**Leverington Primary Academy**

**Expressive Arts and Design Long Term Plan 2023-2024**

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| **STATUTORY EDUCATIONAL PROGRAMME**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. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Possible themes, interests, lines of enquiry** | My Family and MePeople Who Help UsNursery RhymesAutumnHarvest (Pumpkins) | Bonfire NightDiwaliChristmas around the World | WinterSpace | Growing and ChangingFarm animalsSpringPlants | Transport | SummerMinibeastsRockpools/SeasideLife cycles – butterflies, beans, sunflower |
| **Celebrations and experiences** | Harvest festival | DiwaliBonfire NightChildren In NeedFire service visitRemembrance DayChristmas | Chinese New YearValentine’s Day | World Book DayMothering SundayPancake DayEaster | Transport in our local area | Butterfly garden |
| **The Reception Year provides the foundations for many skills the children will build upon in Year 1.****Year 1 expectations**Premium Vector | Paint and brush vector color icon handdrawn cartoon paint  palette brush back to school education | ArtIn Y1, the children will be:* Selecting tools and media to make a range of marks.
* Learning about the work and lives of significant artitst.
* Using primary colours and identify shades of colour.
* Making thick and thin marks using different brushes.
* Printing using everyday objects.
* Making stencil and relief blocks.
* Applying paint using controlled brushstrokes and stippling.
* Using mixed media and combining materials.
* Making sculptiures from different materials.
* Building up layers using collage.
 | Design and TechnologyIn Y1, the children will be:* Learning about significant designs, designers and engineers.
* Making sliders, knowing how they create simple mechanisms.
* Evaluate their designs, outcomes and suggest improvements.
* Building freestanding structures.
* Peeling, chopping and grating a range of vegetables.
* Modifying food to suit their senses.
* Identifying, sorting and using materials for construction.
* Selecting tools for sewing, threading a needle and using a running stitch.
* Understand the need for a balanced diet.
 | Musical notes single music notes clip art free clipart images 3 - ClipartixMusicIn Y1, the children will be:* Making movements appropriate to the pule and tempo of a piece of music.
* Creating pitches and rhythms.
* Selecting and using appropriate instruments.
* Performing music.
* Clapping rhythms and in time with music.
* Using their voices expressively and singing songs, chants and rhymes.
* Copying and creating rhythms.
* Using appropriate musical vocabulary.
* Understanding and identifying pitch.
* Contributing to group performances and evaluating these.
* Learning to control instruments and their voices.
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****The knowledge, skills, understanding and planned experiences gained by the end of the Reception Year…

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Expressive Art** | Children will learn to sing and perform a range of songs and rhymes. In addition, to daily experiences and opportunities offered the children will learn songs from our ‘Nursery Rhyme’ spine and poems/rhymes from ‘The Poetry Basket’ throughout the year. |
| **The Poetry Basket** | Chop, ChopWise Old OwlFalling ApplesA Basket of AppleLeaves Are FallingBreezy WeatherThings I Can Do | Pointy HatFive Little PumpkinsSanta is HereFive Little ReindeersI’m A Little ElfIn my Christmas DenOut of the corner of my eyeRobin is my nameWhether the weather | PopcornA Little HouseLet’s put on our mittensI can build a snowmanCarrot Nose | PancakesSpring WindFurry furry squirrelHungry BirdiesA Little SeedMrs Bluebird | I Have A Little FrogFive Little PeasMonkey BabiesDancePitter patter If I were so very smallFive Little OwlsBees | Sliced breadA Little ShellThunderstormUnder a stoneCreepy Crawlies |
| **Nursery rhymes** | 5 Little Speckled FrogsHeads, shoulders, knees and toesIncy Wincy Spider5 Little MonkeysTwinkle, Twinkle, Little Star | 5 Little Men in a Flying SaucerWhen Santa got stuck up the chimneyIf You’re Happy and you know itWheels on the BusI’m a Little Snowman | Row Your BoatWind the Bobbin UpHot Cross Buns5 Currant BunsMary had a little lamb | Old McDonald had a farmHumpty DumptyMiss Polly had a dollyI’m a Little Teapot10 in the bed | 1, 2, 3, 4, 5, once I caught a fish alive10 green bottlesHickory Dickory DockBaa, Baa, Black SheepIt’s raining, it’s pouring | Down in the Jungle10 fat sausagesTiny turtleHey Diddle DiddleJack and Jill |
| **Musical Development** | Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music-making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in Reception, the children will have specific mucial development sessions using Kapow Music.Children will also follow ‘Musician of the Week’ in line with the rest of school. |
| Celebration MusicResponding to music through movement.Call and responseUsing different instruments | Exploring SoundVocal, body, instrumental, environmental and nature sounds  | Music and MovementAction songsFinding the beat and exploring tempo | Musical StoriesMoving to music, using instruments to represent characters, storytelling | Big BandWhat makes an instrument? Following the beatTuned and untuned instruments |
| **Artist Studies****(suggestions)** | Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famour artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to their work, refining ideas and developing their ability to represent them. |
| Jackson Pollock(Collaborative work) | Piet MondrianWassily KandinskyYayoi KusamaArchimboldo(Harvest) | Yves KleinJoan MiroMonet(Waterlilies) | Beatrix Potter (animals)Andy GoldsworthyEric Carle | Vincent Van Gogh(Sunflowers)Eric Carle | Henri Matisse(snails) |

****The knowledge, skills, understanding and planned experiences gained by the end of the Reception Year…

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Creative Art** | Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open-ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively, sharing ideas and resources, as well as completing independent work. Throughout the year, children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition, specific skills and/or experiences wil be planned. |
| **Mark making and drawing** | * Understand how to grip a pencil comfortably and explore making marks, creating lines and circles.
* Give meaning to marks made.
* Understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.
 | Skills: observational drawing – pumpkins.* Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Use simple tools correctly.
 | Skill: show different emotions in their drawing, e.g. happiness, sadness.* Draw with increasing complexity and detail, such as representing a face with a circle and including details.
 | Skill: Observational drawing – daffodils.* Experiment with colour, design, texture, form and function.
 | Skill: Observational drawing – sunflowers.* Show accuracy and care in their drawings.
 | Skill: Produce more detailed work and say what they have included. |
| **Colour** | * Experience: explore colours and how colours can be changed.
* Identify light and dark colours.
 | Knowledge: Recognise and name colours.* Explore what happens when you mix colours.
 | Skill: To be able to create a wash background and combining colur in the style of Joan Miro. | Skills: Colours in nature and how they can be applied to art in the style of Andy Goldsworthy. | Skill: Exploring shades of colour and how to make different shades. | Skill: To be able to choose a particular colour for a purpose. |
| **Painting** | Skill/Knowledge: splatter painting in the style of Jackson Pollock. | Skill/Knowledge: Only using one colour to create in the style of Yves Klein.* Select appropriate brushes for a given purpose.
 | Experience: Explore different paint types – watercolour, powder paint, acrylic, ready mix paint. | Skill: Mix paints to make new colours, following instructions.* Experiment with colour and design.
 | Experience: explore working with paint on different surfaces and in different ways, e.g. coloured, sized and shaped paper.* Explore using different brush types.
 | Skill: Paint through inspiration, feeling, observation or imagination.* Evaluate their own work and others, suggest how work can be improved.
* Share their creations, explaining the process they have used.
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| **Printing** | Skill: Printing with hands, feet and fingers. | Skill: printing with sponges and rollers, shapes.Inspiration Mondrian (primary colours) and Kandinsky (shapes).* Experiment with different textures.
 | Skill: Printing with natural objects/food, e.g. leaves, pine cones, potatoes. | Skill: Printing simple repeating patterns.Recognise patterns in the environment. | Skill: Symmetrical printing – butterflies as inspiration. | Skill: To be able to create using own ideas and explain the choices. |
| **Textiles/Materials** | * Understanding how different materials/textures feel and explore freely, e.g. malleable, fabrics, naturals.
* Join construction pieces together to build and balance.
 | Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision. | Knowledge: Understand the purpose of different textiles/materials, e.g. winter clothing. | Skill: Collage using Eric Carle as inspiration.Skill: Follow instructions to make own playdough. | Skill: Weaving (natural and manmade materials). | Skill: Sewing using a simple running stitch with natural resources. |
| **3D work** | Understanding: To know what transient art is.Transient art will be continued to be offered in continuous provision.* Join construction pieces together to build and balance.
 | Skills: to use simple joins when using different materials to create 3D work, e.g. Sellotape, masking tape, stick glue.* Realise that tools can be used for a purpose.
 | Skill: Creating work to celebrate special days, e.g. decorations (paper chains, bunting) for Valentines Day, Lunar New Year. | Skill/Knowledge: Natural art in the style of Andy Goldsworthy.* Select tools and techniques needed to shape, assemble and join materials they are using.
 | Skill: Making own props/puppets to retell a story.Folding techniques, e.g. fans, aeroplances, books.Choosing materials for effect, e.g. feather headdress.* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 | Skill: Be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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| **Cutting skills** | Cutting skill: Using one-handed tools and equipment, for example, making snips in paper with scissotrs. | Skill: Using scissors to cut in a straight line. | Skill: Use scissors to cut curved lines. | Skill: Uase scissors to cut shapes. | Skill: Use scissors independently and correctly. | Skill: Use scissors for a partiucalr purpose when combining different media and materials. |
| **Being Imaginative and Expressive** | * Enjoy joining in with dancing and singing games.
* Sing a few familiar songs.
* Begin to move rhythmically.
* Imitate movement in response to music.
* Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.
* Uses available resources to create props or creates imaginary ones to support play.
* Develop storylines through small-world or role-play.
 | * Explore and learn how sounds can be changed.
* Sing songs, make music and experiment with ways of changing them.
* Begin to build a repertoire of songs and dances.
* Explore the sounds of different intstruments.
* Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
* Retell parts of familiar stories through use of puppets, toys, masks or small world.
* Create more complex narratives in their pretend play, building on the contribution of their peers.
 | * 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.
* Creates representations of both imaginary and real-life ideas, events, peple and objects.
* Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.
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