

Art and Design

Activities are by no means exhaustive. Children will have access to mark making, colour and form through continuous provision, for example art and making areas, easels, dough tables, the sand pit, large/ small construction kits and loose parts. Children will be encouraged to pursue their own interests in art and design, generating and exploring their own ideas.

Early Learning Goals:

Creating with Materials

- Safely use and explore a range 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

Fine Motor Skills

- Use a range of small tools, including scissors and paintbrushes
- Begin to show accuracy and care when drawing

<u>Mark-making and drawing</u> (pencil, charcoal, chalks, pastels, ICT software)	<u>Colour</u> (painting, ink, pencils, crayons, pastels, chalks)	<u>Form</u> (3D work, clay, dough, boxes, paper, sculpture, construction kits)	<u>Texture</u> (clay, sand, stone, textiles, manmade and natural materials, printing, rubbings)	<u>Artists</u> (Goldsworthy)
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Autumn Term (All About Me/ Once Upon a Time)

Learning Objectives

<i>Use mark making materials competently, safely and confidently.</i>	<i>Know about primary and secondary colours. Know how to mix basic secondary colours.</i>	<i>Work collaboratively, sharing ideas, resources and skills</i> <i>Learn some joining techniques</i> <i>Generate, create and refine ideas</i> <i>Use a hammer, scissors safely</i>	Describe features of natural objects/ art- work – new vocabulary e.g. rough, smooth, shiny...) Know that different textures can be used in art	Discuss features of art-work, e.g. colour, shape, texture. Share own thoughts/ preferences
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Activities

Using pencils, pastels, crayons, chalks. Learn how to draw a basic circle to represent a face, then how to add details (mirror observations)	Teacher guided colour mixing – learn how to use primary colours to mix basic secondary colours. Set up colour mixing station. Select colours for a purpose,	Making representations of our faces/ Gingerbread man from dough/ collage materials. Learn basic joining techniques – PVA, glue stick, masking tape	Explore textures of natural materials and use these in art work: Link to maths – printing techniques to make patterns, e.g. different vegetables, leaves Rubbings – bark, leaves	Andy Goldsworthy
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Learn how to paint a circle shape for a face. Explore different sized brushes for details.	e.g. when painting/ drawing leaves, self-portraits	Paper plate face collages Use hammer to make golf tee hedgehog. Fairy tale construction individual/ collaborative challenges using variety of construction kits/ materials – Three Billy Goat’s Gruff (make a bridge), Three Bears (new chair for baby Bear), Gingerbread Man (something to help him to get across the river)	Andy Goldsworthy collages – handle and describe materials using all senses.	
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Spring Term (People Who Help Us)

Learning Objectives

<i>Use mark making materials with increasing control, safely and confidence.</i>	<i>Choose/ mix colours independently Recognise that different colours can create different effects.</i>	<i>Extend range of joining techniques Begin to create models with moving parts Use an increasing range of tools with care and greater precision. Create with a purpose in mind – reflect and refine. Share/ explain processes.</i>	<i>Learn new techniques to create texture/ effects. Describe, reflect, comment on effects. Make choices about shape, colour, texture, pattern. Work together to make creative choices.</i>	<i>Extend vocabulary when discussing features of art-work, e.g. colour, shape, texture. Share own thoughts/ preferences</i>
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Activities

Make representations of people that help us, e.g. firefighters using different mark making media. Forest school mud paintings	Children to choose and mix own colours using colour mixing paint station. Explore warm and cold colours – fire painting/ chalkings/ pastels Using marbelling inks – merging colours.	Hammer and nails – make a road sign (saw?) Learn how to use a stapler to join materials. Use a hole punch, scissors. Use construction kits/ materials to make models with moving wheels – fire engines, police cars. Learn how to make a simple axle. Make a waterproof outfit for a firefighter to wear. Create props for role play, e.g. walkie talkies, hoses	Chinese New Year – using fabrics/ textile printing to make a dragon Jackson Pollack paintings – marbles, string, splashing, using forks, toy car wheels. Relate to warm and cold colours. Adding textured embellishments, e.g. buttons, sequins.	Jackson Pollack – action art
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Summer Term (Our Wonderful World)

Learning Objectives

Use a range of mark making techniques effectively to create accurate representations from observation, memory and imagination.	<i>Create and match colours that they want to represent. Choose colours for a purpose</i>	<i>Use an increasing range of tools. Use familiar tools with increasing precision and control.</i> <i>Extend joining techniques. Select appropriate joining techniques for the job.</i> <i>Continue to develop range of techniques – paper folding, sewing.</i>	<i>Extend range of techniques used to create texture/ effects. Describe, reflect, comment.</i> <i>Select material/ techniques for a purpose in own art works.</i> <i>Think of own ways to create texture – suggest, collaborate, explore.</i>	Extend vocabulary of colour, shape, texture. Share own thoughts/ preferences. Use art as a stimulus for own ideas.
Activities				
Observational pictures of plants and minibeasts using. Build on ability to spot/ represent basic shapes. Introduce use of charcoal. Pastel drawings/ paintings of sunflowers	Colour nature hunt – how many different greens/ yellows.....? Mixing different shades/ tones of the same colour. What happens if we add white/ black?	Using a hand drill to make holes in wood (Hungry Caterpillar) Egg box minibeasts – cardboard joining techniques, e.g. inserting, slotting Painting stones to create minibeasts Basic sewing technique – paper plate and string spider’s webs. Paper weaving – making our own African Kente Cloth patterns Making fossils in clay	Making Nature Paint Brushes and exploring effects Weaving using natural materials (Forest school) Seed collages Printing on different materials using fruits and vegetables (link to Handa’s Surprise).	African Kente cloth samples Van Gogh - Sunflowers

Music			
At Moorfield children will use the ‘Music Express’ Music Scheme. This is enriched by other singing/ percussion activities throughout the year, including continuous provision, ‘composer of the week’ activities in assemblies and through performances such as class assemblies, Harvest Festival and the Christmas Nativity.			
Early Learning Goals: <u>Being Imaginative and Creative</u>			
<ul style="list-style-type: none"> • Sing a range of well know nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and try to move in time to music 			
Autumn 1 – All About Me	Autumn 2 - Once upon a time	Spring Term - People who help us	Summer Term - Wonderful world
Music Express Unit: Special People (<i>Beat and tempo</i>)	Music Express Unit: Moving Places (<i>fast and slow</i>)	Music Express Units: Working World (<i>texture</i>) Moving Patterns (<i>structure</i>)	Music Express Units: Growth and Change (<i>loud and quiet</i>) Our Senses (<i>timbre</i>)

Drama, role play and storytelling

Children will have access to small world, dressing up and larger role play areas throughout the year, as well as loose parts indoors and outdoors and small world toys. An indoor home corner is always available indoors and will continue to be adapted on a weekly basis to enrich learning opportunities. Outdoors there will be a role play area that follows the theme of the term and children will also be encouraged to make their own responses to stories, experiences and things that interest and excite them. Talk for writing and story mapping will play a key role in our Literacy and Speaking and Listening Curriculum and favourite books will be retold on many occasions and put into the book corner to support children in retelling using story language and repeated refrains.

Early Learning Goals:

Creating with Materials

- Make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Perform songs, rhymes, poems and stories with others

Autumn 1 – All About Me	Autumn 2 - Once upon a time	Spring Term - People who help us	Summer Term - Wonderful world
Hook: Me and my family (home corner) Role playing schools	Key texts, poems and rhymes: Goldilocks and the Three Bears, The Three Billy Goat's Gruff, The Gingerbread Man R.E. links – responding to church visit/ Diwali and Christmas stories	Key Texts: People Who Help Use role play (road safety, police, fire station, vets..) Responding to visit from a nurse/ visit to a firestaion	Key Texts: The Hungry Caterpillar, Handa's Surprise Paleontology role play