

EYFS

Expressive Art and Design

Year A

"He has made everything beautiful in its time." Ecclesiastes 3:11

'The LORD said to Moses, "See, I have called by name Bezalel the son of Uri, son of Hur, of the tribe of Judah, and I have filled him with the Spirit of God, with ability and intelligence, with knowledge and all craftsmanship, to devise artistic designs, to work in gold, silver, and bronze, in cutting stones for setting, and in carving wood, to work in every craft.'" - Exodus 31:1-5

Development Matters	Year A - Autumn Term 1 What have I learnt from the past? Enquiry Question How can we use different materials, tools and techniques to create artwork inspired by the past?	Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.
<u>Expressive Art and Design</u> <u>3-4 Years</u> * Explore different materials freely, 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. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a	Week 1 • Strand: Observing, Recording and Representing the World • LO: To use observation to improve my drawing. • Overview: Children observe photographs of castles and look carefully at their shapes and features before creating an observational drawing. • Knowledge: Artists observe carefully before they draw. Simple shapes can be combined to represent real objects. Adding detail makes drawings clearer. • Vocabulary: observe, line, shape, detail • Skills: Observe carefully, draw simple shapes, add detail, talk about artwork. Week 2 • Strand: Exploring Colour, Texture and Expression • LO: To explore texture using different materials. • Overview: Children create a castle collage using textured papers, fabrics and other materials. • Knowledge: Materials have different textures. Artists choose materials for different effects. Collage combines different materials to create artwork. • Vocabulary: texture, collage, material, rough, smooth • Skills: Explore textures, compare materials, join materials, select suitable resources.	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Artist - A person who creates artwork. Artwork - A piece of art that someone has created. Draw - To make a picture using lines and shapes. Colour - Different colours used to create artwork. Shape - A flat outline such as a circle, square or triangle. Texture - How something feels or looks. Pattern - A design that repeats. Build - To join materials together to make something. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: Observe - To look carefully before creating. Line - A mark made with a pencil, pen or brush. Collage - A picture made by sticking different materials together. Material - What something is made from.

face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour-mixing. <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.	Week 3 • Strand: Exploring Colour, Texture and Expression • LO: To create repeating patterns using printing techniques. • Overview: Children look at Paul Klee's <i>Castle and Sun</i>, noticing his use of simple shapes and bold colours before printing repeating patterns to decorate a shield. • Knowledge: Artists choose colours carefully. Patterns repeat. Printing creates repeated marks. • Vocabulary: pattern, print, colour, repeat • Skills: Print, create repeating patterns, explore colour, control tools. Week 4 • Strand: Shaping, Constructing and Creating Form • LO: To join materials to construct a model. • Overview: Children build a castle using junk modelling and construction resources. • Knowledge: Materials can be joined in different ways. Models can represent real objects. Strong structures need careful construction. • Vocabulary: construct, build, join, structure • Skills: Join materials, Construct models, select resources, work collaboratively. Week 5 • Strand: Crafting, Designing and Decorating • LO: To design and decorate for a purpose. • Overview: Children look again at Paul Klee's <i>Castle and Sun</i> before designing and decorating a crown inspired by his use of shapes and colour. • Knowledge: Designers plan before making. Decorations can be chosen for a purpose. Artists and designers choose colours and shapes carefully. • Vocabulary: design, decorate, colour, shape • Skills: Design, decorate, select materials, explain choices.	Construct – To build or make something. Design – To plan what you are going to make. Decorate – To add detail, colour or pattern. Inspiration – An idea that helps us create artwork.
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<u>ELG - Creating with materials</u> * 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.	Week 6 • Strand: Observing, Recording and Representing the World • LO: To use an artist's work as inspiration for my own artwork. • Overview: Children create their own castle artwork inspired by Paul Klee's <i>Castle and Sun</i>, using drawing, painting and collage techniques learnt throughout the half term. • Knowledge: Artists inspire our own ideas. Different techniques can be combined. Everyone's artwork is unique. • Vocabulary: artist, artwork, inspiration • Skills: Combine techniques, select materials independently, create original artwork, explain artistic choices. End Point • Observe carefully before creating artwork. • Explore colour, texture and pattern using a range of materials. • Join materials to construct simple models. • Design and decorate for a purpose. • Use an artist's work as inspiration to create original artwork. • Talk about artwork using simple artistic vocabulary. End Point Activity - Castle Art Exhibition Overview - Children independently create a castle-inspired piece of artwork using the skills, materials and techniques explored throughout the half term. They explain how they have used drawing, colour, texture and construction in their work and share how Paul Klee's artwork inspired their own creation. Progression • Nursery: Explore drawing, painting, collage and construction using a range of materials inspired by castles and stories from the past. • Reception: Use drawing, painting, collage and construction techniques with increasing control to design and create artwork inspired by the past, explaining the choices they have made.	
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	Retrieval Questions for Quiz Basket 1. What is an artist? o A person who creates artwork. 2. What does observe mean? o To look carefully. 3. What is texture? o How something feels or looks. 4. What is a collage? o A picture made by sticking different materials together. 5. What is a pattern? o A design that repeats. 6. What does design mean? o To plan what you are going to make. 7. Who was the artist we looked at? o Paul Klee. 8. What was the name of his painting? o <i>Castle and Sun</i>. 9. Name one material you used to create your artwork. o Paper, card, paint, fabric, tissue paper, foil or cardboard. 10. Name one technique you used during this topic. o Drawing, painting, printing, collage or construction. 11. What does construct mean? o To build or make something. 12. What helped inspire your castle artwork? o Paul Klee's painting <i>Castle and Sun</i>.	
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Development Matters	Autumn 2 - Where in the world? Enquiry Question How can we use different materials, colours and patterns to create artwork inspired by Africa?	Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.
<u>Expressive Art and Design</u> <u>3 - 4 years</u> * Explore different materials freely, 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. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Week 1 • Strand: Observing, Recording and Representing the World • LO: To use observation to improve my drawing. • Overview: Children observe photographs of African animals and create an observational drawing. • Knowledge: Artists observe carefully before they draw. Shapes and lines can be used to represent living things. Adding detail makes drawings clearer. • Vocabulary: observe, line, shape, detail • Skills: Observe carefully, draw simple shapes, add detail, talk about artwork. Week 2 • Strand: Exploring Colour, Texture and Expression • LO: To explore texture using different materials. • Overview: Children create an African animal collage using textured papers, fabrics and natural materials. • Knowledge: Materials have different textures. Artists choose materials for different effects. Collage combines different materials to create artwork. • Vocabulary: texture, collage, rough, smooth • Skills: Explore textures, compare materials, join materials, select suitable resources.	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Artist - A person who creates artwork. Artwork - A piece of art that someone has created. Colour - Different colours used to create artwork. Pattern - A design that repeats. Shape - A flat outline such as a circle, square or triangle. Texture - How something feels or looks. Paint - To use paint to create artwork. Print - To create a picture or pattern by pressing an object into paint. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: material used to make many objects. Observe - To look carefully before creating. Collage - A picture made by sticking different materials together. Material - What something is made from. Design - To plan what you are going to make. Decorate - To add colour, detail or pattern.

* Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour-mixing. <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. <u>ELG</u> <u>Creating with Materials</u>	Week 3 • Strand: Exploring Colour, Texture and Expression • LO: To create repeating patterns using printing techniques. • Overview: Children investigate African animal patterns by creating repeating prints inspired by zebra, giraffe and leopard markings. • Knowledge: Patterns repeat. Printing creates repeated marks. Different colours and patterns can represent animals. • Vocabulary: pattern, print, repeat • Skills: Print using different tools, create repeating patterns, explore colour, control printing tools. Week 4 • Strand: Shaping, Constructing and Creating Form • LO: To join materials to construct a model. • Overview: Children use construction and junk modelling materials to create an African animal. • Knowledge: Materials can be joined together. Models represent real objects. Different materials create different effects. • Vocabulary: construct, build, join, model • Skills: Join materials, construct models, select resources, evaluate their creations. Week 5 • Strand: Crafting, Designing and Decorating • LO: To design and decorate for a purpose. • Overview: Children look closely at Esther Mahlangu's artwork before designing and decorating an African-inspired patterned frame. • Knowledge: Designers plan before making. Colours and patterns can communicate ideas. Artists choose shapes and colours carefully. • Vocabulary: design, decorate, geometric, pattern • Skills: Design, decorate, select colours, explain choices.	Pattern - A design that repeats. Inspiration - An idea that helps us create artwork. Geometric - Made using simple shapes such as squares, triangles and rectangles.
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* 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.	Week 6 • Strand: Observing, Recording and Representing the World • LO: To use an artist's work as inspiration for my own artwork. • Overview: Children create their own African-inspired artwork using bold colours and geometric patterns inspired by Esther Mahlangu. • Knowledge: Artists inspire our own ideas. Artwork can be inspired by different cultures. Different techniques can be combined. • Vocabulary: artist, artwork, inspiration • Skills: Combine techniques, select materials independently, create original artwork, explain artistic choices. End Point • Observe carefully before creating artwork. • Explore colour, texture and pattern using a range of materials. • Join materials to create simple models. • Design and decorate for a purpose. • Use an artist's work as inspiration to create original artwork. • Talk about artwork using simple artistic vocabulary. End Point Activity – African Art Exhibition Overview – Children independently create an African-inspired piece of artwork using the skills, materials and techniques explored throughout the half term. They explain how they have used colour, pattern, texture and construction in their work and share how Esther Mahlangu's artwork inspired their own creation. Progression • Nursery: Explore drawing, painting, collage and construction using a range of materials inspired by African animals and patterns. • Reception: Use drawing, painting, collage and construction techniques with increasing control to create artwork inspired by African animals, patterns and the work of Esther Mahlangu.	
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	Retrieval Questions for Quiz Basket 1. What is an artist? o A person who creates artwork. 2. What is a pattern? o A design that repeats. 3. What does geometric mean? o Made using simple shapes. 4. What is texture? o How something feels or looks. 5. What is a collage? o A picture made by sticking different materials together. 6. What does design mean? o To plan what you are going to make. 7. Who was the artist we looked at? o Esther Mahlangu. 8. What is Esther Mahlangu famous for? o Bright colours and bold geometric patterns. 9. Name one material you used. o Paper, card, fabric, paint or natural materials. 10. Name one artistic technique you used. o Drawing, painting, printing, collage or construction. 11. What does print mean? o To make a picture or pattern by pressing an object into paint. 12. What inspired your artwork? o African animals, African patterns and Esther Mahlangu's artwork.	
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Development Matters	Spring 1 - Why do we remember people? Enquiry Question How can we use different artistic techniques to represent people who help us?	Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.
<u>Expressive Art and Design</u> <u>3-4 years</u> * Explore different materials freely, 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. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Week 1 • Strand: Observing, Recording and Representing the World • LO: To observe facial features to improve my drawing. • Overview: Children observe photographs of people who help us before drawing a simple portrait. • Knowledge: Artists observe people carefully before drawing. Faces have features such as eyes, nose and mouth. Adding detail makes portraits more realistic. • Vocabulary: portrait, observe, face, detail • Skills: Observe carefully, draw facial features, add detail, talk about artwork. Week 2 • Strand: Exploring Colour, Texture and Expression • LO: To explore colour and texture when creating a portrait. • Overview: Children use collage materials and paint to create a textured portrait of a person who helps us. • Knowledge: Different materials create different textures. Artists choose colours for different effects. Collage combines different materials. • Vocabulary: texture, collage, material • Skills: Explore texture, join materials, select colours, compare materials.	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Artist - A person who creates artwork. Portrait - A picture of a person. Draw - To make a picture using lines and shapes. Paint - To use paint to create artwork. Colour - Different colours used to create artwork. Shape - A flat outline such as a circle, square or triangle. Texture - How something feels or looks. Pattern - A design that repeats. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: Observe - To look carefully before creating. Expression - How a face shows feelings. Collage - A picture made by sticking different materials together. Material - What something is made from. Design - To plan what you are going to make. Construct - To build or make something. Detail - Small parts that make artwork more interesting. Inspiration - An idea that helps us create artwork.

* Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour-mixing. <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.	Week 3 • Strand: Exploring Colour, Texture and Expression • LO: To use colour and pattern to represent clothing. • Overview: Children print repeating patterns onto uniforms, such as firefighters' jackets or police uniforms. • Knowledge: Patterns repeat. Colours can represent different uniforms. Printing creates repeated marks. • Vocabulary: pattern, print, repeat • Skills: Print, create repeating patterns, explore colour, control printing tools. Week 4 • Strand: Shaping, Constructing and Creating Form • LO: To join materials to construct a model. • Overview: Children construct a model of a vehicle used by people who help us, such as a fire engine or ambulance. • Knowledge: Materials can be joined in different ways. Models represent real objects. Strong structures need careful construction. • Vocabulary: construct, build, join, structure • Skills: Join materials, construct models, select suitable resources, work collaboratively. Week 5 • Strand: Crafting, Designing and Decorating • LO: To design and decorate for a purpose. • Overview: Children design and decorate a badge for a chosen person who helps us. • Knowledge: Designs help us plan. Decorations can communicate meaning. Colours and shapes can be chosen carefully. • Vocabulary: design, decorate, badge • Skills: Design, decorate, select materials, explain choices.	
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<u>ELG</u> <u>Creating with Materials</u> * 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.	Week 6 • Strand: Observing, Recording and Representing the World • LO: To use an artist's work as inspiration for my own artwork. • Overview: Children look at Pablo Picasso's portraits before creating their own portrait of a person who helps us, inspired by his use of shape and colour. • Knowledge: Artists represent people in different ways. Portraits do not always have to look realistic. Artists inspire our own ideas. • Vocabulary: artist, portrait, inspiration • Skills: Use an artist as inspiration, combine drawing, painting and collage, explain artistic choices, create original artwork. End Point • Observe facial features carefully before creating artwork. • Explore colour, texture and pattern using a range of materials. • Join materials to construct simple models. • Design and decorate for a purpose. • Use an artist's work as inspiration to create original artwork. • Talk about artwork using simple artistic vocabulary. End Point Activity – People Who Help Us Art Gallery Overview – Children independently create a portrait or artwork inspired by a person who helps us, selecting materials and techniques they have explored throughout the half term. They explain how Pablo Picasso's work inspired their own artwork. Progression • Nursery: Explore drawing, painting, collage and construction while creating artwork inspired by people who help us. • Reception: Use drawing, painting, collage and construction techniques with increasing control to represent people, explaining the artistic choices they have made.	
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	Retrieval Questions for Quiz Basket 1. What is a portrait? o A picture of a person. 2. What does observe mean? o To look carefully. 3. What is texture? o How something feels or looks. 4. What is a collage? o A picture made by sticking different materials together. 5. What is a pattern? o A design that repeats. 6. What does design mean? o To plan what you are going to make. 7. Who was the artist we looked at? o Pablo Picasso. 8. What did Pablo Picasso create? o Portraits. 9. Name one material you used to create your artwork. o Paper, card, paint, fabric or collage materials. 10. What did you construct during this topic? o A vehicle for a person who helps us. 11. What does construct mean? o To build or make something. 12. What inspired your portrait? o Pablo Picasso's artwork.	
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Development Matters	Spring 2 - Where on Earth? Enquiry Question How can we use colour, paint and different techniques to represent weather and the changing world around us?	Key vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.
<u>Expressive Art and Design</u> <u>3-4 Years</u> * Explore different materials freely, 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. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Week 1 • Strand: Observing, Recording and Representing the World • LO: To use different lines and marks to represent what I observe. • Overview: Children observe photographs of different types of weather and experiment with drawing lines and marks to represent rain, wind, sunshine, clouds and storms. • Knowledge: Artists use different lines and marks to represent what they see. Lines can be straight, curved, wavy, thick or thin. Different marks can create different effects. • Vocabulary: observe, line, mark, represent, effect • Skills: Observe carefully, experiment with different lines and marks, vary marks to represent different effects, explain what their marks represent. Week 2 • Strand: Exploring Colour, Texture and Expression • LO: To explore how colours can be mixed and changed. • Overview: Children experiment with mixing paints, including adding white and darker colours, before using their mixed colours to represent different weather and skies. • Knowledge: Colours can be mixed together to make new colours. Colours can be made lighter or darker. Artists experiment with colour before deciding which colours to use. • Vocabulary: colour, mix, light, dark, shade, blend • Skills: Mix colours, create lighter and darker colours, experiment before making choices, select colours for an intended effect.	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Paint - To make artwork using paint. Colour - What we see when light reflects from something. Mix - To put colours together to make a new colour. Brush - A tool used to apply paint. Line - A mark made using a drawing or painting tool. Texture - How something feels or looks. Shade - A lighter or darker version of a colour. Artist - A person who creates artwork. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: Observe - To look carefully. Blend - To gently mix colours together. Mark - A line, dot, shape or pattern made with a tool. Effect - The way something looks after using a technique. Technique - A way of using a tool or material. Represent - To show something through artwork.

* Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour-mixing. <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.	Week 3 • Strand: Exploring Colour, Texture and Expression • LO: To use different painting techniques to create effects. • Overview: Children explore brushes, sponges, cotton buds and other painting tools to create different weather effects, such as clouds, rain, snow, sunshine and storms. • Knowledge: Different tools make different marks. Paint can be applied in different ways. Artists select tools and techniques to create particular effects. • Vocabulary: technique, brush, dab, sweep, effect, texture • Skills: Use a range of painting tools, dab, sweep and make different brush strokes, compare the effects created by different tools, choose a tool for a purpose. Week 4 • Strand: Shaping, Constructing and Creating Form • LO: To shape and manipulate materials to create form. • Overview: Children explore malleable materials such as clay or modelling dough to create weather-inspired forms, for example clouds, raindrops, snowflakes or suns. They investigate flattening, rolling, pinching and joining. • Knowledge: Malleable materials can be changed into different forms. Materials can be rolled, flattened, pinched and shaped. Pieces can be joined to make a larger form. • Vocabulary: form, shape, roll, flatten, pinch, join • Skills: Manipulate malleable materials, roll, flatten and pinch, join pieces together, create a recognisable form.	Landscape – Artwork showing an outdoor place. Inspiration – An idea that helps us create our own artwork.
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<u>ELG - Creating with Materials</u> * 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.	Week 5 • Strand: Crafting, Designing and Decorating • LO: To plan and create artwork for a purpose. • Overview: Children design a weather picture, deciding which colours, marks, tools and painting techniques would best represent their chosen type of weather before creating it. • Knowledge: Artists think about their ideas before creating. Tools and techniques can be selected for a particular purpose. Different colours and marks can create different effects. • Vocabulary: design, plan, technique, select, effect • Skills: Develop an idea, make choices before creating, select appropriate tools and colours, review and talk about their work. Week 6 • Strand: Observing, Recording and Representing the World • LO: To use an artist's work as inspiration for my own painting. • Overview: Children look at selected landscape paintings by Claude Monet, noticing his use of colour, light and different brush marks. They then create their own weather or seasonal landscape inspired by his work. • Knowledge: Claude Monet was an artist who painted landscapes. Artists can paint the same place so that it looks different depending on the weather, season or light. Artists use colour and brush marks to create different effects. An artist's work can inspire our own ideas. • Vocabulary: artist, landscape, brushstroke, colour, light, inspiration • Skills: Look closely at an artist's work, notice and discuss colour and marks, apply previously practised painting techniques, create an individual response inspired by an artist.	
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	End Point • Use different lines and marks to represent observations and ideas. • Mix colours and explore lighter and darker shades. • Select and use different painting tools to create particular effects. • Manipulate and join malleable materials to create simple forms. • Plan and make choices about tools, colours and techniques before creating. • Use an artist's work as inspiration for their own artwork. • Talk about their work using simple Art & DT vocabulary. End Point Activity - Weather and Seasons Art Gallery Overview - Children independently create a weather or seasonal artwork, choosing appropriate colours, tools, marks and painting techniques from those explored during the half term. Children share their finished artwork and explain the choices they made and how the work of Claude Monet inspired some of their ideas. Progression • Nursery: Explore paint, colour, marks and malleable materials freely, beginning to make choices about how to represent weather and the world around them. • Reception: Mix and select colours, control a range of painting tools and combine techniques with increasing independence to represent weather and seasonal changes, explaining their artistic choices.	
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	Retrieval Questions for Quiz Basket 1. What happens when we mix two colours together? o We can make a new colour. 2. How can we make a colour lighter? o Add white. 3. What is a shade? o A lighter or darker version of a colour. 4. What is a mark? o A line, dot, shape or pattern made with a tool. 5. Can different painting tools make different marks? o Yes. 6. What is a technique? o A way of using a tool or material. 7. Name one way we can change clay or modelling dough. o Roll, flatten, pinch or shape it. 8. What does blend mean? o To gently mix colours together. 9. Who was the artist we looked at? o Claude Monet. 10. What type of pictures did Claude Monet paint? o Landscapes. 11. What can an artist use to show different weather? o Colours, lines, marks and brushstrokes. 12. What does inspiration mean? o An idea that helps us create our own artwork.	
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Development Matters	Summer Term 1 - What's at the bottom of the garden? Enquiry Question How can we use observation, colour and different materials to create artwork inspired by plants and flowers?	Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.
<u>Expressive Art and Design</u> <u>3-4 Years</u> * Explore different materials freely, 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. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Week 1 • Strand: Observing, Recording and Representing the World • LO: To use close observation to add detail to my drawing. • Overview: Children closely observe real flowers and plants, looking at their shapes, lines and details before creating observational drawings. • Knowledge: Artists look carefully at objects when drawing from observation. Looking closely helps us notice shapes, lines and details. Drawings can be changed and improved as we notice more. • Vocabulary: observe, sketch, line, shape, detail • Skills: Look closely at a real object, draw what they can see, represent shapes and lines, add increasing detail to drawings. Week 2 • Strand: Exploring Colour, Texture and Expression • LO: To mix colours to match what I observe. • Overview: Children observe flowers and plants and experiment with mixing paint to create colours and shades that match what they can see. • Knowledge: Colours can be mixed to make new colours. Colours can be made lighter or darker. Artists mix colours to create the colours they need. • Vocabulary: colour, mix, shade, light, dark • Skills: Mix colours with increasing control, create different shades, compare mixed colours with observed colours, select colours for a purpose.	w

* Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour-mixing. <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.	Week 3 • Strand: Exploring Colour, Texture and Expression • LO: To explore printing using natural materials. • Overview: Children investigate the marks and patterns they can create by printing with leaves, flowers and other suitable natural materials. • Knowledge: Different objects create different printed marks. Natural materials have different shapes and textures. Prints can be arranged to create patterns and pictures. • Vocabulary: print, texture, pattern, arrange, mark • Skills: Explore printing with different materials, apply paint with increasing control, compare different printed effects, arrange prints purposefully. Week 4 • Strand: Shaping, Constructing and Creating Form • LO: To manipulate materials to create a three-dimensional form. • Overview: Children use clay or modelling material to create a flower, exploring how to roll, flatten, pinch, press and join pieces. • Knowledge: Three-dimensional artwork has form. Malleable materials can be shaped in different ways. Separate pieces can be joined together to create a form. • Vocabulary: form, mould, roll, flatten, pinch, join • Skills: Manipulate malleable materials, roll, flatten and pinch, join pieces securely, add texture and detail.	
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<u>ELG - Creating with Materials</u> * 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.	Week 5 • Strand: Crafting, Designing and Decorating • LO: To plan and create a piece of artwork from observation. • Overview: Children arrange a small selection of flowers and plants before planning and beginning their own still-life artwork. They decide which materials, colours and techniques they would like to use. • Knowledge: A still life is artwork showing objects that do not move. Artists can arrange objects before drawing or painting them. Artists make choices about materials, colours and techniques. • Vocabulary: still life, arrange, design, observe, technique • Skills: Arrange objects, plan an idea, select appropriate materials and techniques, make purposeful artistic choices. Week 6 • Strand: Observing, Recording and Representing the World • LO: To use an artist's work as inspiration for my own painting. • Overview: Children look closely at Vincent van Gogh's <i>Sunflowers</i>, discussing the colours, shapes, details and visible brushstrokes. They then observe real or photographed sunflowers and create their own sunflower painting inspired by his work. • Knowledge: Vincent van Gogh was an artist. <i>Sunflowers</i> is a still-life painting. Artists can use visible brushstrokes and different shades of colour. We can look at an artist's work for inspiration without making an exact copy. • Vocabulary: artist, still life, brushstroke, shade, inspiration • Skills: Look closely at an artist's work, paint from observation, apply colour-mixing skills, experiment with brushstrokes, use an artist's work to develop their own ideas.	
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	End Point • Observe plants and flowers closely and represent what they see through drawing and painting. • Add increasing detail to observational artwork. • Mix and select colours to represent observed colours. • Explore printing using natural materials. • Manipulate and join malleable materials to create three-dimensional forms. • Make choices about materials and techniques when planning artwork. • Use the work of an artist as inspiration for their own creation. • Talk about their artwork and explain some of the choices they have made. End Point Activity – Garden Art Exhibition Overview – Children independently create a piece of garden-inspired artwork using their own observations and choosing from the materials and techniques explored during the half term. Children share their creation and explain what they observed, the techniques they selected and how the work of Vincent van Gogh inspired their ideas. Progression • Nursery: Explore drawing, painting, printing and modelling while observing plants and flowers, beginning to notice and represent simple shapes, colours and details. • Reception: Observe plants and flowers closely and use drawing, colour mixing, painting, printing and modelling techniques with increasing control and independence to represent what they see.	
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Retrieval Questions for Quiz Basket

1. What does observe mean?
 - o To look carefully.
2. What is a sketch?
 - o A simple drawing used to record an idea or something we can see.
3. Why do artists look carefully before drawing?
 - o To notice shapes, lines and details.
4. What happens when we mix colours?
 - o We can make new colours and shades.
5. What is texture?
 - o How something feels or looks.
6. What is printing?
 - o Making a mark by pressing something onto a surface.
7. What does form mean in art?
 - o The three-dimensional shape of something.
8. Name one way we can change clay.
 - o Roll, flatten, pinch, press or shape it.
9. What is a still life?
 - o Artwork showing objects that do not move.
10. Who was the artist we looked at?
 - o Vincent van Gogh.
11. What famous flower painting did we look at?
 - o *Sunflowers*.
12. What is a brushstroke?
 - o A mark made by a paintbrush.

Development Matters	Summer Term 2 - What's at the bottom on the garden? Enquiry Question How can we choose and combine different materials and techniques to create artwork inspired by minibeasts?	Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.
<u>Expressive Art and Design</u> <u>3-4 Years</u> * Explore different materials freely, 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. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Week 1 • Strand: Observing, Recording and Representing the World • LO: To use close observation to represent detail. • Overview: Children closely observe photographs, models or real minibeasts found during a minibeast hunt. They create detailed observational drawings, noticing body shapes, legs, wings, antennae, lines and patterns. • Knowledge: Artists look carefully to notice details. Lines and shapes can be combined to represent what we see. Observational drawings can be improved by looking again and adding more detail. • Vocabulary: observe, detail, line, shape, sketch • Skills: Observe closely, draw what they can see, use different lines and shapes, add increasing detail, review and improve drawings. Week 2 • Strand: Exploring Colour, Texture and Expression • LO: To explore symmetry using paint. • Overview: Children investigate symmetry by placing paint on one half of folded paper, folding and pressing it before opening it to reveal a symmetrical butterfly or minibeast-inspired pattern. • Knowledge: Symmetry means that two sides are the same or very similar. Folding and printing paint can create symmetrical patterns. Colours can be mixed and arranged to create different effects. • Vocabulary: symmetry, print, pattern, colour, fold • Skills: Explore symmetrical printing, apply paint with increasing control, choose and combine colours, observe and compare both sides of an image.	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Observe - To look carefully at something. Detail - A small part that we notice and add to artwork. Line - A mark made using a drawing or painting tool. Shape - The outline or form of something. Colour - The colours we see and use in artwork. Texture - How something feels or looks. Pattern - A design that repeats. Collage - Artwork made by arranging and sticking different materials. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: Symmetry - When two sides are the same or very similar. Print - To make a mark by pressing something onto a surface. Layer - To place one material over another. Arrange - To put pieces into chosen positions. Technique - A way of using a tool or material.

* Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour-mixing. <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.	Week 3 • Strand: Exploring Colour, Texture and Expression • LO: To create texture using painted paper. • Overview: Children experiment with making their own textured papers. They apply and mix paint, then use brushes, sponges, combs and other tools to make different marks and textures. These papers are kept for later collage work. • Knowledge: Artists can create their own materials to use in artwork. Different tools create different marks and textures. Colours, marks and textures can be layered and combined. • Vocabulary: texture, mark, layer, painted paper, technique • Skills: Mix and apply paint, create different marks, experiment with tools, create textured paper for a purpose. Week 4 • Strand: Shaping, Constructing and Creating Form • LO: To shape and join materials to create a three-dimensional form. • Overview: Children design and construct a simple 3D minibeast using modelling materials, card, tubes, pipe cleaners or other suitable resources. • Knowledge: Three-dimensional artwork has form. Materials can be shaped and joined in different ways. Artists and designers select materials that suit what they want to make. • Vocabulary: form, construct, shape, join, material • Skills: Shape materials, join materials securely, select materials for a purpose, add details to a three-dimensional creation.	Combine - To put different things together. Select - To choose something for a purpose. Inspiration - An idea that helps us create our own artwork.
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<u>ELG - Creating with Materials</u> * 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.	Week 5 • Strand: Crafting, Designing and Decorating • LO: To plan and make choices when creating artwork. • Overview: Children plan their own minibeast artwork. They decide what minibeast they would like to represent and select the colours, shapes, materials and techniques they think will work best. • Knowledge: Artists and designers develop ideas before creating. Materials and techniques can be selected for a purpose. We can change and improve our ideas as we work. • Vocabulary: design, plan, select, technique, improve • Skills: Develop an idea, plan before creating, select materials and techniques, explain choices, adapt ideas when needed. Week 6 • Strand: Crafting, Designing and Decorating • LO: To use an artist's technique as inspiration for my own artwork. • Overview: Children look closely at Eric Carle's collage illustrations, noticing how he created colourful textured papers before cutting and layering shapes. Children use the painted papers created in Week 3 to cut, tear, arrange, layer and stick shapes to create their own minibeast collage. • Knowledge: Eric Carle created illustrations using painted-paper collage. Collage can be created by arranging and layering shapes. Artists can make their own materials before using them in a final artwork. An artist's technique can inspire us without us making an exact copy. • Vocabulary: artist, collage, layer, arrange, texture, inspiration • Skills: Cut and tear materials, arrange shapes purposefully, layer and join pieces, combine colour and texture, use an artist's technique to develop their own ideas.	
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	End Point • Observe closely and represent increasing detail through drawing. • Use line, shape, colour, pattern and texture purposefully. • Explore and create symmetrical patterns. • Experiment with tools to create different marks and textures. • Shape and join materials to create three-dimensional forms. • Plan an idea and select appropriate materials and techniques. • Combine previously learned artistic techniques with increasing independence. • Use an artist's techniques as inspiration for original artwork. • Talk about their artwork and explain the choices and processes they have used. End Point Activity - Minibeast Art Exhibition Overview - Children independently create their own minibeast artwork, selecting and combining materials and techniques learned across the year. They may choose drawing, painting, printing, collage or three-dimensional construction and explain what they chose, how they created their artwork and what inspired their ideas. Progression • Nursery: Explore drawing, painting, printing, collage and construction to represent minibeasts, beginning to choose materials and techniques for their own ideas. • Reception: Independently select, use and combine drawing, painting, printing, collage and construction techniques with increasing control to create original artwork, refining ideas and explaining their artistic choices.	
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Retrieval Questions for Quiz Basket

1. What does observe mean?
 - o To look carefully.
2. Why do artists look closely at something they are drawing?
 - o To notice and add details.
3. What is symmetry?
 - o When two sides are the same or very similar.
4. What is texture?
 - o How something feels or looks.
5. How can we create texture in paint?
 - o By making different marks using tools such as brushes, sponges or combs.
6. What does layer mean?
 - o To put one material or shape over another.
7. What is collage?
 - o Artwork made by arranging and sticking different materials.
8. What does select mean?
 - o To choose something for a purpose.
9. Who was the artist/illustrator we looked at?
 - o Eric Carle.
10. How did Eric Carle create his collage illustrations?
 - o He used painted papers, which he cut and layered.
11. What does combine mean?
 - o To put different things together.
12. Name two techniques you can choose when creating artwork.
 - o Possible answers: drawing, painting, printing, collage or construction.