

St Anne's C of E Primary School Curriculum Plan

Subject: Art and Design

Year: Reception

Term: Autumn



Unit: Marvellous Marks- drawing



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Long, short, thick, thin, straight, wavy, curved, squiggly, circle</p> <p>Line, mark, drawing, rubbing, texture, pattern</p> <p>Rough, smooth, bumpy, soft, ridged, hard</p> <p>wax crayon, felt tip, chalk, pencil, oil pastel</p> <p>mark making, colour, observe, observational drawing, self-portrait, artist</p>	<p>Different materials make different types of marks.</p> <p>Identify similarities and difference between drawing tools.</p> <p>How to make large and small movements with control when drawing.</p> <p>How to make observations.</p> <p>Different materials can be combined in one drawing.</p>	<p>Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.</p> <p>Different marks, lines, textures and patterns can be made with objects/colours/drawn marks- mark making techniques</p> <p>Drawings can be made by looking carefully at objects.</p> <p>Artists use different medium and mark making techniques to draw what they see- observational drawings.</p>	<p>Generating ideas Talk about their ideas and explore different ways to record them using a range of media.</p> <p>Sketchbook Experiment in an exploratory way.</p> <p>Making skills Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Investigate marks and patterns when drawing.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>

			<p>Knowledge of the artist Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p> <p>Evaluating and analysing Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>
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EYFS framework covered-

ELG: Speaking- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

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

ELG: Physical development: Fine motor skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

St Anne's C of E Primary School Curriculum Plan

Subject: Art

Year: Reception

Term: Spring



Unit: Paint my world- painting and mixed media



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>silky, smooth, slippery, slimy, wet glossy, glistening, shiny, sticky squelchy</p> <p>glide, wipe, dot, dab, flick, splat, sweep, swish, swirl, rip, tear</p> <p>red, green, yellow, blue</p> <p>collage, create, cut, design, landscape, permanent, temporary,</p> <p>transient art- art that is not fixed or permanent</p>	<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p> <p>When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p>Simple terms to describe what something feels like (eg. bumpy).</p> <p>The names of simple shapes in art.</p> <p>Art can be made outdoors using natural resources.</p> <p>Art can be permanent or temporary.</p>	<p>Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p> <p>Art can be created using lots of mixed media resources.</p> <p>Art can be collaborative.</p> <p>Artists choose colours to draw or paint with.</p> <p>Sometimes artists are inspired by the seasons.</p> <p>Some art doesn't last long- it is temporary.</p>	<p>Generating ideas Talk about their ideas and explore different ways to record them using a range of media.</p> <p>Making skills Explore paint, using hands as a tool.</p> <p>Describe colours and textures as they paint.</p> <p>Explore what happens when paint colours mix.</p> <p>Make natural painting tools.</p> <p>Investigate natural materials eg paint, water for painting.</p>

	<p>Painting can be used in response to a piece of music.</p> <p>The artist Megan Coyle and what art form she uses.</p>		<p>Explore paint textures, for example mixing in other materials or adding water.</p> <p>Respond to a range of stimuli when painting.</p> <p>Use paint to express ideas and feelings.</p> <p>Explore colours, patterns and compositions when combining materials in collage.</p> <p>Knowledge of the artist Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.</p> <p>Evaluating and analysing Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.</p>
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Physical Development

ELG: 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.

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

ELG: Speaking -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: Reception

Term: Summer



Unit: Creation station- sculpture



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
3D art, sculpture clay bend, chop, cut, flatten, join, pinch, poke, pull, push, roll, squash, stretch silky, slimy, slippery, smooth, squelchy, sticky, wet landscape collage plan, design, reflect, evaluate	What clay is and where it comes from. Clay and other malleable materials can be manipulated into different shapes using our hands. Tools can be used to change the shape of malleable materials. How to use tools safely and carefully. Artwork can be made using 3D natural objects. Sculptures can be made using clay. How to make a design for a piece of sculpture.	Tools need to be used safely and carefully. Artists can make sculptures using clay and other malleable materials. You can model clay into a figure. You can adapt and change your design as you make a sculpture. People can have different opinions on pieces of artwork.	<p>Generating ideas Talk about their ideas and explore different ways to record them using a range of media.</p> <p>Making skills Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make.</p>

	<p>To look closely at a design to try and recreate it.</p>		<p>Problem-solve and try out solutions when using modelling materials.</p> <p>Use a range of modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills.</p> <p>Knowledge of artists Artists use modelling materials like clay to recreate things from real life.</p> <p>Sometimes artists are inspired by the seasons.</p> <p>Some art doesn't last long- it is temporary.</p> <p>Enjoy looking at and talking about art.</p> <p>Evaluating and analysing Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>
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ELG: Speaking-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

ELG: Expressive Arts and design: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.

ELG: Physical development: Fine motor skills:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
Use a range of small tools, including scissors, paint brushes.