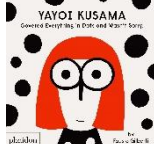
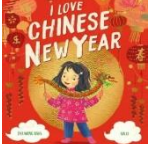
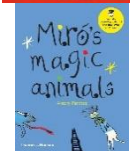
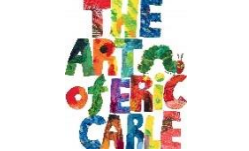
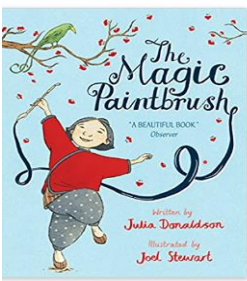


Little Eaton Primary School: Expressive Arts and Design Reception - Long Term Plan

Statutory Guidance from the EYFS Framework:

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>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Possible themes, lines of enquiry and interests	Starting School Autumn Family People who help us Who am I?	Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Winter Arctic environments Journeys The world around us Chinese New Year Big School's bird watch	Growing up - babies, generations Health inc. oral health Spring Easter	Life Cycles - butterflies, owls, frogs Our Local Area Gardening	Summer Hot environments Looking After Our Environment Mermaids / Pirates Seaside
Celebrations & Experiences	Starting School, , Autumn, Black History Month,	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, Science Week, Safer Internet Day	, Comic Relief, Mother's Day, Pancake Day, World Book Day, Easter	National Storytelling Week Tiger Tea Party Explore Little Eaton	Father's Day Transition, Assessment Chatsworth Visit Fitness Week/ Sports Day
Suggested Texts	 	  	 	 		 
The Year 1 expectations in EAD.	Art A summary of the <u>techniques</u> developed in Y1. The children will: Mark-making using different drawing tools. Colouring neatly. Showing different tones with pencils. Combining materials. Beginning techniques such as rolling, cutting, moulding, carving and marking using simple tools. Making simple joins when creating clay sculptures. Developing work in a sketchbook.		Design and Technology A summary of the <u>inspiration</u> work developed in Y1. The children will: Develop knowledge that 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, vegetable etc.) They will learn of at least one British inventor, designer, engineer, chef or		Music A summary of the <u>composition</u> work developed in Y1. The children will: Experiment with, creating, selecting and combining sounds. Improvising and composing music for a range of purposes. Using and understanding staff and other musical notations. A summary of the <u>performance</u> work developed in Y1. The children will: Use their voices expressively and creatively by	

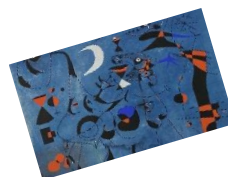
	A summary of the <u>influence</u> work developed in Y1. The children will: Observing and describing patterns and beginning to replicate them. Talking to a peer or teacher about the artwork made. Taking inspiration from artwork to influence their own pieces. Expressing and sharing opinions about artwork. A summary of the <u>convey</u> skills developed in Y1. The children will: Build knowledge of all the primary and secondary colours. Identify colours in pictures and on objects. Decide which tool/s would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen.	manufacturer. They will be beginning to design products that have a clear purpose and an intended user. A summary of the <u>invention</u> work developed in Y1. The children will: 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. Design a product that uses a mechanism. A summary of the <u>improvement</u> work developed in Y1. The children will: Build knowledge of all the primary and secondary colours. Identifying colours in pictures and on objects. Decide which tool would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen.	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. A summary of the <u>appraisal</u> work developed in Y1. The children will: Listening with concentration and understanding to a range of high-quality live and recorded music.
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Expressive Arts and Design

Long Term Plan 2023 – 2024

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Music Development Intent Vocabulary Implementation	Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move Introduction to new songs, rhymes. Level 1 phonics lessons focusing on tuning in.	Nativity Performance – joining in with the words to sings and using actions. Listening to music. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.	Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells. Being shown a range of instruments and having these in provision, music lessons on body percussion and creating	Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring	Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary, Rimsky Korsakov, Flight of the Bumblebee Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a	Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch. Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children

			repeating patterns and compositions using instruments with picture cues and verbal cues.	instruments to describe their sound in comparison to others and using new musical vocabulary.	wide range of appropriate songs.	to make their own music (including singing).
Artist Studies Intended Artists Vocabulary Implementation	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
	Jackson Pollock (Collaborative work) Jackson Pollock, abstract, colour, work, drink, together, collaborate, splatter, flick. Exploration of Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Yayoi Kusama Piet Mondrian, Wassily Kandinsky Yayoi Kusama, Piet Mondrian, Wassily Kandinsky, primary colours, bold, squares, rectangles, thick lines, thin lines, shapes, circles Exploration of Yayoi Kusama, Piet Mondrian, Wassily Kandinsky through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Joan Miro Shapes, drawing, squiggles, thin lines, pen, pencils, colours, doodles, symbols. Exploration of Joam Miro through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Andy Goldsworthy Eric Carle English, photographer, sculpture, nature, natural, leaves, sand, ice, stone, tissue paper, colours, caterpillar, animals, minibests. Exploration of Andy Goldsworthy and Eric Carle through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.		Georgia O’Keeffe, Henri Matisse Flowers, copy, colours, observe, shape, bright, bold, realistic, unusual, still life, French, American, paper collage, scissors. Exploration of Georgia O’Keeffe and Henri Matisse through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.



Expressive Arts and Design

Long Term Plan 2023-2024

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Being Imaginative and Expressive (ELG) Creating with materials (ELG)	Across the year 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. Specific skills, knowledge and experiences will also be planned in across the year as noted below.					
Mark Making/Drawing Intent Vocabulary Implementation	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made. Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain Mark making area, Workshop and creative areas, modelling how to use equipment safely.	(Skill) Observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. Observe, copy, look, notice, shape, colour, lines, represent. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Pumpkins on Creative table, modelling observational skills.	(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 and including details. Emotion, feeling, detail, features, circles, shapes, lines, colour Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.	(Skill) Observational drawing – Daffodils Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.	(Skill) Observational drawing – Mini Beasts Show accuracy and care in their drawing. Observe, copy, look, notice, shape, colour, lines, represent, flower,. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.	(Skill) Produce more detailed work and say what they have included. Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.
Colour Intent Vocabulary Implementation	Explore colours and how colours can be changed. Identify light and dark colours. Colours, colour names, change, lighter, darker, mix, primary colour,	(Knowledge) Recognise and name colours. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.	(Skill) Create a wash background and combining colour in the style of Joan Miró. Wash background, water colour, water, paint, light, dark, bold,	(Skill) Exploring colours in nature and how they can be applied to art in the style of Andy Goldsworthy. Colours, colour names, nature, outside, style,	(Skill) Exploring shades of colour and how to make different shades. Colours, colour names, change, lighter, darker, mix, primary colour,	(Skill) Choosing a particular colour for a purpose Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose.

	secondary colours, light, dark. Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions.	Discussing colour names during play and discussions.	faint, Joan Miro, combine, mix. Modelling making a wash background, discussing use of colour and shape and light and dark colours.	similar, Any Goldsworthy, leaves, grass, soil, mud. Using a colour chart and paint chart outside to identify colours.	secondary colours, light, dark, shades. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.	Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples.
Painting Intent Vocabulary Implementation	(Skill/Knowledge) Splatter painting in the style of Jackson Pollock Paint, painting, colour, choice, splatter, flick, Jackson Pollock. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.	(Skill/Knowledge) Only using one colour to create in the style of Yves Klein Paint, painting, colour, choice, Yves Klein Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Yves Klein's work, teacher modelling of work.	(Experience) Explore different paint types - watercolour, powder paint, acrylic, ready mix paint. Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.	(Skill) Mix paints to make new colours following instructions. Paint, painting, colour, choice, mix, new, primary and secondary Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours	(Experience) Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types. Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.	(Skill) Paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved. Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.
Printing Intent Vocabulary Implementation	(Skill) Printing with hands, feet and fingers. Print, paint, choice, hands, feet, fingers, smudge, clear print. Printing materials explored together as a class and on offer in provision.	(Skill) Printing with sponges and rollers, shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes) Print, paint, choice, smudge, clear print, sponge, rollers, shapes, Mondrian, primary colours, Kandinsky.	(Skill) Printing with natural objects/food e.g. leaves, pine cones. Print, paint, choice, smudge, clear print, objects, leaves, pine cones, flowers. Printing materials explored together as a class and on offer in	(Skill) Printing simple repeating patterns. Recognise patterns in the environment. Print, paint, choice, smudge, clear print, objects, patterns, environment, world, nature. Printing materials explored together as a	(Skill) Symmetrical printing - butterflies as inspiration. Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour. Exploration of symmetry using a mirror, a line to repeat	(Skill) Create using their own ideas and explain the choices. Print, paint, choice, smudge, clear print, ideas, explain, reason, why. Printing materials in provision for children to use independently.

		Printing materials explored together as a class and on offer in provision. Mondrian's work explored together as a class.	provision. Exploration of natural materials – bring in from outside to print.	class and on offer in provision. Exploration of natural materials – bring in from outside to print. Teaching of repeating patterns.	on each side, symmetrical butterfly printing explored and then left in provision.	
Textiles and Materials Intent Vocabulary Implementation	Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural. Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth. Exploration of a range of materials and their functions, creative areas.	(Skill) Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision. Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, sellotape. Junk modelling materials available in class, different functions of glue explored with class.	(Knowledge) understand the purpose of different textiles/materials. e.g. winter clothing. Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton. Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.	(Skill) Collage using Eric Carle as inspiration (Skill) Follow instructions to make own play dough. Materials, textures, collage, Eric Carle, play dough, flour, instructions, water, salt, oil, amount, measure, roll, mix. Collage exploration, collage materials available to class, playdough instructions modelled to class.	(Skill) Weaving (natural and manmade materials) Materials, textures, weaving, instructions, in and out, natural, manmade, pattern. Weaving demonstrated to the class, weaving materials available in provision,	(Skill) Sewing using a pre-running stitch with natural resources. Materials, textures, sewing, stitch, natural, leaves, thread, needle, weaving, in and out. Safety instructions given, modelling safety with needles and instructions on how to sew, link between weaving and sewing.
3D work Intent Vocabulary Implementation	Understanding: to know what transient art is. Transient art will continued to be offered in continuous provision. Transient art, loose parts, moveable, creation, colour, shape, patterns. Exploration of loose parts, modelling of how they can be used, images of ideas.	(Skill) Use simple joins when using different materials to create 3D work, e.g. Sellotape, masking tape, stick glue. Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold. Exploration with the class of different ways to join materials and which is the best method for which material.	(Skill) Create work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day. Celebrate, bunting, paper chains, joins, glue, paper, card. Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.	(Skill/Knowledge) Natural art in the style of Andy Goldsworthy. Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar. Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.	(Skill) Making own props/ puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress. Props, puppets, folding, technique, fan, book, material, feather headdress. Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques	(Skill) Select tools and techniques needed to assemble and join materials they are using for a specific reason. Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain. A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year.

					together – modelling and giving children the materials to access, giving children a range of materials to access from.	
Cutting skills Intent Vocabulary Implementation	(Skill) Using one-handed tools and equipment, for example, making snips in paper with scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.	(Skill) Use scissors to cut in a straight line. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.	(Skill) Use scissors to cut curved lines. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.	(Skill) Use scissors to cut shapes. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, shapes, lines, copy. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	(Skill) Use scissors independently. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	(Skill) Use scissors for a particular purpose when combining different media and materials. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.
Being Imaginative Intent Vocabulary Implementation	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 role-play. Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.	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. Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.		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 Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided		

			roleplaying activities together as guided groups or a whole class.
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