




## Art in the Early Years- Reception

Term Topic	Area of Learning	Concepts		
		 <b>Inspiration:</b> Knowing about art, artists, designers and craftspeople <small>Inspiration</small>	 <b>Creativity</b> Using sketchbooks to develop ideas, experiment with media and tools, create a piece of art <small>Creativity</small>	 <b>Critique</b> Evaluate own and others' work <small>Critique</small>
<b>Reception</b> <b>Autumn 1</b> <b>Family</b>	CL	-Respond to questions about how being outside made them feel. For example, 'What did you like best about being outside? Was anything particularly exciting/ calming for you? Why do you think it is good to be outside and with nature?' -Express a wide range of feelings orally, and talk about their own experiences.		
	PSED		-Show confidence in choosing resources to extend their play.	-All people have the right to an opinion and for it to be listened to and taken seriously. -Understand different points of view and learn how to challenge their own and others' thinking.
	PD		-Handle construction materials safely and with increasing control and intention. -Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.	
	UW	-Explore, appreciate and be inquisitive about the natural world. -Identify patterns in nature, e.g. tree bark, flower petals or leaf shapes.		
	EAD	-Describe the details you notice when observing. For example, the special features of each plant, its growing habit (overall shape); the colour, tone and patterning of both leaves and flowers; the	-Use a range of media independently to express their feelings. -Use a variety of art materials to create observational artwork.	-Comment on their own and other's creative work, explaining what they like about it. -Edit and improve their creative work using materials and tools over extended periods of time.

		shape or arrangement of leaves or petals, etc.	<ul style="list-style-type: none"> <li>-Observe, predict and compare changes in colour during colour mixing.</li> <li>-Select from and use a range of tools and equipment to cut, join and combine materials and components.</li> </ul>	
<b>Reception Autumn 2  Changes</b>	CL			<ul style="list-style-type: none"> <li>-Learn expressions for agreeing and disagreeing.</li> <li>-Learn to distinguish between facts and opinions.</li> <li>-Opinions tell us what someone thinks or believes. An opinion has no proof and can change from person to person.</li> </ul>
	PD		<ul style="list-style-type: none"> <li>-Use simple tools to effect changes to materials.</li> <li>-Explore mark-making using a variety of tools.</li> <li>-Explore malleable materials safely and with increasing control and intention.</li> <li>-Develop their fine motor skills to manipulate different materials.</li> <li>-Support children to tie shoe laces.</li> <li>-Understand that knives are not toys, but are tools that need to be used safely.</li> </ul>	
	UW	<ul style="list-style-type: none"> <li>-Use senses to compare different textures of materials.</li> <li>-Different materials have different features, or properties, which make them suitable for different uses.</li> </ul>		<ul style="list-style-type: none"> <li>-Describe the texture of materials using appropriate adjectives.</li> </ul>
	EAD	<ul style="list-style-type: none"> <li>-Piet Mondrian was an artist best known for his abstract paintings.</li> <li>-He often used primary colours in his artwork.</li> <li>-Patterns in art appear in many art forms around the world. Explore different cultural folk patterns that appear on textiles and in architecture.</li> </ul>	<ul style="list-style-type: none"> <li>-Primary colours are used to create all other colours (red, yellow and blue). These three colours are unable to be created through mixing of any other colours.</li> <li>-To create other colours, such as green, orange and violet, you mix the primary colours together.</li> <li>-Experiment with colours and materials to create their own artist effects.</li> <li>-In art and design, tone refers to how light or dark something is. Tones could refer to black, white and the grey tones between.</li> <li>-Monotone means using only one colour. This is particularly used to mean black and white.</li> </ul>	<ul style="list-style-type: none"> <li>-Art that is abstract does not show things that are recognisable (such as people or objects).</li> <li>-Explain what they like about the works of others.</li> </ul>

			<ul style="list-style-type: none"> <li>-Use a variety of tools including pencils, crayons, pastels, felt tips, chalk and other dry media to represent objects in lines.</li> <li>-Select appropriate resources to combine materials.</li> <li>-Plan their own designs by suggesting what to do next.</li> <li>-Make printed marks using different materials to create repeating patterns.</li> </ul>	
<b>Reception Spring 1</b>  <b>Healthy Living</b>	CL			<ul style="list-style-type: none"> <li>-A simile compares two things using the words 'like' or 'as'.</li> <li>-A simile is a useful way to describe something without using a long list of adjectives.</li> </ul>
	PD		<ul style="list-style-type: none"> <li>-Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.</li> </ul>	
	UW	<ul style="list-style-type: none"> <li>-Stamps are small, sticky labels sold by postal services. They are also called postage stamps. People buy stamps as a way to pay for the service of mailing a letter or package.</li> </ul>		
	EAD	<ul style="list-style-type: none"> <li>-Express their opinion about a piece of music and dance ('The sugar plum fairy' from the Nutcracker).</li> <li>-Mouth and foot painters are artists who create art with their mouth or foot due to a disability to their hands.</li> <li>-Explore and use photography, digital imaging and design tools for self-expression.</li> </ul>	<ul style="list-style-type: none"> <li>-Investigate ways of joining suitable materials together.</li> <li>-Understand that colours can be warm or cold.</li> <li>-Take photographs and begin to understand how to focus on an object and take a close-up shot.</li> <li>-Create digital collages.</li> <li>-Select, place and layer using digital tools.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how artists have used warm or cold colours to paint the seasons.</li> <li>-Value their own and other pupils' work.</li> <li>-Paintings and artworks by mouth and foot painters have been displayed in museums and galleries all around the world.</li> <li>-Compare how mouth and foot painters create art to how they create their own artwork.</li> <li>-Discuss likes and dislikes about the artwork which is explored.</li> </ul>
<b>Reception Spring 2</b>  <b>Tales from around the World</b>	CL	<ul style="list-style-type: none"> <li>-William Blake was a poet and painter who was born in London.</li> </ul>		<ul style="list-style-type: none"> <li>-Develop vocabulary to make comparisons.</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>-Explore how Krishna is represented in Hindu stories.</li> </ul>		<ul style="list-style-type: none"> <li>-Recognise and celebrate their own strengths.</li> </ul>
	PD	<ul style="list-style-type: none"> <li>-Respond to a range of stimuli, including Bhangra folk dance and modern Bollywood dancing.</li> <li>-Watch performances from the 'Chinese State Circus' and comment on the performer's movement.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop hand-eye coordination and concentration skills through threading different materials and objects.</li> </ul>	

	UW	<ul style="list-style-type: none"> <li>-The Queen has many homes (Buckingham Palace, Windsor Castle and Balmoral Castle).</li> <li>-The Andes mountains – the world's second highest mountain range – run through Peru, from north to south. Llamas and Alpacas live in the mountains.</li> <li>-Name and describe different types of transport.</li> </ul>		
	EAD	<ul style="list-style-type: none"> <li>-Throughout history, people from Peru have used alpaca and lama wool for weaving.</li> <li>-Weaving is the interlacing of two sets of threads at right angles to each other to form cloth.</li> <li>-Weaving is usually done on a loom.</li> <li>-Observe and reflect on preferences for styles of architecture. Look at examples of famous African architecture (e.g. Great Mosque of Djenné, Jardin Majorelle, Lideta Market, etc).</li> <li>-The Indian artist Sayed Haider Raza used simple geometric shapes to convey powerful ideas.</li> <li>-Develop storylines in their pretend play through the use of masks and props.</li> <li>-Ideas for artwork can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</li> </ul>	<ul style="list-style-type: none"> <li>-Learn the craft of weaving, overlapping (under-over pattern) thread on a loom.</li> <li>-Structures can be made by putting separate objects or units together.</li> <li>-Combine boxes and other found materials to create junk models.</li> <li>-Materials can be cut and re-assembled into new shapes.</li> <li>-Create collages by cutting and using materials and by sticking similar objects together to create new textures.</li> <li>-Use a wide range of brush sizes to make marks and strokes accurately.</li> <li>-Develop skill and control when painting.</li> </ul>	<ul style="list-style-type: none"> <li>-Classify materials into textures and colours.</li> <li>-Talk about the materials and the process of combining materials.</li> </ul>
<b>Reception Summer 1</b>  <b>The Environment</b>	CL			<ul style="list-style-type: none"> <li>-Describe images using adjectives and prepositions.</li> <li>-Learn the language to reason and persuade e.g. 'I think...because...'</li> <li>-Use this language when justifying their opinions.</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>-Greeting cards are sent, with the greeting, 'Eid Mubarak'.</li> </ul>		
	PD	<ul style="list-style-type: none"> <li>-The Morris Dance is an English folk dance. Morris dancing is performed at</li> </ul>	<ul style="list-style-type: none"> <li>-Explore different fixings and methods of joining hard materials.</li> </ul>	

		seasonal festivals. It is danced by a group of dancers wearing bells on their shins or shoes.	<ul style="list-style-type: none"> <li>-Use a variety of tools for different purposes. For example, use a screwdriver to attach screws, explore real nuts and bolts, hammers and golf tees into large fruit.</li> <li>-Know the safety implications when using tools and how to handle them carefully.</li> </ul>	
	UW	<ul style="list-style-type: none"> <li>-Use a range of sources of information including ICT.</li> <li>-Sequence the phases of the moon by identifying the moon's shape. Introduce the language, new moon, crescent, gibbous, full moon.</li> <li>-Investigate shadows and develop an understanding that for a shadow to be formed an object must block light. The object must be opaque or translucent to make a shadow.</li> <li>-Explore the local area identifying both the built and the natural environment. Express their opinions on natural and built environments.</li> </ul>		
	EAD	<ul style="list-style-type: none"> <li>-In religious Islamic art, geometric designs, floral designs, and calligraphy are all commonly used.</li> <li>-Recycled art is creative work that is made from discarded materials that once had another purpose. Artists who make recycled art take those materials and make them into something new.</li> <li>-Sculpture is 3D artwork created by shaping or combining materials. Materials may be worked by removal such as carving; or they may be assembled such as by gluing.</li> <li>-Think imaginatively – using their imagination and prior knowledge.</li> <li>-Consider the colour, shape and texture of animals/ nature as they create their own individual responses.</li> </ul>	<ul style="list-style-type: none"> <li>-Select appropriate tools to create rubbings of natural/ man-made materials.</li> <li>-Develop an understanding of texture and talk about the prints that are made on paper.</li> <li>-Design and create repeating or symmetrical patterns inspired by Islamic geometric art.</li> <li>-Look at sculptures and try to recreate them using everyday objects/ range of materials.</li> <li>-Investigate a range of different materials and experiment with how they can be connected to form simple structures.</li> <li>-Experiment with a variety of malleable media.</li> <li>-Shape and model materials for a purpose (e.g., a pot) from observation and imagination.</li> <li>-Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>-Impress and apply simple decoration.</li> <li>-Work in a sensory manner, using their fingers as a painting tool.</li> </ul>	

<b>Reception Summer 2</b>  <b>Mini-Beasts and Habitats</b>	CL	-Explore artefacts, discussing what they see. Listen to information carefully to gain a deeper understanding of symbolism in African art (masks).		
	PSED		-Understand that perseverance is important when you are learning something new.	
	PD		-Understand the need for safety when using hot equipment and the need for adult supervision. -Cut straight or curved lines and circular shapes using scissors. -Select and use appropriate materials and tools safely and competently to build a worm farm showing an understanding of the animals' habitat. -Know how to fasten buttons on clothing (preparation for wearing a shirt in year 1).	
	UW	-Explore the natural environment looking for minibeasts and identify their habitats. -The colour and appearance of minibeasts are key to their survival. Discuss the way different invertebrates use colour for warning others and camouflage. -The shapes, colours, and sizes of African masks have special meanings for different cultures. Masks that represent animals are popular in African culture. African masks are shown in museums and galleries all over the world.	-Use technology to capture images of minibeasts in the environment.	
	EAD	-Eric Carle used paper collage to illustrate his books. He painted onto tissue paper and then cut the paper into shapes to use in a collage. -Zentangle is abstract art created by a collection of patterns. The patterns are called tangles. You create tangles with combinations of dots, lines, simple curves, S-curves and orbs. -Discuss their opinion of artwork from the artist Rosalind Monks, who uses zentangle patterns to create works of art.	-Create collages by cutting and using materials and by arranging similar colours or shapes together to create new textures. -Apply adhesive sparingly and place glued surfaces together accurately. -Respond creatively to stimuli using a range of art materials to create animal masks. -Produce lines of different thickness and tone using pencil. -Investigate different lines: Straight, curved, wavy, dashed.	-Develop critical thinking by talking about changes they have made during the making process. Evaluate what went well or not so well and why that may have been.

		<p>She is inspired by the natural world and produces very detailed drawings of insects, animals and nature using intricate patterns. Her work is usually created using pen and is monotone.</p>	<ul style="list-style-type: none"><li>-Collect and classify fabrics and threads into colours and different textures.</li><li>-Handle and manipulate a wide range of fabrics and threads.</li><li>-Understand that fabrics are the basis of textiles that can be used for clothes, household linens and curtains etc.</li><li>-Understand fabrics can be cut and sewn together into new shapes, which may be 3D as in clothes.</li></ul>	
--	--	---	---	--