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Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

 **Autumn 1 EYFS – Cycle A**

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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Friendship Rainbow**Lesson 1 | ***Children work with a friend to print their handprints onto paper to make patterns.******Allow the children to hold ‘painty’ hands and see what happens. Children can print their handprints onto paper to make patterns.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use primary and other coloured paint and a range of methods of application. | The primary colours are red, yellow and blue. |
| Develop 1***Mark Making***Lesson 2 | ***Children to copy patterns and mark make using cornflour gloop. They use a range of mark making materials as well as their fingers.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form. | Select appropriate tools and media | Different types of line include thick, thin, straight, zigzag, curvy and dotty. |
| Develop 1***Frame it***Lesson 3 | ***Why are some photographs framed? Children create their own frame using a variety of resources.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form. | Cut, tear. Fold and stick a range of paper and fabrics. | Papers and fabrics can be used to create art, including tearing, cutting and sticking. |
| Enhanced Provision***Let’s Draw***Lesson 4 | ***Resource the area with mirrors, paper, pens and coloured pencils for drawing.***Safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function. | Represent different parts of the human body from observation, imagination or memory with attention to some detail. | A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. |

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Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

 **Autumn 1 EYFS – Cycle A**

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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision***Friendship bracelets***Lesson 5 | ***Provide beads, pipe cleaners and ribbon for children to make bracelets for their friends.***Safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function. | Create art in different ways on a theme to express their ideas and feelings. | Different types of art include painting, collage, textiles, sculpture and printing. |
| Enhanced Provision***Make a face***Lesson 6 | ***Display laminated pictures of staff and children’s faces and dry wipe pens for the children to mark make.***Safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function. | Represent different parts of the human body from observation, imagination or memory with attention to some detail. | A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. |
| Enhanced Provision***Funny Faces***Lesson 7 | ***Provide cut outs of different features from magazines for children to create funny collage faces.***Safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function. | Represent different parts of the human body from observation, imagination or memory with attention to some detail. | A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. |
| Enhanced Provision***Collage faces***Lesson 8 | ***Provide collage materials for the children to make faces.***Safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function. | Cut, tear, fold and stick a range of papers and fabrics. | Papers and fabrics can be used to create art, including tearing, cutting and sticking. |
| Enhanced Provision***Dough families***Lesson 9 | ***Provide play dough and a range of tools and cutters. Include People shaped cutters.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape like wire. |

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Subject Leader planning – Art and Design

Be Brave, Be Curious, Be Kind

 **Autumn 1 EYFS – Cycle A**

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| **Exploring Autumn** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop***All sewn up***Lesson 1 | ***Children hole punch leaves and thread ribbon through the holes.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-d and 3-D forms. |
| Develop***Autumn play dough***Lesson 2 | ***Provide dough with a range of autumnal scents and colours.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough or harder and more difficult to shape like wire. |
| Enhanced Provision***Conker rolling***Lesson 3 | ***Add primary coloured paint and conkers in a tray for conker rolling.***Safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function. | Use primary and other coloured paint and a range of methods of application. | The primary colours are red, yellow and blue. |
| Enhanced Provision**Seed Patterns**Lesson 4 | ***Place seeds and lentils in a tray lined with black paper.***Safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. |
| Enhanced Provision***Conker Creatures****Lesson 5* | ***Provide materials, such as conkers, googly eyes, stick on feet, pipe cleaners, and twigs with which children can create pictures.***Safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. |

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Subject Leader planning – Art and Design

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 **Autumn EYFS – Cycle A**

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| **Exploring Autumn** | **Learning objective** | **Skills**  | **Knowledge** |
| Enhanced Provision**Wrap it around**Lesson 6 | ***Provide a basket of pine cones and coloured elastic bands for wrapping, twisting and layering.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. |
| Enhanced Provision**Hedgehogs**Lesson 7 | ***Provide brown play dough, small twigs and seeds. Display photographs of hedgehogs as inspiration.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision**Weaving**Lesson 8 | ***Construct a large weaving frame using garden netting on a fence. Provide a variety of autumn-themed fabric strips and natural resources for weaving and threading.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. |

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Subject Leader planning – Art and Design

Be Brave, Be Curious, Be Kind

 **Autumn 2 EYFS – Cycle A**

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| **Once Upon a Time** | **Learning objective** | **Skills**  | **Knowledge** |
| Develop***Make a mask***Lesson 1 | ***Provide resources and a variety of collage materials. Discuss which materials they will use and why.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Cut, tear, fold and stick a range of papers and fabrics. | Papers and fabrics can be used to create art, including tearing, cutting and sticking. |
| Innovate***A Story for the King Step 2***Lesson 2 | ***Decide which characters you would like to have in your story and draw the character you would like to make a puppet.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Select appropriate tools and media to draw with. | Different types of line include thick, thin, straight, zigzag, curvy and dotty. |
| Enhanced provision***Sandcastles***Lesson 3 | ***Provide a variety of buckets, spades flags and jewels in damp sand for castle building.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough or harder and more difficult to shape like wire. |
| Enhanced Provision***Royal Playdough***Lesson 4 | **Provide different coloured playdough, people shaped cutters, buttons, gems and sequins and glitter for children to make royal dough people.**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough or harder and more difficult to shape like wire. |
| Enhanced Provision***Gingerbread Dough***Lesson 5 | ***Add ground ginger to play dough and provide cooking utensils and cookie cutters to make gingerbread shapes.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough or harder and more difficult to shape like wire. |

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Subject Leader planning – Art and Design

Be Brave, Be Curious, Be Kind

 **Autumn 2 EYFS – Cycle A**

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| **Sparkle and Shine** | **Learning objective** | **Skills**  | **Knowledge** |
| Develop***Bright Lights***Lesson 1 | ***Provide a range of collage resources to create sparkly and shining pictures.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Cut, tear, fold and stick a range of papers and fabrics. | Papers and fabrics can be used to create art, including tearing, cutting and sticking. |
| Enhanced Provision***Snip it***Lesson 2 | ***Provide a range of coloured, glittery and shiny paper for children to hole punch.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Cut, tear, fold and stick a range of papers and fabrics. | Papers and fabrics can be used to create art, including tearing, cutting and sticking. |
| Enhanced Provision***Loose parts play***Lesson 3 | ***Provide loose parts for the children to explore, add black paper for children to create patterns and designs.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-d and 3-D forms. |
| Enhanced Provision***Foil Painting***Lesson 4 | ***Provide sheets of foil with fluorescent and glittery paint for painting fun.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Create art in different ways on a theme, to express their ideas and feelings. | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |
| Enhanced Provision***Shimmer*** Lesson 5 | ***Make shiny play dough by adding shimmer dust, provide pots of glitter and sequins.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough or harder and more difficult to shape like wire. |



Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

**Spring 1 EYFS – Cycle A**

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| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage***Planets and Stars***Lesson 1 | ***Display constellation pictures. Encourage the children to recreate constellations using images.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Select appropriate tools and media to draw with. | Different types of line include thick, thin, straight, zigzag, curvy, and dotty. |
| Develop***Light and Dark***Lesson 2 | ***Children explore paint by adding white/black to make lighter and darker shades.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Use primary and other coloured paint and a range of methods of application. | The primary colours are red, yellow and blue. |
| Develop***Starry skies***Lesson 3 | ***Show children Hubble space station cards and play space themed music to create atmosphere.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Create art in different ways on a theme, to express their ideas and feelings.  | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |
| Enhanced Provision***Sky Painting***Lesson 4 | ***Children create night sky paintings.***Share their creations, explaining the process they have used. | Communicate their ideas as they are creating artwork. |  |
| Enhanced Provision***Constellations***Lesson 5 | ***Punch holes into thick black card and encourage children to thread using sparkly pipe cleaners/ribbon.***Share their creations, explaining the process they have used. | Communicate their ideas as they are creating artwork. |  |
| Enhanced Provison***Night cloud dough***Lesson 6 | ***Make night cloud dough with the children mixing flour and baby oil in a ratio of 8:1. Add black food colouring, glitter and lavender oil to create a soothing scent***.Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough or harder and more difficult to shape like wire. |



Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

**Spring 1 EYFS – Cycle A**

|  |  |  |  |
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| **Starry Night** | **Learning objective** | **Skills** | **Knowledge** |
| Enhanced Provision***Dough stars***Lesson 7 | ***Provide black playdough and star shaped cutters for the children to explore – add sequins and glitter.***Take part in imaginative, creative, sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough or harder and more difficult to shape like wire. |
| **Winter Wonderland** | **Learning objective** | **Skills** | **Knowledge** |
| Develop***Icy Art***Lesson 1 | ***Look at artwork by Andy Goldsworthy. Provide the children with ice that has been frozen in different shapes, to make ice patterns and sculptures.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Create art in different ways on a theme, to express their ideas and feelings.  | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |
| Enhanced Provision**Dough Snowmen**Lesson 2 | ***Use white play dough or make snow dough using the Snow dough recipe. Add a variety of tools and cutters for the children to roll, shape and cut the dough.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |



Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

**Spring 2 EYFS – Cycle A**

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| **Dangerous Dinosaurs** | **Learning objective** | **Skills** | **Knowledge** |
| Develop***Cave Painting***Lesson 1 | ***Encourage the children to describe the animals and their features, comparing them with animals that live today***. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Select appropriate tools and media to draw with. | Different types of line include thick, thin, straight, zigzag, curvy and dotty. |
| Develop***Ammonite Art***Lesson 2 | ***Look carefully at the pictures of ammonites together. Encourage the children to trace the spiral patterns with their fingers.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Select appropriate tools and media to draw with. | Different types of line include thick, thin, straight, zigzag, curvy and dotty.Ammonites were prehistoric snail-like animals that lived in the sea. All that remain of ammonites is their fossilised shells. |
| Develop***Dinosaur Painting***Lesson 3 | ***Show the children how to make rubbings and prints onto paper using the textured paper.***Share their creations, explaining the process they have used | Share their creations with others, explaining their intentions and the techniques and tools they used |  |
| Innovate***Designing a Dinosaur*** ***Step 6***Lesson 4 | ***Design a world for your dinosaur to live in and label the different features.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Draw or paint a place from observation or imagination. | A painting of a place is called a landscape. |
| Enhanced Provision***Dinosaur Swamp***Lesson 5 | ***Make slime using one litre of PVA glue, five teaspoons of bicarbonate of soda, green gel food colouring and 10 teaspoons of contact lens cleaning solution.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |



Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

**Spring 2 EYFS – Cycle A**

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| --- | --- | --- | --- |
| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision***Model Reptiles***Lesson 6 | ***Provide coloured play dough, googly eyes, matchsticks, feathers, pasta shapes and pipe cleaners for the children to create prehistoric reptiles.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***Prehistoric Worlds***Lesson 7 | ***Set the children the challenge of making a prehistoric world using the resources.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***Dinosaur trails***Lesson 8 | ***Cover a Tuff Tub with paper and put small dots of red, yellow, blue and white ready-mixed paint in spaces around the tray. Add a selection of plastic toy dinosaurs for the children to make footprint trails***.Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use primary and other coloured paint and a range of methods of application | The primary colours are red, yellow and blue. |
| Enhanced Provision***Dinosaur Printing***Lesson 9 | ***Provide the Dinosaur and pterosaur outline template,*** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Make simple prints using a variety of tools, including print blocks and rollers. |  |
| Enhanced Provision***Mud Painting***Lesson 10 | ***Provide the children with sticks and pebbles to mark make with or create dinosaur fossils using the resources.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. |



Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

**Spring 2 EYFS – Cycle A**

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| **Puddles and Rainbows** | **Learning objective** | **Skills** | **Knowledge** |
| Enhanced Provision***Puddle Painting***Lesson 1 | ***Offer coloured chunky chalks and spray bottles for the children to make brightly-coloured pictures.***Share their creations, explaining the process they have used. | Share their creations with others, explaining their intentions and the techniques and tools they used. | Enhanced Provision***Puddle Painting***Lesson 4 |
| Enhanced Provision***Play Dough Rainbow***Lesson 2 | ***Offer red, yellow and blue play dough and challenge the children to mix the colours to make a rainbow.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision**Cloud Dough**Lesson 3 | ***Make cloud dough by mixing flour and baby oil in an 8:1 ratio.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***Wrap it up!***Lesson 4 | ***Challenge the children to make a colourful pine cone by wrapping the elastic bands and pipe cleaners around the pine cones.*** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***Colour Collage***Lesson 5 | ***Challenge the children to work together to make a colour collage using the resources.*** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Cut, tear, fold and stick a range of papers and fabrics. | Papers and fabrics can be used to create art, including tearing, cutting and sticking. |



Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

**Spring 2 EYFS – Cycle A**

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| **Puddles and Rainbows** | **Learning objective** | **Skills** | **Knowledge** |
| Enhanced Provision***Buttons and Beads***Lesson 6 | ***Provide the children with a variety of coloured buttons and beads on white paper or a light box, for them to create transient art. Add mirrors for the children to make kaleidoscopic pictures.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Create art in different ways on a theme, to express their ideas and feelings. | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |
| Enhanced Provision***Raindrop Threading***Lesson 7 | ***Offer lengths of blue, white and grey wool and ribbon for the children to thread along the lengths of the card.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Create art in different ways on a theme, to express their ideas and feelings. | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |
| Enhanced Provision***Colour Match***Lesson 8 | ***Display a range of paint colour charts, red, blue, yellow, white and black ready-mixed paint, brushes and mixing palettes. Challenge the children to mix the different colours on the charts.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use primary and other coloured paint and a range of methods of application. | The primary colours are red, yellow and blue. |



Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

**Summer 1 EYFS – Cycle A**

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| **Sunshine and Sunflowers** | **Learning objective** | **Skills** | **Knowledge** |
| Develop***Sunflower Art***Lesson 1 | ***Provide the children with a selection of ready-mixed paint, mixing palettes and brushes. Invite them to paint a dream flower garden using the paintings as inspiration. Create a flower garden gallery with the children's artwork.***Explore artwork made by great artists. | Explore artwork by famous artists and talk about their likes and dislikes |  |
| Develop***Pebble Art***Lesson 2 | ***Explain that sometimes people leave friendship rocks in parks to cheer people up if they feel lonely. Tell the children that they will create friendship rocks' to go into the garden area.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Create art in different ways on a theme, to express their ideas and feelings. | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |
| Develop***Imprints***Lesson 3 | ***Provide each child with a small amount of clay and a rolling pin. Ask them to roll out the dough into a small square or circle tile. Display various flowers and leaves and invite the children to choose some to press into the clay. When they are happy with their design, put paper over the top and roll over with the rolling pin to make an imprint.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |



Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

**Summer 1 EYFS – Cycle A**

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| **Sunshine and Sunflowers** | **Learning objective** | **Skills** | **Knowledge** |
| Enhanced Provision***Beautiful Flowers***Lesson 4 | ***Display a variety of brightly-coloured and scented flowers for the children to explore and smell. Provide coloured paper, pastels, watercolour paints and cameras or tablets for the children to draw, paint or photograph the flowers***.Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Create art in different ways on a theme, to express their ideas and feelings. | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |
| Enhanced Provision***Shades of Yellow***Lesson 5 | ***Display the question 'How many shades of yellow can you make?***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use primary and other coloured paint and a range of methods of application | The primary colours are red, yellow and blue. |
| Enhanced Provision***Sun Art***Lesson 6 | ***Provide a range of beads, seeds, petals and lentils in shades of red, yellow and orange. Offer blue paper or card and invite the children to make transient images of the sun. Take photographs of the images.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. |
| Enhanced Provision***Sunny Skies***Lesson 7 | ***Display the Sunny skies picture cards. Provide ready-mixed paint, mixing palettes, paper, brushes, tissue paper and glue for the children to create sunny sky landscape pictures.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Draw or paint a place from observation or imagination. | A painting of a place is called a landscape. |



Be Brave, Be Curious, Be Kind

Subject Leader planning – Art and Design

**Summer 1 EYFS – Cycle A**

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| **Sunshine and Sunflowers** | **Learning objective** | **Skills** | **Knowledge** |
| Enhanced Provision***Flower Dough***Lesson 8 | ***Provide rolling pins, dough tools and flower and leaf-shaped cutters for children to make a summery garden of flowers.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***Ice-cream Dough***Lesson 9 | ***Provide ice cream scoops, small tubs and sprinkles for the children to use in their play.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| **Shadows and Reflections** | **Learning objective** | **Skills** | **Knowledge** |
| Develop***The other half***Lesson 1 | ***Take a photograph of each child's face and print them onto A4 paper. Cut each photograph in half down the main line of symmetry and stick one half of the photograph onto A4 white paper.*** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Represent different parts of the human body from observation, imagination or memory with attention to some detail. | A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. |
| Develop ***Puddle Art***Lesson 2 | ***Create 'puddles' by putting water into trays. Invite the children to look into the 'puddle' to see their reflection. Disturb the water so their reflection distorts. Encourage the children to describe what they can see using words, such as reflection, shiny and mirror.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function | Create art in different ways on a theme, to express their ideas and feelings | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |



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Subject Leader planning – Art and Design

**Summer 1 EYFS – Cycle A**

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| **Shadows and Reflections** | **Learning objective** | **Skills** | **Knowledge** |
| Innovate***Making Suncatchers***Lesson 3 | ***Explain that they are going to make a suncatcher that can be hung in a window to cast colourful and interesting shadows and reflect sunlight.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Create art in different ways on a theme, to express their ideas and feelings | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |
| Enhanced Provision***Symmetrical Patterns***Lesson 4 | ***Display the Symmetrical pattern cards, maths mirrors and a range of loose part resources, including shells, pasta, lentils and beads for the children to make patterns.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. |
| Enhanced Provision***Frame it***Lesson 5 | ***Provide plastic mirrors and a range of coloured play dough for the children to make frames for their mirrors. Offer beads, small shells and glass pebbles to add patterns to the frames.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***Mirror Painting***Lesson 6 | ***Display large full-length mirrors and provide a selection of ready-mixed paint and brushes. The children can paint over their reflection as they look in the mirror..***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function | Represent different parts of the human body from observation, imagination or memory with attention to some detail. | A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. |



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 **Summer 2 EYFS – Cycle A**

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| **Big Wide World** | **Learning objective** | **Skills** | **Knowledge** |
| Develop ***Pattern Time***Lesson 1 | ***Provide the children with black paper, cotton buds and ready-mixed paint. Invite them to create Aboriginal-style paintings and patterns.***Share their creations, explaining the process they have used. | Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type |  |
| Develop***Upcycled Art***Lesson 2 | ***Tell them that they are going to use recycled materials for weaving.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Create art in different ways on a theme, to express their ideas and feelings. | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |
| Enhanced Provision***Wheels and Tracks***Lesson 3 | ***Provide grey play dough and toy vehicles with various wheel sizes and tyre treads. Encourage children to roll the vehicles on the dough to make tracks and patterns.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***The World.***Lesson 4 | ***Display a globe or a world map. Offer green and blue play dough for children to recreate the globe or world map.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |



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**Summer 2 EYFS – Cycle A**

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| **Big Wide World** | **Learning objective** | **Skills** | **Knowledge** |
| Enhanced Provision***Exploring Clay***Lesson 5 | ***Provide clay, pots of water and clay tools in a Tuff Tub. Allow the children to explore the properties of clay.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***Weaving***Lesson 6 | ***Hang old bicycle wheels on the wall for weaving. Offer a variety of ribbons, fabric strips and wool for threading between the spokes.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Create art in different ways on a theme, to express their ideas and feelings | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |
| Enhanced Provision***Transitional Art***Lesson 7 | ***Provide small squares of green and blue cellophane, glass pebbles and buttons and a lightbox for the children to create Earth images. Provide a camera or tablet to take pictures of their artwork.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms |
| **Splash!** | **Learning objective** | **Skills** | **Knowledge** |
| Develop***Underwater painting***Lesson 1 | ***Tell the children that they will create an underwater picture using the resources. Encourage them to talk about how they will create their artwork.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Create art in different ways on a theme, to express their ideas and feelings. | Different types of art include painting, drawing, collage, textiles, sculpture and printing. |



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 **Summer 2 EYFS – Cycle A**

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| **Splash!** | **Learning objective** | **Skills** | **Knowledge** |
| Develop***Graffiti Art***Lesson 2 | ***Fill spray bottles with watery paint or water and ink. Show the children how to use the trigger to spray the paint onto different surfaces.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use primary and other coloured paint and a range of methods of application. | The primary colours are red, yellow and blue. |
| Enhanced Provision***Sloppy Sand***Lesson 3 | ***Make wet, sloppy sand with which the children can play and build. Offer buckets, sand moulds and cookie cutters for the children to explore.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***Squeeze it***Lesson 4 | ***Provide pipettes, water and Duplo blocks in a Tuff Tub. Challenge the children to use a pipette to fill each Duplo stud with water carefully. This is a great activity to develop fine motor skills.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***Sensory Bags***Lesson 5 | ***Create sensory water bags by filling ziplock bags with coloured water, baby oil, glitter and sequins. Seal the bags with tape and leave them for the children to explore.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |



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**Transition Weeks – EYFS – Cycle A**

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| **Splash!** | **Learning objective** | **Skills** | **Knowledge** |
| Enhanced Provision***Bubbly Painting***Lesson 6 | ***Provide watery paint mixed with a drop of washing up liquid in shallow containers. Add straws for the children to blow into the paint to create colourful, bubbly paint. Offer paper for the children to take bubble prints.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Make simple prints using a variety of tools, including print blocks and rollers. |  |
| Enhanced Provision***Foamy Paint***Lesson 7 | ***Fill a Tuff Tub with a large piece of foam, cut to size, and pour water and washing up liquid over the foam. Provide salt shakers filled with red, yellow and blue powder paint for the children to sprinkle onto the foam.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use primary and other coloured paint and a range of methods of application. | The primary colours are red, yellow and blue |
| Enhanced Provision***Drip Painting***Lesson 8 | ***Cut shapes out of blotting paper. Provide the children with watery paint and pipettes to add colour.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function | Use primary and other coloured paint and a range of methods of application. | The primary colours are red, yellow and blue |
| **Moving On** | **Learning objective** | **Skills** | **Knowledge** |
| Develop***My class***Lesson 1 | ***Invite the children to choose a friend and explain that they will paint each other's portraits.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Represent different parts of the human body from observation, imagination or memory with attention to some detail | A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. |



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| **Moving On** | **Learning objective** | **Skills** | **Knowledge** |
| Enhanced Provision ***Initial Letters***Lesson 2 | ***Provide the children with salt dough and a selection of upper case letters. Ask the children to find their initial letter and make it out of the dough.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Take part in imaginative, creative and sensory play activities. | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. |
| Enhanced Provision***Community Art***Lesson 3 | ***Provide felt tip pens and encourage the children to fill in one of the sections with their choice of patterns and colour to create a piece of group artwork.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Select appropriate tools and media to draw with. | Different types of line include thick, thin, straight, zigzag, curvy and dotty. |
| Enhanced Provision***One More Step!***Lesson 4 | ***Allow the children to take their shoes and socks off, step into the paint and walk on the paper to create a footprint trail. Have a bowl of warm water and towels ready to clean their feet.***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use primary and other coloured paint and a range of methods of application. | The primary colours are red, yellow and blue. |
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| **Key vocabulary**Malleable materials – dough, flatten, pinch, press, roll, squeeze, cut, shape, play dough, sand, clay, colour, slime, texture, mould, bendy, flexible, soft, squidgy, stretchy, twist, wrap, imprint, print, scent, pattern, thumb pot, squish, wet sand, squash.Paint - blue, colour, decorate, green, mix, orange, paint, paintbrush, purple, red, roller, yellow, primary colour, black, dark, darker, light, lighter, palette, pattern, shade, white, picture, wax resistant, colour chart, indigo, multi-coloured, violet, flick, mural, pipette, spray, run, portrait.Natural art – leaf, natural material, pine cone, seed, bolt, gem, nut, pebble, fossil, mud, pebble, stick, lentil, petal, loose part, pasta, shell, pattern, repeating, threading.Human form – eye, face, feature, hair, smile, ear, mouth, nose, symmetry, colour, curly, eyebrow, face, hair, head, long, neck, portrait, short, shoulder, small, straight.Creation – colour, curvy, foam, pattern, shape, smooth, straight, zigzag, choice, creation, resource, brush, paint, press, print, squeeze, swirl, texture, artist, create, environmental art, ice sculpture, material, pattern, sculpture, tool, experiment, explore, stick, thread, collage, decorate, design, draw, label, look, paint, photograph, choose, compare, describe, image, material, photograph, select, sun catcher, loom, play, recycled materials, repeating pattern, weave, weaved fabric, wool, explain, glue, paint, resource, stick, discuss, talk, drawing.Compare and Contrast – compare, different, photograph, same, discuss, dislike, like, look, pattern, share, similar, symbol, Paper and Fabric – collage, collage material, cut, decorate, glue, stick, attach, fabric, fur, paper, wool, glitter, shiny, corduroy, leather, velvet, draw, feature, scissors, shape, unique, bumpy, rub, scaly, technique.Pencil, Ink, Charcoal and Pen – draw, line, pattern, chalk, dot, pastel, shape, annomite, curved, draw, fossilised shell, look, size, spiral, colour, curvy, draw, felt tip pen.Printing – colour, handprint, pattern, print, tool, shape, sponge, printing, texture.Generation of ideas – crown, features, ears, hair, hat, mask, material, colour, explore, pattern, play, talk, explore, artwork, example, look, picture, talk, build, compare, create, discuss, share, talk, test.Landscapes **–** moon, image, place, sky,landscape, environment, garden, outside, city.Evaluation - change, talk.Significant People, artwork and movements – Claude Monet, Emile Nolde, Wassily Kandisky, art, artist, artwork, describe, dislike, like, opinion, painting. |