

Reception Class: Expressive Art & Design

Intent: 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.

Term 1			Term 2				
<p>Books The great big book of families</p>	<p>Artists Andy Goldsworthy (loose parts, self-portraits)</p>	<p>Songs/Rhymes Pat a cake, 12345 once I caught a fish alive, This old man, Five little ducks, name song, Things for fingers</p>	<p>Books The dot – Peter H. Reynolds The Perfect Fit – Naomi Jones</p>	<p>Artists Wassily Kandinsky (circles, shape) Alma Thomas (collage)</p>	<p>Songs/Rhymes Wiggly Nativity songs, It was on a starry night (Makaton) We wish you a merry Christmas) I'm a little tea pot, The grand old duke of York, Ring O'Roses, Hickory dickory dock,</p>		
<p>Creating with materials</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings including printing with sponges/finger printing, repeated patterns, joining techniques e.g. tape and glue. <p>Ongoing through CP Self-portraits - paint and loose parts Vegetable printing for Harvest Festival Exploring pattern – loose parts and printing</p>		<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses (charanga – ongoing). Provide props and costumes for children to incorporate through their pretend play – ongoing through CP. Develop storylines through pretend play (ongoing through CP). Explore and engage in music by playing movement and listening games that use different sounds for different movements. Model how to tap rhythms e.g. syllables of names, objects, animals and lyrics of songs. Choreograph their own dances and movements (CP-stage). 		<p>Creating with materials</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings including colour mixing. <p>Colour mixing Kandinsky study – using colour and shape Thomas study - Collage</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them <p>Ongoing through CP</p>		<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses through watching other class Christmas productions and orchestra. Sing in a group or on their own (Nativity, Charanga planning). Explore and engage in music making and dance, performing solo or in groups. (ongoing through CP) 	
Term 3			Term 4				
<p>Books The Magic Paintbrush – Julia Donaldson</p>	<p>Artists Jackson Pollock (splatting, dripping etc)</p>	<p>Songs/Rhymes Wind the Bobbin Up, Rock-a-bye-baby. Five little monkeys jumping on the bed, Twinkl twinkl, If You're Happy and you know it, Head, Shoulders, Knees and Toes Pirates of the Caribbean, Dig, dig, dig, Boogie wonderland, I just can't wait to be king, You've got a friend in me, Beyond the sea,</p>	<p>Books</p>	<p>Artists Piet Mondrian (lines, blocks of primary colour)</p>	<p>Songs/Rhymes Old Macdonald, Incy Wincy Spider, Baa Baa Black sheep, Row, Row, Row your boat, The wheels on the bus, The Hokey Cokey</p>		

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<p>Creating with materials</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings including colour mixing. Through providing opportunities for children to notice features in the natural world, help them to define colour, shapes, texture and smell in their own words, discuss children's responses to what they see. <p>Colour mixing- emphasis on exploring shades of blue penguin paintings Nature colour charts – tone light to dark Printing with sponges Jackson Pollock study -Splatting and dripping paint Paper weaving (Chinese new year lanterns)</p>		<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> Dance in PE <ol style="list-style-type: none"> Pirates of the Caribbean Snow White and the seven dwarfs Happy feet The Lion King Toy Story Finding Nemo <p>(see separate plans for specific skills to each lesson)</p>		<p>Creating with materials</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings including colour mixing. Through providing opportunities for children to notice features in the natural world, help them to define colour, shapes, texture and smell in their own words, discuss children's responses to what they see. <p>Forest school - opportunities to explore smell, texture and colour (Kandinsky artwork –building on learning from term 2). Exploring texture: mixing materials with paint e.g. glue, glitter, cereal etc. Piet Mondrian study – primary colours, lines and blocks</p>		<p>Being imaginative and expressive</p>					
Term 5 (ELG)				Term 6 (ELG)							
<p>Books</p>		<p>Artists Choucair (sculpture)</p>		<p>Songs/Rhymes Name song, Things for fingers, Big Bear Funk, Hickory Dickory Dock, ABC song, Twinkl Twinkl Little Star, Head Shoulders Knees and Toes, If You're Happy and You Know It, Five Little Monkeys, The Wheels on the Bus, Baa Baa Black Sheep, Row Row, The Hockey Cockey</p>		<p>Books</p>		<p>Artists Van Gough (Sunflowers)</p>		<p>Songs/Rhymes</p>	
<p>Creating with materials</p> <ul style="list-style-type: none"> 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. Make use of props and materials when role playing characters in narratives and stories. <p>Choicair study of sculpture - Explore mod rock, how can I join pieces effectively?</p>		<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		<p>Creating with materials</p> <ul style="list-style-type: none"> 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. Make use of props and materials when role playing characters in narratives and stories. Collaborative project to create EYFS art gallery to inspire conversation and reflection with other local EYFS classes. <p>Van Gough Study of sunflowers, observational drawings</p>		<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Watch and talk about dance and performance art, expressing their feelings and responses through watching year 6 performance. 					

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Vocabulary

Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, print, art, techniques, portrait

Plan, ideas, design, make, build, construct, join, shape, tools, change, like, dislike, different, improve, healthy, unhealthy, fruit, vegetable, clean, safe, ingredients, cut, sew.

Nursery rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, tempo, pace, style, compose, perform, pitch, improvisation