zag - circle - drawing - short - wavy - squiggly - line - mark 	<p>Have ready:</p> <p>Felt tips in a variety of colours.</p> <p>Paper or card (either one big piece for shared drawing or individual pieces).</p>

			<p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 		
<p>Three:</p> <p>Mark making with chalk</p>	<p>To explore making marks with chalk.</p> <p>To make controlled large and small movements.</p> <p>To compare different ways of making marks and drawing.</p>	<ul style="list-style-type: none"> - I can do mark making outdoors with chalk. - I can practise creating patterns in new medium. - I can identify similarities and differences between the drawing tools used. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop small motor skills so that they can use a range of tools competently, safely and confidently. - Develop overall body-strength, balance, co-ordination and agility. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. - <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 	<ul style="list-style-type: none"> - wax - crayons - chalk - mark making - felt tips - drawing - medium 	<p>Have ready: Chalk for each child.</p>
<p>Four:</p>	<p>To explore mark making using pencils.</p>	<ul style="list-style-type: none"> - I can develop skills in observation using pencils to draw. 	<p>Physical development</p>	<ul style="list-style-type: none"> - pencils - observe - mark making 	<p>Have ready: Art pencils (HB or 2B). Paper.</p>

<p>Observational pencil drawings</p>	<p>To create a simple observational drawing.</p>	<ul style="list-style-type: none"> - I can reflect on whether my drawing shows what I can see. 	<ul style="list-style-type: none"> - Develop small motor skills so that they can use a range of tools competently, safely and confidently. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. - <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 	<ul style="list-style-type: none"> - drawing observational drawing 	<p>An item to draw (a small vase with a few seasonal flowers or plants works well). Presentation: Observational drawing.</p>
<p>Five: Drawing faces</p>	<p>To explore mark making using pencils. To create a simple observational drawing.</p>	<ul style="list-style-type: none"> - I can create self-portraits by applying my observations skills. - I can use mirrors to draw my face carefully. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop small motor skills so that they can use a range of tools competently, safely and confidently. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> - Pencils - observe - mark making - face - ears - hair - drawing - observational drawing - self-portrait - eyes - nose 	<p>Have ready: Art pencils (HB or 2B). Paper. Mirrors. Black and white photographs of each child.</p>

			<p><i>Characteristics of effective learning</i></p> <ul style="list-style-type: none"> - <i>Playing and exploring.</i> 		
<p>Six: Drawing faces in colour</p>	<p>To use a variety of colours and materials to create a self-portrait.</p> <p>To express their own self-image through art.</p>	<ul style="list-style-type: none"> - <i>I can compare how colour is used by artists.</i> - <i>I can apply what I have practised when drawing from observation.</i> - <i>I can create a colourful self-portrait.</i> 	<p>Physical development</p> <ul style="list-style-type: none"> - <i>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</i> - <u>ELG: Fine Motor Skills:</u> <i>Begin to show accuracy and care when drawing.</i> <p>Expressive arts and design</p> <ul style="list-style-type: none"> - <i>Explore, use and refine a variety of artistic effects to express ideas and feelings.</i> - <u>ELG: Creating with materials:</u> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - <i>Playing and exploring.</i> 	<ul style="list-style-type: none"> - <i>Artist</i> - <i>drawing</i> - <i>observational drawing</i> - <i>colours</i> - <i>oil pastel</i> - <i>pencils</i> - <i>eyes</i> - <i>nose</i> - <i>self-portrait</i> - <i>observe</i> - <i>mark making</i> - <i>wax crayon</i> - <i>paint</i> - <i>face</i> - <i>ears</i> - <i>hair</i> 	<p>Have ready: Presentation: Faces Wax crayons, felt tips, pencils and coloured pencils. Paper. A selection of small objects for children to choose from such as toy cars, buttons, cotton buds, pieces of fruit, flowers.</p>



Art – Reception – Medium Term Plan
Spring 1, Unit 2: Painting and mixed media: Paint my world



Lesson	Learning Objective	Success Criteria	EYFS outcomes	Vocabulary	Resources
<p>One:</p> <p>Finger painting</p>	<p>To explore paint through finger painting.</p> <p>To describe the texture and colours as they paint.</p> <p>To talk about their work and decide whether it is abstract or figurative.</p>	<ul style="list-style-type: none"> - I can explore paint through finger painting. - I can describe colours and textures in my creations. 	<p>Physical development</p> <ul style="list-style-type: none"> - <u>ELG</u>: Begin to show accuracy and care when drawing. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 	<ul style="list-style-type: none"> - Silky - slippery - wet - glistening - sticky - glide - dot - red - yellow - smooth - slimy - glossy - shiny - squelchy - wipe - dab - green - blue 	<p>Have ready:</p> <p>Water-based ready-mixed paint.</p> <p>Painting tray with individual colours in each section. Spare painting trays or dishes. Paper for each pupil.</p> <p>Wet cloths for cleaning fingers between colours.</p>
<p>Two:</p> <p>Outdoor painting</p>	<p>To create natural paintbrushes using found objects.</p> <p>To use natural paint brushes and mud paint to create artwork.</p> <p>To talk about their work and decide whether it is abstract or figurative.</p>	<ul style="list-style-type: none"> - I can collect materials and objects from nature to make painting tools. - I can use these objects to create abstract and figurative art. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop small motor skills so that they can use a range of tools competently, safely and confidently. - <u>ELG</u>: Use a range of small tools, including scissors, paint brushes and cutlery. - <u>ELG</u>: Begin to show accuracy and care when drawing. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p>	<ul style="list-style-type: none"> - Feathers - flower buds - twigs - silky - slippery - wet - glistening - sticky - glide - wipe - dab - red - green - grass - leaves - pine cones - smooth - slimy - glossy - shiny - squelchy 	<p>Have ready:</p> <p>Natural objects such as feathers, grass, flower buds or heads, leaves, twigs, pine cones.</p> <p>One stick per pupil.</p> <p>String and scissors.</p> <p>Mud and water.</p> <p>Bowls or containers to use for mixing mud paint.</p> <p>Spoons or sticks for mixing.</p> <p>A surface on which to paint;</p>

			- <i>Playing and exploring.</i>	- sweep - dot - swirl - blue - yellow	you could use paper, card, bark, newspaper or even the floor.
Three: Painting to music	To respond to music through the medium of paint. To use paint to express ideas and feelings.	- I can use paint to record emotional responses to different pieces of music. - I can create exciting and expressive paintings.	Physical development - Develop small motor skills so that they can use a range of tools competently, safely and confidently. - <u>ELG:</u> Use a range of small tools, including scissors, paint brushes and cutlery. - <u>ELG:</u> Begin to show accuracy and care when drawing. Expressive arts and design - Explore, use and refine a variety of artistic effects to express ideas and feelings. - Listen attentively, move to and talk about music, expressing their feelings and responses. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Characteristics of effective learning - <i>Playing and exploring.</i>	- Happy - excited - sleepy - fast - dynamic - quiet - sad - worried - tempo - slow - loud	Have ready: Audio file: Track 1: Audio file: Track 2: Audio file: Track 3: Audio file: Track 4: Paintbrushes, paint and paper. Water pots and paper towels.
Four: Collage and transient art	To make child-led collages using mixed media. To use loose parts to create a piece of transient art.	- I can create unique collages and transient art through independent exploration of mixed media resources.	Physical development - <u>ELG:</u> Use a range of small tools, including scissors, paint brushes and cutlery. Expressive arts and design - Explore, use and refine a variety of artistic effects to express ideas and feelings. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and	- transient art - collage - fixed - not fixed - permanent - temporary	Have ready: Mixed media scraps such as crepe paper, fabric, tissue paper, corrugated card, magazines, ribbon, string/wool, foil, etc.

			<p>techniques, experimenting with colour, design, texture, form and function.</p> <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 		<p>Glue sticks, PVA glue, sticky tape. Scissors. Paper upon which to work. Loose parts such as buttons, corks, bottle lids etc Loose parts list in Classroom resources for ideas. A surface upon which to work, for example, a cork board, place mat, plate, wooden board, piece of card etc. Containers or pots to hold items. Camera or tablet.</p>
<p>Five: Landscape collage</p>	<p>To create landscape collages inspired by the work of Megan Coyle.</p>	<ul style="list-style-type: none"> - I can develop an understanding of collage. - I can create a landscape collage inspired by the work of Megan Coyle. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - <u>ELG</u>: Use a range of small tools, including scissors, paint brushes and cutlery. - <u>ELG</u>: Begin to show accuracy and care when drawing. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - <u>ELG</u>: <u>Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> - Collage - Megan Coyle - Tear - Stick - Landscape - rip - cut 	<p>Have ready: Presentation: Megan Coyle Camera/tablet. Pencils. Paper. PVA glue, pots and spreaders. Magazines for collage. Link: Megan Coyle website</p>

			<ul style="list-style-type: none"> - <u>ELG: Creating with materials</u>: Share their creations, explaining the process they have used. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 		
Seven: Group art	<p>To create a large piece of group artwork based around fireworks.</p> <p>To experiment with colour, design and painting techniques.</p>	<ul style="list-style-type: none"> - I can work collaboratively. - I can create a large group painting inspired by the colours and patterns of fireworks. 	<p>Physical development</p> <ul style="list-style-type: none"> - Use a range of small tools including paintbrushes. - <u>ELG</u>: Begin to show accuracy and care when drawing. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - Create collaboratively, sharing ideas, resources and skills. - <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 	<ul style="list-style-type: none"> - Flick - dot - stroke - splatter - wipe - splat - dab - swish - glide 	<p>Have ready:</p> <ul style="list-style-type: none"> - Poster paint that has been slightly watered down to make it easier to work with. - Trays and pots for paint. - Paintbrushes. - Teabags. - String cut into different lengths. - An extra large piece of paper so that all pupils can access it- paper on a roll works well. - Tarpaulin - Link: Fireworks spectacular with the Let's Go Club on VideoLink.



Art – Reception– Medium Term Plan
Summer 1, Unit 3: Sculpture and 3D: Creation station

Lesson	Learning Objective	Success Criteria	EYFS outcomes	Vocabulary	Resources
One: Clay	To explore clay and its properties.	<ul style="list-style-type: none"> - I can explore and understand clay through manipulation and experimentation. - I can develop small motor skills. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Develop overall body-strength, balance, coordination and agility. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring 	<ul style="list-style-type: none"> - silky - slippery - wet - squelchy - pull - twist - stretch - squash - smooth - slimy - sticky - push - poke - bend - roll - pinch 	<p>Have ready: Modelling clay. Tuff tray or a flat, clean work surface. Easy access to hand washing. Link: Morph Episodes on VideoLink (3:46-4:46). Link: How to make Morph on VideoLink (0:42-2:44)</p>
Two: Playdough	To explore playdough and its properties. To use tools safely and with confidence.	<ul style="list-style-type: none"> - I can explore the properties of playdough using my hands and tools to manipulate it in different ways. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Develop overall body-strength, balance, coordination and agility. - <u>ELG:</u> Use a range of small tools. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 	<ul style="list-style-type: none"> - smooth - soft - squelchy - pull - twist - stretch - squash - cut - slice - squashy - sticky - push - poke - bend - roll - pinch - chop 	<p>Have ready: Playdough. Tuff tray or flat, clean work surface. Tools may include: modelling tools, rolling pins, pattern rollers, cutters, small child safe knives, scissors, tweezers. Activity: Playdough recipe Activity: Playdough recipe cards</p>

<p>Three:</p> <p>3D landscape art</p>	<p>To create natural 3D landscape pictures using found objects.</p>	<ul style="list-style-type: none"> - I can create 3D landscape pictures using natural found objects. - I can use my imagination to choose and arrange the objects. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 	<ul style="list-style-type: none"> - leaves - twigs - petals - seed pods - bark - landscape - collage - 3D art 	<p>Have ready: Your prepared example picture. Natural loose parts e.g. leaves, twigs, petals, seed pods, bark, etc. Paper. PVA glue and spreaders. Sticky back plastic.</p>
<p>Four:</p> <p>Designing animal sculptures</p>	<p>To generate inspiration and conversation about sculpture art and artists.</p> <p>To create a design for a 3D animal sculpture.</p>	<ul style="list-style-type: none"> - I can look at the shapes and patterns in clay animal sculptures. - I can design my own animal sculpture. - I can consider how I will create it in clay. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - <u>ELG:</u> Begin to show accuracy and care when drawing. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p>	<ul style="list-style-type: none"> - sculpture - 3D - create - clay - design 	<p>Have ready Presentation: Animal sculpture Paper. Pencils. A selection of small world animals. Pictures of animals.</p>

			- <i>Playing and exploring.</i>		
Five: Creating animal sculptures	To begin making a 3D clay sculpture using the designs created last lesson.	<ul style="list-style-type: none"> - I can shape clay into animal sculptures. - I can refine my ideas as I follow my design. - I can problem solve as I work. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - <i>Playing and exploring.</i> 	<ul style="list-style-type: none"> - Sculpture - rolling - squashing - smoothing - clay - pinching - flattening - joining 	Have ready: Pupils' designs from Lesson 4: Designing animal sculptures. Air dry clay. Small pots of water for joining clay.
Six: Painting animal sculptures	To make a 3D clay sculpture using the designs created last lesson. To share their creation, explaining the processes they have used.	<ul style="list-style-type: none"> - I can develop my clay animal by choosing colours to decorate it. - I can talk about the process used to make my sculpture. 	<p>Physical development</p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - <u>ELG: Creating with materials:</u> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> - model - 3D - plan - evaluate - sculpture - design - reflect 	Have ready: Pupils' designs from Lesson 4: Designing animal sculptures. Unpainted models from Lesson 5: Creating animal sculptures. Poster or acrylic paint. Brushes, pots and water.

			<i>Characteristics of Effective Learning</i> - <i>Playing and exploring.</i>		
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