



Summer Term Theme - Exploring the natural world:

Unit Big Ideas: Observational Art.

| Lesson QUEST: | Lesson Approach: | Focus Vocabulary: | Input | Reading Links: | Potential continuous Provision Ideas: |
|---|--|--|---|-----------------------------------|--|
| 1. What can we use to paint? | Enables an active exploration of the natural world, and to making art. Encourages children to look at the world as a place containing elements, they can manipulate & transform Develops hand eye coordination and dexterity skills Opportunity to explore early mark making Encourages discovery, conversation and sharing Creates a holistic approach to making art | Natural, art, world, place, discovery, primal, squash, squeeze, scrape. | Today we are going to be exploring painting but without using paints. We are going to use natural materials such as plants, leaves, flowers, mud, soil, to do some painting. Explain to the children that last week at Forest School we collected some of these materials and now we are going to prepare them for painting. Ask the children what we might need, e.g. paintbrushes and water. Model adding water to make it more of a liquid to paint. Show the children a flower, explain that they are going to do an observational painting using natural materials. Discuss Andy Goldsworthy and how he used natural materials for his artwork and show some of his work. | | Observational painting using natural materials. |
| 2. What does colour smell like? | Encourages playful exploration Helps children explore sensory perception Promotes teachers & children to create their own learning pathways Explores colour as a medium beyond paint | Colour, strawberry, watermelon, grapes, fruits, natural, senses, smell. | Ask the children what do they think that means? What does colour smell like? Does colour have a smell? Pass around a cup sealed with tinfoil with some strawberry's inside. Ask the children could they guess the colour using the smell? Explain to the children that when we know what it smells like we picture a colour e.g. in this cup it was red, repeat with orange, watermelon, etc. | | Circle time - Pass the fruit to smell - talk about what you can smell, could you taste it? Describe it to the group. |
| 3. What materials do we use to make colour? | Develops observation skills Develops mark making, drawing and painting skills Demonstrates how different art forms can feed into each other Promotes group work | Food, colour, salt dough, model, scrape, push, mould, poke, form, texture. | Read the story the colour monster. Discuss it with the children e.g. what happened at the beginning? Why did he do that? What colours did he see? Explain to the children that today we are going to be making a fossil of the colour monster using salt dough. Now the colour monster changes colour, so you need to choose one colour and then we are going to make him. How might we use colour today - explain we are going to use food colouring. Model how to make the monster, what materials you could use and what features you would need to include. At the end of the session place the colour monsters on each table and ask the children to look at their friends and discuss what their favourite thing about their model is? | The colour monster by Anna Llenas | Food colouring and salt dough to make salt dough models. |



Summer Term Theme - Exploring the natural world:

Teacher Subject Knowledge:

- Facilitating an exploration of the natural world which stimulates creative thinking.
- Language referring generally to the skills required for drawing such as pattern and form.
- Vocabulary which describes drawing, printing, 3D and textiles.
- Words that will support the children's introductions to, exploration and developing understanding of the key concepts of Art such as:
 - Drawing- Begin to use a variety of drawing tools, use drawings to tell a story Investigate different lines, explore different textures, and encourage accurate drawings of people
 - Printing - Rubbings, print with variety of object, print with block colours
 - 3D - Handling, feeling, enjoying, and manipulating materials Constructing and building, Shape, and model.
 - Textiles Handling, manipulating, and enjoying using material, sensory experience, simple collages, and simple weaving.

Potential Assessment Strategies:

- Artwork in Sketchbook.
- Colour mixing
- Painting
- Clay models
- Mud models
- Discussion and Evaluation of work.
- Show and tell 'speak it'.

Links to Previous Learning

Specialised cognitive skills:

- Mark making
- Painting
- Junk modelling
- Drawing
- Painting
- Printing
- Textiles

This application will continue to develop secure knowledge and progression throughout Early years

Links to Future Learning:

To use a range of materials creatively to design and make products.
To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.
To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Cross Curricular Links:

Summer 1 - Growth and Change



Reception Spring Term Theme - Making Art:

Unit Big Ideas: Colour mixing and 3D models (focus)

| Lesson QUEST: | Lesson Approach: | Focus Vocabulary: | Input | Reading Links: | Potential Continuous Provision Ideas: |
|------------------------------------|---|---|---|---|--|
| 1. What happens if we mix colours? | Explores drawing and colour mixing as a tactile activity Develops understanding of colour mixing on page Explores mark making and pattern | Colour mixing, primary, secondary, red, blue, yellow, purple, green, orange, spiral, pattern, texture. | Read the story of 'Matisse's magical trail' by Tim Hopgood and ask the children questions about the text, what do they think about his shell? Have you ever seen a shell like that? Do you think he is the same as other snails? Why not? What makes him special? Introduce colour mixing, explain to the children we have 3 colours we call our primary colours and we can mix them to make new colours. Through a circle time activity demonstrate mixing the colours together to make new colours. Repeat this for all 3 primary colours. | Matisse's magical trail by Tim Hopgood. | Create your own snail shell like Matisse's by mixing colours. The children can paint onto their shell using paintbrushes or they can use available materials i.e. sponges, cotton buds, wheels to print onto it. Using black card, the children can use chalks to make a trail for Matisse to follow, this about the patterns you can make on the trails, what shapes and spirals you could include. |
| 2. What is a 3D picture? | Explores colour and mark making Develops 3d experience Links to drama and storytelling | Newspaper, 3D, paint, print, textiles, snail, shell, pattern, texture, form. | Re-read the story of Matisse's magical trail. Explain to the children today we are going to make a 3D picture, a 3D picture (refer to solid 3D shapes) is a picture that appears to have height, width or some depth. | Matisse's magical trail by Tim Hopgood. | Create a 3D newspaper head of Matisse the snail. Working in small groups, ask the children to cut around the template of Matisse the snail, then stick the two pieces together around the outside. Paint and decorate the snail. Once this has dried, stuff the snail to make him 3D. |
| 3. Who is Wassily Kandinsky? | Develops looking skills Encourages children to make links between drawing, play and narrative Explores light and dark and mark making | Primary, secondary, white, black, light, dark, red, blue, yellow, green, purple, orange, circles, Wassily Kandinsky, tints. | Introduce the artist Wassily Kandinsky. Explain that he is an artist, and is from a country called Russia. He used to be a teacher, but he realised that he loved doing artwork, so he left his job and became an artist. He enjoyed looking at pictures and paintings and thinking about what they mean to people. He thought instead of painting pictures of things, he liked to use colours and shapes in his pictures. What shapes do you think he liked to use? He would often listen to music as he painted and try to paint what he could hear. Show the children some pictures of his work. Explain to the children that he didn't have lots of colours like we did so he used to make his own colours, refer to colour mixing the primary colours. Today explain that we are going to be using one colour only, we are going to be making tints, that is when we add white or black to a colour to make it lighter or darker. Demonstrate this in front of the class. | | Finger painting a shape using colour mixing - primary colours or tinting. Create a mini theatre by using small boxes on their side to and shine the torch on the contents. Photograph children's work. |



Spring Term Theme - Making Art

Teacher Subject Knowledge:

- Facilitating an exploring how we create Art? And how does it make us feel?
- Language referring generally to the skills required for drawing such as pattern and form.
- Vocabulary which describes drawing, printing, 3D and textiles.
- Words that will support the children's introductions to, exploration and developing understanding of the key concepts of Art such as:
 - Drawing- Begin to use a variety of drawing tools, use drawings to tell a story Investigate different lines, explore different textures, and encourage accurate drawings of people
 - Printing - Rubbings, print with variety of object, print with block colours
 - 3D - Handling, feeling, enjoying, and manipulating materials Constructing and building, Shape, and model.
 - Textiles Handling, manipulating, and enjoying using material, sensory experience, simple collages, and simple weaving.

Potential Assessment Strategies:

- Artwork in Sketchbook.
- Colour mixing
- Painting
- Plasticine models
- Natural Artwork
- Discussion and Evaluation of work.
- Show and tell 'speak it'.

Links to Previous Learning

Appropriate cognitive skills:

- Mark making
- Painting
- Junk modelling
- Drawing

This application will continue to develop secure knowledge and progression throughout Early years.

Links to Future Learning:

To use a range of materials creatively to design and make products.
To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.

To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Cross Curricular links:

Spring 1 - Heroes and Helpers.



Reception Autumn Term Theme - Powerful Portraits

Techniques: Drawing and self-expression (focus).

| Lesson QUEST: | Lesson Approach: | Focus Vocabulary: | Input | Reading Links: | Potential continuous Provision Ideas: |
|--|---|--|---|----------------------------------|--|
| 1. What makes you unique? | Helps children explore their sense of self, likes & dislikes, personality etc Explores and connects drama, photography, drawing, collage... | Unique, same, different, eyes, eyebrows, lips, mouth, teeth, glasses, nose, ears, hair, blonde, brown, black, red, expression feelings, emotions. | Discuss the word 'unique' ask the children if they have heard it before. Explain that everyone is unique. Show the children some different pictures of other children on the board and discuss what they have that is the same and what is different and make a list. Explain that we all have two eyes, but they are different colours, repeat with hair, etc. Then discuss other features children might have e.g. freckles, glasses, etc. | | Using props children take a photograph of a friend that shows them expresses themselves. |
| 2. What is the same and what is different about you and your friend? | Promotes sharing and conversation. Encourages children to recognize and appreciate the things we have in common and the things which make us special | Unique, same, different, frame, picture, feature, freckles, cheek, forehead, chin. | Show the children a picture frame on the board. Ask the children if they have any of them in their house? What goes inside them? Explain to the children today we are going to be making our own self-portraits. We want to put these into our new sketchbooks. Model how to draw a self-portrait, consider the shape of the features of your face, what patterns you can see? What colours might you use? Model this in front of the children. | Elmer by David McKee. | Draw and paint a self-portrait using mirrors. |
| 3. What is one thing that is special about you? | To develops dexterity and making skills. Explores using drawing, colouring and collage. Promotes conversations about character and identity. Promotes ideas about story, narrative and dialogue Enables children to work alone and then contribute their work to shared experience | Special, skill, hobby, unique, just you, personality. | Have the word special displayed on the board. Ask the children what does the word special mean? Give the children a definition of special then sing word rap. Read the story of Matisse's magical trail. Ask what is special about him? Sit the children in a circle and ask them to think of something that is special about them. Share their ideas. | 'Rainbow Fish' by Marcus Pfister | Finger puppets. Decorate a fish. Observational drawing of a fish. |



Autumn Term Theme - Powerful Portraits

Teacher Subject Knowledge:

- Facilitating an exploration of who they are, and how they might connect to those around them.
- Language referring generally to the skills required for drawing such as pattern and form.
- Vocabulary which describes drawing, printing, 3D and textiles.
- Words that will support the children's introductions to, exploration and developing understanding of the key concepts of Art such as:
 - Drawing- Begin to use a variety of drawing tools, use drawings to tell a story Investigate different lines, explore different textures, and encourage accurate drawings of people
 - Printing - Rubbings, print with variety of object, print with block colours
 - 3D - Handling, feeling, enjoying, and manipulating materials Constructing and building. Shape, and model.
 - Textiles Handling, manipulating, and enjoying using material, sensory experience, simple collages, and simple weaving.

Potential Assessment Strategies:

- Artwork in Sketchbook.
- Finger puppets
- Photography.
- Discussion and Evaluation of work.
- Show and tell 'speak it'.

Links to Previous Learning

Basic cognitive skills:

- Mark making
- Painting
- Junk modelling

This application will continue to develop secure knowledge and progression throughout Early years.

Links to Future Learning:

To use a range of materials creatively to design and make products.

To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.

To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Cross Curricular Links:

Autumn 1 - Amazing me!



Assessment

| | Emerging | Expected |
|---|---|---|
| <p><u>Reception:</u> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> | <p>I can mix colours and know the colour I want to create. I can create my own independent creations.</p> | <p>I can mix colours and add white or black correctly to get the colour I want. I can create creations over a few days. I can observe my creation and make changes. I create creations in a team.</p> |



Expressive Arts and Design - Non-Statutory Guidance for Across EYFS [Development Matters Page 60]

| Birth to three - babies, toddlers and young children will be learning to: | Birth to three - babies, toddlers, and young children. Examples of how to support this: | 3 & 4-year-olds will be learning to: | 3 & 4-year-olds Examples of how to support this: | Children in Reception will be learning to: | Children in Reception: Examples of how to support this: |
|---|--|--|--|---|--|
| <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> | <p>Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for babies and young children to explore.</p> | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> | <p>Children generally start to develop pretend play with 'rules' when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta. Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby). Provide lots of flexible and open-ended resources for children's imaginative play. Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in.</p> | <p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> |
| <p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> | <p>Stimulate babies' and toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways. Suggestions: - invite them to submerge their fingers in cornflour - play with a stick in the mud - place hands and feet in paint - use tablets or computers - introduce colour names</p> | <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> | <p>Offer opportunities to explore scale. Suggestions: - long strips of wallpaper - child size boxes - different surfaces to work on e.g. paving, floor, tabletop, or easel Listen and understand what children want to create before offering suggestions. Invite artists, musicians, and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> |
| <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p> | <p>Stimulate young children's interest in modelling. Suggestions: provide a wide range of found materials (junk) as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered. Encourage young children to explore materials/ resources finding out what they</p> | <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> | <p>Help children to develop their drawing and modelling. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to</p> | <p>Create collaboratively, sharing ideas, resources, and skills.</p> | <p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. Visit galleries and museums to generate inspiration and conversation about art</p> |



Overview of The Discipline of Art (Creating with materials) in EYFS:

Milestones Through Artistic Disciplines Across EYFS:

- To encourage children to explore creativity in a holistic way.
- To encourage an open-ended exploration of materials, ideas, and techniques.
- To encourage children to value the journey over or alongside outcome.
- To encourage children to explore notions of "identity", gain the confidence to share their exploration and their thoughts, and to learn to appreciate and respect that others might have different experiences of their own identity.
- To encourage children to work together as a team, as well as value their ability to work alone.
- To demonstrate that drawing, mark-making, making etc are physical as well as mental activities in which the mind and the body are involved.
- To demonstrate that every individual has the power to create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others.

Key Artistic Learning Across School:

- Drawing
- Printing
- Painting
- Textiles
- 3D
- Digital media (photography/collage)

Artistic Skills in EYFS:

- Function
- Colour
- Tools
- Technique
- Design
- Form
- Recognise
- Describe
- Observe
- Compare/contrast.
- Reason

Artistic Concepts in EYFS:

- Drawing - pencil, charcoal, inks, chalk, pastels, ICT software.
- Colour - painting, ink, dye, textiles, pencils, crayon, pastels.
- Texture - textiles, clay, sand, plaster, stone.
- Form - 3D work, clay, dough, boxes, wire, paper, sculpture, mod roc.
- Printing - Found materials, fruit/veg, wood blocks, press print, lino, string.
- Pattern - Paint, pencil, textiles, clay, printing.

Links to Development Matters (Nursery):

- Explore different materials and use their own ideas to decide what to make.
- Create shapes with continuous lines and begin to use these shapes to represent objects.

Links to Development Matters (Reception):

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources, and skills.

Characteristics of Effective Learning:

- Make independent choices. Do things independently that they have been previously taught.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.



EYFS - Expressive Arts and Design (Creating with Materials)

The Discipline of Art

Our Journey Drivers:

- Joyful Readers
- Opportunities to build upon knowledge and skills.
- Understanding British and Christian Values.
- Resilience and Perseverance.
- Nurture Curiosity.
- Encourage Articulate Learners.
- Your Wellbeing and Health

Principles of EYFS:



Intended EYFS Learning Themes for Expressive Arts and Design – Creating with Materials (Discipline of Art):

| | Autumn Term | Spring Term | Summer Term |
|-----------|--|--|---|
| Reception | Powerful Portraits – (Drawing and self-expression) | Making Art (colour mixing and 3D models) | Exploring the natural world (observational Art) |

| | |
|---|---|
| J | Exploring illustrations and stories about different artists and artwork. |
| O | Opportunities to build upon artistic skills and knowledge. |
| U | To apply growing understanding of British and Christian Values through their Artwork and make links to areas of learning. |
| R | Introduce the idea of Growth Mindset and 'I can't do it yet' - developing resilience to complete activities. |
| N | For children to be curious about 'Expressive Arts and Design' around them. |
| E | Vital Vocabulary with opportunities for speech and language development woven into lessons. |
| Y | For children to enjoy Art for wellbeing and mindfulness (links to characteristics of effective learning). |

Expressive Arts and Design Early Learning Goal September 2021 Onwards:

[Reception End of Year Expectations];

Creating with materials - The Discipline of Art:

- Safely use and explore a variety 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.