Badger Hill PRIMARY SCHOOL

ART Long Term Plan EYFS 2023-24

	Autumn Term	Spring Term-A Wonderful World	Summer Term-Back to the Future
Topic	**Poonac** **Poonac's art celebrates how we are all different** 	**Focus Medium Painting** **Focus element/s: colour, pattern and space** **Artist: Wassily Kandinsky** 	**Focus Medium Sculpture** **Focus element/s: texture, form** **Artist: Andy Goldsworthy**
Sticky Knowledge	To know how to hold a pen/pencil using the correct grip To know you can change the way a line by adding pressure or type of pen/pencil To understand why we might mix colours	To know what a primary colour is To hold a paintbrush correctly To know there are different types of paint- watercolour, powder paint, ready mix and acrylic	To know what a sculpture is Use a range of techniques to sculpt Use a correct vocabulary to describe how they are manipulating material
Vocabulary	pencils, chalk, charcoal, felt-tip pen, drawing, pressure, Pencil grip	Red Blue Yellow Paintbrush Tip Palette Brushstroke Watercolour Ready Mix Powder paint Abstract art Mixing Watercolour	Natural material, sculpting, sculpture, sculptor, sketch, junk modelling, squish, squash, sculpt, roll, press, mould, cut, twist, tweeze, pinch, twizzle, turn, pincer grip, squeeze, squash, pat, bumpy, dry, smooth, rough, bendy, squashy, hard, soft, slimy, slippery, sticky, crumbly, stiff, stretchy
Artist Knowledge	Poonac's art celebrates how we are all different His drawings are simple	Wassily Kandinsky He was a Russian painter Many people think he was the first abstract artist Abstract art does not show pictures of things, but uses colours lines and shapes. 	Born 26 July 195 Andy Goldsworthy OBE is an English sculptor, photographer, and environmentalist who produces site- specific sculptures and land art situated in natural and urban settings.
Suggested Tasks	**Focused Sessions** **Session 1** Learn to hold drawing medium with the correct three fingered grip Model drawing a family, using black felt tip, point out the body parts we need to include Use black felt tip pens to draw a picture of themselves and their family **Session 2** Using pencil, then paint to create their face Model drawing face using pencil and by looking in a mirror. Model mixing colours and painting details **Session 3** Introduce Poonac art and learn facts.	**Focused Sessions** **Session 1 Colour and brush skills** Introduce primary colours and practise holding a paintbrush. Session 2 Colour mixing Model colour mixing using the primary colours, explore in provision areas, which colours can they make? **Session 3 Colour mixing** Introduce mixing shades and tones of colour using white and black, allow children to explore and find out for themselves. **Session 4 Paint** Provide different types of paint for children to explore the way the paints move and what their consistency is e.g. watercolour, powder paint, ready mix and acrylic paint **Session 5 Artist**	**Focused Sessions** **Session 1 Artist Study** Introduce Andy Goldsworthy and his work. Explain that he is a famous sculptor who makes sculptures on location often using natural things that he has found Face Sculpture (construction) Using natural items such as stones leaves or sticks model making a sculpture of a face in the style of Andy Goldsworthy. Children to use natural items to make their own face sculpture in Andy's style.

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	Work together to create a large scale piece of art work inspired by Poonac's style **Session 4** In provision, provide a variety of different drawing mediums for children to explore using. Teach how to create lines of different weights by changing apparatus or pressure. **Session 5** Use pencil to draw a variety of different shaped leaves Model mixing paint to match colours and paint to finish	Introduce Wassily Kandinsky and study his 'Squares with Concentric Circles' piece. Learn the facts about him. Use his work to inspire and create artwork based on his style. **Session 6 Tools for painting** Provide different tools to explore painting and let the children explore how they work and what sort of marks they make.	**Session 2** Mud Sculptures (modelling) Planning Model planning a mud sculpture with a simple sketch Sculpting Model using mud to make sculptures. Model how to make the correct consistency and how to adapt it for different purposes. Model techniques including squeezing, rolling and shaping. Using the mud children make their own mud sculptures Evaluating Encourage the children to think about their next steps: what went well and what would they change? **Session 3** Junk Modelling Sculptures Planning Model planning a junk modelling sculpture with a simple sketch Sculpting Model how to use the junk modelling to make a sculpture. Modelling combining pieces to make larger shapes and model simple joining techniques including cutting flanges. Children to make their own junk model sculpture Evaluating Encourage the children to think about their next steps: what went well and what would they change? **Session 4** Minibeast/Sea creature in Andy Goldsworthy Style (constructing) Planning Model planning making a minibeast or sea creature in Andy Goldsworthy's style using natural materials. Draw picture and label materials. Collect materials ready for next session.

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					Session 5 Sculpting (constructing) Model using plan to make mini beast/sea creature using the materials gathered. Children to make their own sculpture following their plan. Evaluating Encourage the children to think about their next steps: what went well and what would they change?
Skills and Knowledge linked to outcomes	**Drawing Skills** Can hold drawing medium (pencil, chalk etc.) with increasing control, using a consistent grip. Full grip or three-fingered grip. Can create lines and shapes that are beginning to reference a given shape or concept. Using drawing apparatus, they can create basic shapes that represent objects. Can begin to represent different textures of an object using pencils, chalk and charcoal. Can create lines that consist of differing weights (thick and thin) by changing the apparatus or pressure. Begin to experiment with different tones based on the pressure used.	**Drawing Knowledge** Know that different types of pencils or drawing utensils can make different marks on a surface. Know which pieces of equipment are appropriate for drawing or making marks. Can identify components of objects such as human anatomy (eyes, arms etc.) and natural forms (leaves and trees) and represent these using appropriate shapes. Know that some drawing utensils move / feel differently to others. E.g. more efforts required to make darker marks than a black felt tip pen. Know that the more pressure used with a pencil, the darker the tones will be.	**Colour Skills** Experiment with primary colours Can name primary colours Explore colour mixing	**Paint Skills** Use a range of tools to explore painting e.g. paintbrush sponge, spreader Can hold my painting medium (paintbrush, sponge brush etc.) with increasing control, using a consistent full grip or three - fingered grip Know that some paints move differently to others. E.g., some may be thick and need more effort to move. Some may be drier etc. Know that a brush stroke is a mark made by a paintbrush. Know that when paint is mixed, it will change its colour.	**Sculpting Skills and Knowledge** Choose from junk modelling materials to build simple sculptural pieces. Use manipulative techniques to squeeze, roll and shape mouldable materials such as plasticine, clay and salt dough. Combine pieces to make larger shapes. Learn that sculpting is a piece of art in 3D. A sculptor is an artist who makes sculptures A natural material is a material that comes from plants, animals, or the ground. To sketch is to make a rough or unfinished drawing or painting Junk modelling is a fun and creative way of giving used everyday household items (junk) a new purpose by mixing materials and making new objects ...

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Assessment Opportunities	Create own small scale Poonac inspired pieces of artwork.		Create a painting in the style of Kandinsky using a colour mix and different styles of paintbrushes		Taking inspiration from Andy's 'Cone' model making a 'stacking' sculpture. Children to make their own 'stacking' sculpture and evaluate
Previous and Past learning experiences	**Why this topic now?** To develop fine motor skills with a variety of different apparatus, to introduce knowledge of different artists **Next Steps Learning:** Y1 To continue to develop control of pencil and introduce tone, tint and value		**Why this topic now?** To introduce children to primary colours and how to mix colours to create new ones **Next Steps Learning:** Y1 To use knowledge of primary colours to create secondary colours		**Why this topic now?** To support children in moving from 2D to 3D art **Next Steps Learning:** To further refine a sculpture by creating texture
ELG links	**ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Physical Development** Fine motor skills Use a range of small tools including scissors, pencils and paintbrushes		**ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Physical Development** Fine motor skills Use a range of small tools including scissors, pencils and paintbrushes		**ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Physical Development** Fine motor skills Use a range of small tools including scissors, pencils and paintbrushes