**The Arts - Yearly Planning (Long Term Plan)**

Planning is divided into 3 Terms. There will be repetition and overlap across the Terms.

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| **Term 1** | **Term 2** | **Term 3** |
| **Explore possibilities of mark making and drawing:**   * Make marks with a variety of drawing materials, for example, biro, pencils of different lead types ranging from hard (HB), to soft (2B), charcoal pencils, crayons, pastels, fluorescent and metallic crayons, coloured pencils, chalks etc. * Draw on a range of papers (outside surfaces) varying in colour, shape and size * Work on an easel, floor or table top * Make marks and impressions with fingers and different tools in materials such as sand and mud | **Explore possibilities of mark making and drawing:**   * Make marks with a variety of drawing materials, for example, biro, pencils of different lead types ranging from hard (HB), to soft (2B), charcoal pencils, crayons, pastels, fluorescent and metallic crayons, coloured pencils, chalks etc. * Introduction to temporary art – create pictures using found natural and commercial materials (Indoors/Outdoors) * Draw in clay * Draw with clay | **Explore possibilities of mark making and drawing:**   * Create pictures with small natural loose parts such as feathers, petals, leaves, shells, stones … (temporary art) * Create lines, which make up shapes and images using materials such as: cord, rope, hoops, sticks, clay, soft wire, pipe cleaners, etc. * Draw pictures from direct observations – use seasonal plants, trees, insects … as much as possible * Use technology to enlarge or project children’s drawings onto the wall. Invite children to draw around their large images. |
| **Discover the properties of paints:**   * Explore different consistencies of paints through adding varying amounts of water * Use a range of tools to apply paint to surfaces, and explore the marks which can be made, for example with: brushes, fingers, sponges, combs, straws, spray bottles, twigs, leaves, branches, feathers * Experiment with consistencies of soil – apply soil to paper/surfaces using a variety of natural tools * Develop manipulative control in the use of paints through holding and loading a brush with paint, washing paint off brush and choosing a different colour * Explore colour through examining the results of accidental colour mixing and talking about the outcome * Cover surfaces (fabric/card …) with painted patterns, shapes, lines and colours * Find ways to represent and respond to a range of experiences and stimuli – use seasonal stimulus – plants, trees … | **Discover the properties of paints:**   * Explore different consistencies of paints through adding water, PVA, sawdust, soap flakes, flour, etc. * Use a range of tools to apply paint/soil to surfaces, and explore the marks which can be made, for example with: variety of brushes, combs … * Further develop painting skills through use of paint palette and water * Explore colour through examining the results of ***accidental*** colour mixing and talking about the outcome * Explore colour through examining the results of ***intentional*** colour mixing and talking about the outcome | **Discover the properties of paints:**   * Develop painting skills through use of paint palette and water * Explore colour through examining the results of intentional colour mixing and talking about the outcome * Paint pictures from direct observations – use seasonal plants, trees, insects … * Use technology to project shadows onto the wall. Invite children paint directly onto the shadows |
| **Explore printmaking with paint and ink to make textures, repeated random and regular patterns and pictures:**   * Object printing with found materials, fruit, vegetables etc. * Object printing with unusual & recycled items – large and small (indoor and outdoor) * Explore prints with various sizes of tyres * Examine footprints | **Explore printmaking with paint and ink to make textures, repeated random and regular patterns and pictures:**   * Table top monoprinting (use soap liquid/flakes and paints) – make patterns on table top and take a print on blank sheet * Create pictures using wax resist crayons and watery paint * Marbling - print paper with marbling ink floating on water | **Explore printmaking with paint and ink to make textures, repeated random and regular patterns and pictures:**   * Block printing with clay or plasticine (make own patterns on blocks of clay) * Examine prints and patterns throughout the environment – clothes, wallpaper … * Create prints and patterns for curtains, clothing, wallpaper … |
| **Extend picture and pattern making opportunities to textile and collage techniques:**   * Use a range of techniques to shape and change papers and card, such as tearing to create different shapes and sizes, crumpling, layering to create texture (begin with newspaper) * Introduce the use of scissors to develop cutting skills * Use different types of glues such as PVA, glue sticks, pastes etc.  to stick down papers, light card, found materials, plastics, fabrics | **Extend picture and pattern making opportunities to textile and collage techniques:**   * Add paper and/or fabric and other materials to paintings and drawings * Introduce wools – simple stitching and weaving | **Extend picture and pattern making opportunities to textile and collage techniques:**   * Explore the different textural qualities, patterns and colours of fabrics and wools using fabrics and other materials to create collage work – eg. Wet felting * Add paper and/or fabric and other materials to paintings and drawings |
| **Investigate and explore the properties and affordances of malleable materials – dough and clay:**   * Pull, twist, roll, flatten, thump etc. * Use various tools such as hands, sticks, clay knives, scissors to model, shape, cut * Explore patterns on malleable materials using found and natural objects * Texture and smooth surfaces * Draw into dough or clay | **Investigate the properties of malleable materials such as clay:**   * Pull, twist, roll, flatten, thump etc. * Use various tools such as hands or sticks to model, shape, cut * Texture and smooth surfaces * Draw into clay * Draw with clay | **Investigate the properties of malleable materials such as clay:**   * Explore techniques – rolling balls, coils * Create slabs * Join pieces of clay – using clay glue (slip) |
| **Develop a sense of spatial awareness through the use of 3-D and other materials:**   * Work with large boxes, cardboard rolls and tubes, construction toys, etc.  to shape, rearrange and create environments/resources to support imaginative play * Examine how things are put together and on occasions take them apart * Investigate ways of using various materials to make stable structures * Experiment with different ways to stick or join materials, for example: using adhesives, paste, PVA, gummed paper, masking tape, sellotape, elastic bands, paper clips, pegs, paper fasteners, etc. to make structures * Create opportunities to use scissors and punches | **Develop a sense of spatial awareness through the use of 3-D and other materials:**   * Work with large boxes, cardboard rolls and tubes, construction toys, etc.  To shape, rearrange and create environments/resources to support imaginative play * Examine how things are put together and on occasions take them apart * Work with found materials on a range of scales, to develop manipulative skills, eg. Sticks, stones, leaves, shells … * Investigate ways of using various materials to make stable structures * Join and connect materials using less familiar materials such as treasury tags, wire, screws, nails … | **Develop a sense of spatial awareness through the use of 3-D and other materials:**   * Work with large boxes, cardboard rolls and tubes, construction toys, etc.  to shape, rearrange and create environments/resources to support imaginative play * Examine how things are put together and on occasions take them apart * Develop skills in joining and connecting using woodwork tools |
| **Music**  **Children will have opportunities to:**   * Listen and join in to singing rhymes and simple songs * See and hear a variety of music performed, either first-hand or using video or ICT * Clap, march and perform actions to the beat of the music * Move to the speed of the music * Use a wide variety of found objects to become aware of the different sounds that they make and the different pitch e.g. loud/quiet, high/ low * Listen to and discuss the sound in the environment e.g. bird songs and traffic * Explore sounds made by real instruments | **Music**  **Children will have opportunities to:**   * Listen and join in to singing rhymes and simple songs * Sing by themselves, if they wish * Take part in action songs * Move freely to the music, with props e.g. scarfs, ribbons * Explore a variety of real instruments * Observe professionals who make music from found objects, eg. STOMP (YouTube) * Make sounds using a variety of found objects | **Music**  **Children will have opportunities to:**   * Explore a variety of real instruments * Make and use their own musical instruments – from recycled materials * Experience professional performance * Have opportunity to perform with professionals * Explore how technology supports music |
| **Drama**  **Children will have opportunities to:**   * Be involved in group role play – use non prescriptive fabrics and props to enhance the play * Invite participation of adults in roles such as patient in hospital, customer in shop, etc. * Use a selection of puppets and soft toys to enhance and extend their play * Engage in small world play | **Drama**  **Children will have opportunities to:**   * Self-initiate and direct their role play * Use non prescriptive fabrics to create their character or to create the scene * Engage in role play and little scenes from favourite stories and rhymes * Use a selection of puppets and soft toys to enhance and extend their play * Engage in small world play | **Drama**  **Children will have opportunities to:**   * Self-initiate and direct their role play * Assume and sustain roles * Use a selection of puppets and soft toys to enhance their play and express their own ideas and create new scenarios * Experience professional drama performance |