



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



Lesson	Learning Objective	Success Criteria	EYFS outcomes	Vocabulary	Resources
One: Mark making with wax crayons	To explore making marks with wax crayons. To investigate the marks and patterns made by different textures.	<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 	Have ready: Wax crayons in a variety of colours. Paper - photocopier paper works best.
Two: Mark making with felt tips	To explore making marks with felt tips.	<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 	Have ready: Felt tips in a variety of colours. Paper or card (either one big piece for shared drawing or individual pieces).

			<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 - drawing 	<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"> - 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: <i>Drawing faces in colour</i></p>	<p><i>To use a variety of colours and materials to create a self-portrait.</i></p> <p><i>To express their own self-image through art.</i></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><i>Characteristics of effective learning</i></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><i>Have ready:</i></p> <p><i>Presentation:</i></p> <p><i>Faces</i></p> <p><i>Wax crayons, felt tips, pencils and coloured pencils. Paper.</i></p> <p><i>A selection of small objects for children to choose from such as toy cars, buttons, cotton buds, pieces of fruit, flowers.</i></p>



Lesson	Learning Objective	Success Criteria	EYFS outcomes	Vocabulary	Resources
One: Finger painting	<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: Water-based ready-mixed paint. Painting tray with individual colours in each section. Spare painting trays or dishes. Paper for each pupil. Wet cloths for cleaning fingers between colours.</p>
Two: Outdoor painting	<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"> - Playing and exploring. 	<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 - sweep - dot - swirl 	<p>Have ready: Natural objects such as feathers, grass, flower buds or heads, leaves, twigs, pine cones. One stick per pupil. String and scissors. Mud and water. Bowls or containers to use for mixing mud paint. Spoons or sticks for mixing. A surface on which to paint; you could use paper, card, bark, newspaper or even the floor.</p>

				<ul style="list-style-type: none"> - blue - yellow 	
<p>Three:</p> <p>Painting to music</p>	<p>To respond to music through the medium of paint.</p> <p>To use paint to express ideas and feelings.</p>	<ul style="list-style-type: none"> - I can use paint to record emotional responses to different pieces of music. - I can create exciting and expressive paintings. 	<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. - 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. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 	<ul style="list-style-type: none"> - Happy - excited - sleepy - fast - dynamic - quiet - sad - worried - tempo - slow - loud 	<p>Have ready:</p> <p>Audio file:</p> <p>Track 1:</p> <p>Audio file:</p> <p>Track 2:</p> <p>Audio file:</p> <p>Track 3:</p> <p>Audio file:</p> <p>Track 4:</p> <p>Paintbrushes, paint and paper. Water pots and paper towels.</p>
<p>Four:</p> <p>Collage and transient art</p>	<p>To make child-led collages using mixed media.</p> <p>To use loose parts to create a piece of transient art.</p>	<ul style="list-style-type: none"> - I can create unique collages and transient art through independent exploration of mixed media resources. 	<p>Physical development</p> <ul style="list-style-type: none"> - <u>ELG:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <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"> - transient art - collage - fixed - not fixed - permanent - temporary 	<p>Have ready:</p> <p>Mixed media scraps such as crepe paper, fabric, tissue paper, corrugated card, magazines, ribbon, string/wool, foil, etc.</p> <p>Glue sticks, PVA glue, sticky tape. Scissors.</p> <p>Paper upon which to work.</p> <p>Loose parts such</p>

			- <i>Playing and exploring.</i>		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.
Five: Landscape collage	To create landscape collages inspired by the work of Megan Coyle.	<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: 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. <p>Characteristics of effective learning</p>	<ul style="list-style-type: none"> - Collage - Megan Coyle - Tear - Stick - Landscape - rip - cut 	Have ready: Presentation: Megan Coyle Camera/tablet. Pencils. Paper. PVA glue, pots and spreaders. Magazines for collage. Link: Megan Coyle website

			- <i>Playing and exploring.</i>		
Seven: Group art	To create a large piece of group artwork based around fireworks. To experiment with colour, design and painting techniques.	- <i>I can work collaboratively.</i> - <i>I can create a large group painting inspired by the colours and patterns of fireworks.</i>	Physical development - <i>Use a range of small tools including paintbrushes.</i> - <u>ELG:</u> <i>Begin to show accuracy and care when drawing.</i> Expressive arts and design - <i>Explore, use and refine a variety of artistic effects to express ideas and feelings.</i> - <i>Create collaboratively, sharing ideas, resources and skills.</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> Characteristics of effective learning - <i>Playing and exploring.</i>	- <i>Flick</i> - <i>dot</i> - <i>stroke</i> - <i>splatter</i> - <i>wipe</i> - <i>splat</i> - <i>dab</i> - <i>swish</i> - <i>glide</i>	Have ready: 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	<p>To explore playdough and its properties.</p> <p>To use tools safely and with confidence.</p>	<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"> - smooth - soft - squelchy - pull - twist - stretch - squash - cut - slice - squashy - sticky - push 	<p>Have ready: Playdough. Tuff tray or flat, clean work surface. Tools may include: modelling tools, rolling pins, pattern rollers, cutters, small child safe</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"> - poke - bend - roll - pinch - chop 	knives, scissors, tweezers. Activity: Playdough recipe Activity: Playdough recipe cards
Three: 3D landscape art	To create natural 3D landscape pictures using found objects.	<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 	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.
Four: Designing animal sculptures	To generate inspiration and conversation about sculpture art and artists. To create a design for a 3D animal sculpture.	<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. 	<ul style="list-style-type: none"> - sculpture - 3D - create - clay - design 	Have ready Presentation: Animal sculpture Paper: Pencils. A selection of small world animals. Pictures of animals.

			<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. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> - Playing and exploring. 		
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"> - Playing and exploring. 	<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"> - 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

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- ELG: Creating with materials: Share their creations, explaining the process they have used.

Characteristics of Effective Learning

- *Playing and exploring.*

paint. Brushes, pots and water.