

Expressive Arts and Design Long Term Plan

STATUTORY EDUCATIONAL PROGRAMME: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<u>Y1 expectations</u>	Art	Design and Technology	Music
<p>The Reception year provides children with the foundation of the skills they will build on in Y1.</p>	<p><u>Techniques</u> Mark-making using different drawing tools. Colouring neatly. Showing different tones with pencils. Combining materials. Beginning techniques such as rolling, cutting, moulding, carving and making using simple tools. Making simple joins when creating sculptures.</p> <p><u>Influence</u> Observing and describing patterns and beginning to replicate them. Talking to a peer or teacher about the artwork made. Taking inspiration from notable artwork to influence their own pieces. Expressing and sharing opinions about artwork.</p> <p><u>Convey</u> Knowledge of all the primary and secondary colours. Identifying colours in</p>	<p><u>Inspiration</u> Developing knowledge that all food comes from plants or animals, that food has to be farmed, grown or caught. Describing the differences between some food groups (i.e. sweet, vegetables, etc). They will learn of at least one British inventor, designer, engineer, chef or manufacturer. They will be beginning to design products that have a clear purpose and an intended user.</p> <p><u>Intervention</u> Demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). They will cut, peel or grate ingredients safely and hygienically. Designing a product that uses a slider mechanism.</p> <p><u>Improvements</u> Knowledge of all the primary and secondary colours. Identifying colours in pictures and on objects. Deciding which tool would be appropriate when creating thick and thin lines.</p>	<p><u>Composition</u> Experimenting with, creating, selecting and combining sounds. Improvising and composing music for a range of purposes. Using and understanding staff and other musical notations.</p> <p><u>Performance</u> Using their voices expressively and creatively by singing songs and speaking chants and rhymes. Listening with attention to detail and recall sounds with increasing aural memory. Playing and performing in solo and ensemble contexts.</p> <p><u>Appraisal</u> Listening with concentration and understand to a range of high-quality live and recorded music.</p>

	pictures and on objects. Deciding which tool would be appropriate when creating thick and thin lines. Exploring the use of observational drawing to record what is seen.		Exploring the use of observational drawing to record what is seen.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/Topics	Marvellous Me!	Let's Celebrate!	Frozen Planet	Growing	Amazing Animals	Under the Sea
Celebrations	Halloween	Diwali Bonfire Night Children in Need Remembrance Day Christmas	Valentines Day Pancake Day Lunar New Year	World Book Day Mother's Day Easter		Father's Day Sports Day World Ocean Day
Artists	Jackson Pollock (American)	Wassily Kandinsky (Russian)	Joan Miro (Spanish)	Alma Thomas (African-American) Eric Carle (American)	Vincent Van Gogh (Dutch)	
Creative Art	Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below).					
Mark making/ Drawing	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Skill: observational drawing – pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle including details.	Skill: Observational drawing - daffodils	Skill: observational drawing – sunflowers Show accuracy and care in their drawing.	Skill: produce more detailed work and say what they have included.

Colour	Experience: explore colours and how colours can be changed. Identify light and dark colours.	Knowledge: recognise and name colours.	Skill: to be able to create a wash background and combining colour in the style of Joan Miro.	Skill: colours in nature and how they can be applied to art in the style of Alma Thomas	Skill: exploring shades of colour and how to make different shades.	Skill: to be able to choose a particular colour for a purpose.
Painting	Skill/Knowledge: splatter painting in the style of Jackson Pollock.	Skill/Knowledge: only using primary colours. Inspiration Mondarian	Experience: explore different paint types – watercolour, acrylic, ready mix paint	Skill: mix paints to make new colours, following instructions	Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.	Skill: paint through inspiration, feeling, observation or imagination. Evaluate own work and others, suggest how work can be improved.
Printing	Skill: printing with hands, feet and fingers.	Skill: printing with sponges and rollers, shapes. Inspiration Mondarian (primary colours) & Kandinsky (shapes)	Skill: printing with natural objects/food e.g. leaves, pine cones	Skill: printing simple repeating patterns. Recognise patterns in the environment. Alma Thomas inspiration	Skill: symmetrical printing – butterflies as inspirations.	Skill: to be able to create using own ideas and explain the choices.
Textiles/materials	Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural.	Skill: Junk modelling with different materials. Junk modelling will be offered in continuous provision.	Knowledge: understand the purpose of different textiles/materials e.g. winter clothes.	Skill: collage using Eric Carle as inspiration Skill: follow instructions to make own play dough.	Skill: weaving (natural and manmade materials)	Skill: sewing using a pre running stitch with natural resources.

3D work	Understanding: to know what transient art is. Transient art will continue to be offered in continuous provision.	Skills: to use simple joins when using different materials to create 3D work, e.g. Sellotape, masking tape, glue stick	Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for Lunar new year, valentines day.	Skill/knowledge: natural art in the style of Alma Thomas	Skill: making own props/puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect. E.g. feather headdress	Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.
Cutting Skills	Using one-handed tools and equipment, for example, making snips in paper with scissors.	Use scissors to cut in a straight line.	Cutting skill: use scissors to cut curved lines.	Cutting skill: use scissors to cut shapes.	Cutting skills: use scissors independently.	Cutting skill: use scissors for a particular purpose when combining different media and materials.
Being Imaginative	Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay	Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.	Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping			