

EYFS

Expressive Art and Design

Year B

"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 B - Autumn Term 1 Who Am I and Where Am I From? Enquiry Question How can we use art and different materials to represent ourselves and the things that are important to 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	Week 1 • Strand: Observing, Recording and Representing the World • LO: To use observation to create a self-portrait. • Overview: Children use mirrors to look closely at their own faces. They notice the position, shape and details of their facial features before creating a self-portrait. • Knowledge: A self-portrait is artwork an artist creates of themselves. Artists observe carefully when representing what they see. Lines and shapes can be combined to represent facial features. Looking again helps us notice and add more detail. • Vocabulary: self-portrait, observe, line, shape, detail • Skills: Observe themselves using a mirror. Represent facial features using lines and shapes. Add increasing detail. Look again and make additions to their drawing. Week 2 • Strand: Exploring Colour, Texture and Expression • LO: To mix colours to create different tones. • Overview: Children explore mixing paint to create a range of skin, hair and eye colours. They experiment rather than being given ready-made colours and use their observations to select or mix colours for a portrait. • Knowledge: Colours can be mixed to create new colours. Adding different amounts of colours changes the result. Artists mix colours to represent what they observe. People have many different skin, hair and eye colours. • Vocabulary: colour, mix, tone, light, dark • Skills: Experiment with colour mixing. Create different tones. Compare colours with observations. Select colours purposefully.	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Portrait - Artwork showing a person. Self-portrait - Artwork an artist creates of themselves. Observe - To look carefully. 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. Mix - To combine colours or materials. Detail - A small part that we notice and include. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: Artist - A person who creates artwork. Represent - To show something through artwork. Tone - How light or dark a colour is. Texture - How something feels or looks. Material - What something is made from. Textile - Material made from fabric or fibres.

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 explore how different materials create texture. • Overview: Children investigate fabrics, wool, ribbon, felt, paper and other materials before creating a textured representation of themselves, for example adding hair or clothing to a portrait. • Knowledge: Materials have different textures. Textiles include materials such as fabric, wool and felt. Different materials create different visual and tactile effects. Artists select materials to help represent their ideas. • Vocabulary: texture, textile, fabric, material, effect • Skills: Explore and compare materials. Describe textures. Select materials for an intended effect. Cut, arrange and join materials. 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 small model of themselves, exploring how the material can be rolled, pinched, flattened, shaped and joined. • Knowledge: Three-dimensional artwork has form. Malleable materials can be changed by rolling, pinching, pressing and flattening. Separate pieces can be joined together. Details can be added by shaping or making marks in a surface. • Vocabulary: form, mould, roll, pinch, flatten, join • Skills: Manipulate malleable materials. Roll, pinch and flatten. Join pieces. Add surface details. Create a recognisable form.	Design - To plan an idea before making. Inspiration - Something that gives us an idea for our own artwork.
---	---	--

<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 design and make something that represents me. • Overview: Children design a simple "This Is Me" tile or badge. They choose colours, shapes, patterns and simple images that represent something about themselves before making and decorating their design. • Knowledge: Designers plan before they make. Colours, shapes and images can be chosen to communicate an idea. Materials can be selected for a purpose. Designs can be changed and improved while making. • Vocabulary: design, plan, select, decorate, represent • Skills: Develop an idea. Make simple design choices. Select appropriate materials. Decorate for a purpose. Explain what their design represents. Week 6 • Strand: Observing, Recording and Representing the World • LO: To use an artist's work as inspiration for my own self-portrait. • Overview: Children look closely at selected Frida Kahlo self-portraits, noticing that she represented herself and sometimes included plants, animals and objects that were meaningful to her. Children create their own self-portrait and add drawings, colours or images representing things that are important to them. • Knowledge: Frida Kahlo was an artist known for creating self-portraits. Artists can represent themselves through their artwork. Artists can include objects, colours and details that have meaning to them. We can use another artist's work as inspiration while creating our own individual artwork. • Vocabulary: artist, self-portrait, represent, inspiration, detail • Skills: Look closely at an artist's work. Discuss what they notice. Apply observational drawing skills. Select meaningful details. Develop their own ideas from an artist's work.	
---	--	--

	End Point • Observe carefully and represent facial features using lines, shapes and increasing detail. • Understand that a self-portrait is an artwork an artist creates of themselves. • Mix and select colours for a purpose. • Explore and compare the textures and effects of different materials. • Manipulate and join malleable materials to create three-dimensional forms. • Plan, select materials and decorate for a purpose. • Use artwork as inspiration to develop their own ideas. • Represent aspects of themselves through their artistic choices. • Talk about their creations and explain some of the choices they have made. End Point Activity - This Is Me Art Gallery Overview - Children independently create an artwork representing themselves. They choose from drawing, painting, collage, textiles or three-dimensional materials and apply techniques explored during the half term. Children share their creations and explain their choice of materials, colours and details and how their artwork represents them. Progression • Nursery: Explore drawing, colour, texture and malleable materials to represent themselves, beginning to make choices about colours, materials and details. • Reception: Observe with increasing attention to detail and independently select, mix and combine colours, materials and techniques to represent themselves and communicate their own ideas.	
--	---	--

	Retrieval Questions for Quiz Basket 1. What is a portrait? o Artwork showing a person. 2. What is a self-portrait? o Artwork an artist creates of themselves. 3. What does observe mean? o To look carefully. 4. Why do artists look carefully when drawing? o To notice shapes, lines and details. 5. What happens when we mix colours? o We can create new colours and tones. 6. What is texture? o How something feels or looks. 7. What is a textile? o A material made from fabric or fibres. 8. Name one way we can change clay or modelling material. o Roll, pinch, flatten, press or shape it. 9. What does design mean? o To plan an idea before making. 10. Who was the artist we looked at? o Frida Kahlo. 11. What type of artwork was Frida Kahlo known for creating? o Self-portraits. 12. How can we show something about ourselves through artwork? o By choosing colours, shapes, materials, objects or details that are meaningful to us.	
--	--	--

Development Matters	Autumn 2 What Happened Before I Was Born? Enquiry Question How can we use colour, shape, materials and design to create and represent our ideas?	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 explore how lines and marks can represent movement. • Overview: Children observe photographs and video stills of fireworks and explore using chalks, crayons and drawing tools to represent the movement they can see through different lines and marks. • Knowledge: Artists use different types of lines and marks. Lines can be straight, curved, wavy, zigzag, thick or thin. Lines and marks can be used to represent movement. • Vocabulary: line, mark, movement, thick, thin • Skills: Experiment with different drawing tools. Create a variety of lines and marks. Vary the direction and size of marks. Represent movement through drawing. Week 2 • Strand: Exploring Colour, Texture and Expression • LO: To use colour, line and shape to express an idea. • Overview: Children look at selected colourful abstract artwork by Wassily Kandinsky, discussing the colours, lines and shapes they notice. They then create expressive firework-inspired paintings using bold colours, shapes and energetic marks. • Knowledge: Wassily Kandinsky was an artist who used colour, line and shape in his artwork. Artwork does not always have to look like a real object. Artists can use colour and marks to communicate ideas and feelings. Colours and marks can be layered to create different effects. • Vocabulary: artist, colour, line, shape, layer, abstract • Skills: Look closely at an artist's work. Experiment with colour, line and shape. Layer marks and colours. Use an artist's work as inspiration.	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Line - A mark made using a drawing or painting tool. Shape - A flat outline such as a circle, square or triangle. Colour - The colours we see and use in artwork. Mark - A line, dot, shape or pattern made with a tool. Print - To make a mark by pressing something onto a surface. Material - What something is made from. Join - To connect materials together. Design - To plan an idea before making. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: material used to make many objects. Observe - To look carefully. Effect - The way something looks after using a technique. Layer - To put one colour, shape or material over another. Construct - To build or make something.

* 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 a repeated print using shape. • Overview: Children explore simple printing techniques inspired by Remembrance. They use appropriate printing tools and shapes to create repeated poppy-inspired prints, investigating how pressure and the amount of paint affect the result. • Knowledge: Printing transfers a mark from one surface to another. The same printing tool can be used repeatedly. The amount of paint and pressure used can change a print. Shapes can be arranged and repeated to create artwork. • Vocabulary: print, repeat, shape, pressure, arrange • Skills: Apply paint to a printing tool. Press and lift with increasing control. Repeat printed shapes. Arrange prints purposefully. Compare printed effects. Week 4 • Strand: Observing, Recording and Representing the World • LO: To use observation to draw an object with increasing detail. • Overview: Children closely observe old and modern toys. The focus is on the art skill of observational drawing, rather than learning about the toys themselves. Children choose an object and draw what they can see, looking again to add further details. • Knowledge: Artists draw from real objects as well as photographs. Looking carefully helps us notice shape, line, proportion and detail. Drawings can be revisited and improved by observing again. • Vocabulary: observe, sketch, detail, shape, proportion • Skills: Observe a three-dimensional object. Represent its overall shape. Add smaller details. Look again and refine a drawing. Talk about what they noticed.	Structure - Something made by joining parts together. Function - What something is made to do. Evaluate - To think and talk about what worked well and what could be changed. Inspiration - Something that gives us an idea for our own artwork.
--	---	--

ELG - Creating with Materials

* 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: Shaping, Constructing and Creating Form
- LO: To explore different ways of joining materials.
- Overview: Children investigate how card, paper, boxes, tubes and other modelling materials can be connected using techniques such as folding, slotting, taping and gluing. They use these techniques to construct a simple toy.
- Knowledge: Materials can be joined in different ways. Some joining techniques work better for particular materials. Parts need to be joined securely for a model to stay together. Testing helps us find out whether a construction works.
- Vocabulary: join, construct, fold, slot, attach, secure
- Skills: Fold and manipulate materials. Explore different joining techniques. Select an appropriate joining method. Construct a simple model. Test whether joins are secure.

Week 6

- Strand: Crafting, Designing and Decorating
- LO: To design, make and evaluate a product for a purpose.
- Overview: Children design and make their own simple toy. They decide what they want their toy to look like, select appropriate materials and joining techniques, make and decorate it, and then talk about how well their finished product works.
- Knowledge: Designers think about what they want to make and what it needs to do. A design can help us plan before making. Materials and joining techniques should be selected for a purpose. Designers test and evaluate what they make. Designs can be changed if something does not work.
- Vocabulary: design, function, material, make, test, evaluate
- Skills: Develop and communicate an idea. Make a simple plan. Select materials for a purpose. Apply previously learned joining techniques. Test a finished product. Explain what worked and what they might change.

	End Point • Use a range of lines and marks to represent movement and ideas. • Explore how colour, line and shape can be used expressively. • Use printing techniques with increasing control to create repeated marks. • Observe real objects closely and represent shape and detail through drawing. • Explore and select different methods for joining materials. • Construct a simple three-dimensional product. • Design and make for a purpose, making choices about materials and techniques. • Test and evaluate a finished creation. • Use an artist's work as inspiration and talk about some features of their artwork. End Point Activity - Design and Make a Toy Overview - Children independently design and make a simple toy using the materials, construction and joining techniques explored during the half term. They choose how to decorate their product, test their finished toy and explain what they made, which materials and techniques they chose and anything they would change or improve. Progression • Nursery: Explore lines, colour, printing and a range of construction materials, beginning to join materials and develop their own ideas when making. • Reception: Use drawing, printing and construction techniques with increasing control, independently selecting materials and joining methods to design, make, test and talk about a simple product.	
--	--	--

	Retrieval Questions for Quiz Basket 1. What is a line? o A mark made with a drawing or painting tool. 2. Name two different types of line. o For example, straight, curved, wavy or zigzag. 3. How can artists show movement in their artwork? o By using different lines and marks. 4. Who was the artist we looked at? o Wassily Kandinsky. 5. What did Kandinsky use in his artwork? o Colour, lines and shapes. 6. What is a print? o A mark made by pressing something onto a surface. 7. What can change how a print looks? o The amount of paint or how hard we press. 8. Why do artists observe objects carefully? o To notice shapes, lines and details. 9. What does join mean? o To connect materials together. 10. Name one way we can join materials. o Glue, tape, folding or slotting. 11. Why do designers make a plan? o To help them decide what they are going to make and how. 12. What does evaluate mean? o To think and talk about what worked well and what we could change.	
--	--	--

Development Matters	Spring 1 On Our Travels Enquiry Question How can we use drawing, shape and construction to represent buildings and places?	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 draw buildings with increasing detail. • Overview: Children look closely at photographs of London landmarks, such as Big Ben/Elizabeth Tower, Tower Bridge and the London Eye. They identify the lines, shapes and details they can see before creating an observational drawing of a chosen building or structure. • Knowledge: Artists observe buildings carefully before drawing them. Buildings can be represented using different lines and shapes. Looking carefully helps artists notice smaller details. Drawings can be revisited and refined. • Vocabulary: observe, line, shape, detail, building • Skills: Observe photographs closely. Identify lines and shapes. Represent a building through drawing. Add increasing detail. Review and refine drawings. Week 2 • Strand: Observing, Recording and Representing the World • LO: To use an artist's work as inspiration for my own drawing. • Overview: Children look at selected city and architectural drawings by Stephen Wiltshire. They notice his use of line and the details he includes in buildings. Children then create their own detailed drawing of a UK landmark. • Knowledge: Stephen Wiltshire is an artist known for drawing cities and buildings. Artists can use lines to represent the shapes and details of	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Observe - To look carefully. Line - A mark made using a drawing tool. Shape - A flat outline such as a circle, square or triangle. Detail - A small part that we notice and include. Structure - Something that has been built or constructed. Construct - To build or make something. Join - To connect materials together. Design - To plan an idea before making. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: Artist - A person who creates artwork. Architecture - The art and design of buildings. Architect - A person who designs buildings. Form - The three-dimensional shape of something. Balance - When a structure is steady and does not fall over. Support - Something that helps hold a structure up.

* 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.	buildings. Different artists represent places in their own way. An artist's work can inspire our own ideas. • Vocabulary: artist, architecture, line, detail, inspiration • Skills: Look closely at an artist's work. Discuss lines, shapes and details. Use controlled lines when drawing. Add details from observation. Use an artist's work as inspiration. Week 3 • Strand: Exploring Colour, Texture and Expression • LO: To explore texture through rubbing and mark-making. • Overview: Using Edinburgh Castle and stone buildings as the stimulus, children investigate visual texture. They make rubbings from safe textured surfaces and experiment with drawing tools to create marks that represent stone, brick, wood and other surfaces. • Knowledge: Texture can describe how something feels or looks. Artists can represent texture using different marks. Rubbing can record the texture of a surface. Different surfaces create different patterns and effects. • Vocabulary: texture, rubbing, surface, mark, pattern • Skills: Explore different surfaces. Create texture rubbings. Experiment with mark-making. Compare different effects. Represent visual texture through drawing.	Function - What something is designed to do. Evaluate - To think and talk about what worked and what could be improved.
--	---	---

<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 4 • Strand: Shaping, Constructing and Creating Form • LO: To explore how shapes can be combined to create a strong structure. • Overview: Inspired by Titanic Belfast and other structures encountered on the children's journey, children investigate building with blocks, card and construction materials. They explore ways of making structures taller, wider and more stable. • Knowledge: A structure is something that has been built. Three-dimensional structures have form. Shapes can be combined to make structures. A wide or secure base can help a structure remain stable. Structures sometimes need supports to make them stronger. • Vocabulary: structure, form, balance, base, support, stable • Skills: Combine three-dimensional shapes. Build vertically and horizontally. Explore balance. Create a stable base. Test and adapt a structure. Week 5 • Strand: Crafting, Designing and Decorating • LO: To design a structure for a purpose. • Overview: After looking at buildings and landmarks encountered during the UK journey, children become architects and design their own landmark. They think about what it will look like, what its purpose will be and which materials and shapes they could use to construct it. • Knowledge: An architect designs buildings and structures. Designers think about what something needs to do as well as what it will look like. Drawings can communicate design ideas. Materials and shapes can be selected for a purpose. • Vocabulary: architect, design, structure, function, material • Skills: Develop their own idea. Make a simple design drawing. Explain the purpose of their structure. Select shapes and materials. Talk about how they intend to make it.	
---	--	--

	Week 6 • Strand: Shaping, Constructing and Creating Form • LO: To construct, test and improve my own structure. • Overview: Children use their Week 5 designs to construct their own landmark using boxes, tubes, card and other suitable construction materials. They use joining techniques learned previously, test whether their structure is stable and make changes where necessary. • Knowledge: A design can be used to help us make a finished product. Different materials can be joined in different ways. Structures need to be stable enough to stand. Designers test their creations to see whether they work. Designs and structures can be changed and improved. • Vocabulary: construct, join, stable, test, improve, evaluate • Skills: Follow their own design. Select materials independently. Apply joining techniques. Construct a three-dimensional structure. Test stability. Adapt and improve their creation. Evaluate the finished structure. End Point • Observe buildings and structures closely and represent them through drawing. • Use lines, shapes and increasing detail purposefully. • Use an artist's work as inspiration for their own drawings. • Explore and represent different surface textures through rubbing and mark-making. • Understand that shapes and materials can be combined to create three-dimensional structures. • Explore balance, bases and supports when constructing. • Design a structure for a purpose. • Select appropriate materials and joining techniques. • Construct, test and improve a structure. • Talk about their design decisions and evaluate their finished creation.	
--	---	--

End Point Activity – Design and Build a New Landmark

Overview – Children become architects and independently design and construct a new landmark. They draw their idea first, choose appropriate materials and joining techniques and then build their structure. Children test whether their landmark is stable, make improvements where necessary and explain what they designed, how they made it and what they changed.

Progression

- **Nursery:** Explore drawing buildings using lines and shapes and experiment with combining and joining construction materials to create simple structures.
- **Reception:** Observe and represent buildings with increasing detail and independently design, construct, test and improve a stable structure, selecting suitable materials and joining techniques.

	Retrieval Questions for Quiz Basket 1. What does observe mean? - o To look carefully. 2. What can artists use to represent buildings in a drawing? - o Lines, shapes and details. 3. Who was the artist we looked at? - o Stephen Wiltshire. 4. What is Stephen Wiltshire known for drawing? - o Cities and buildings. 5. What is texture? - o How something feels or looks. 6. How can we record the texture of a surface? - o By making a rubbing. 7. What is a structure? - o Something that has been built or constructed. 8. What can help a structure stay standing? - o A strong or stable base. 9. What is an architect? - o A person who designs buildings. 10. Why do designers make a plan before building? - o To help them decide what they are going to make and how. 11. What should we do if our structure keeps falling over? - o Test it and change or improve it. 12. What does evaluate mean? - o To think and talk about what worked and what could be improved.	
--	--	--

Development Matters	Spring 2 Time Gone By Enquiry Question How can artists use and change different materials to create artwork?	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 and represent changes in the world around me. • Overview: Children closely observe natural objects associated with different seasons, such as leaves, twigs, flowers, seeds or seed heads. They choose an object to draw and focus on its lines, shapes, patterns and details. • Knowledge: Artists observe objects carefully to notice their features. Natural objects have different lines, shapes, patterns and textures. Artists can record what they observe through drawing. Looking again helps us add further detail. • Vocabulary: observe, natural, line, shape, detail • Skills: Observe natural objects closely. Represent shapes and lines. Notice patterns and details. Draw with increasing control. Review and add detail. Week 2 • Strand: Exploring Colour, Texture and Expression • LO: To explore a resist technique to create different effects. • Overview: Children experiment with wax-resist artwork, drawing with wax crayons before applying watery paint over the top. They explore what happens where the wax and paint meet and use the technique to create seasonal-inspired artwork. • Knowledge: Artists can combine different materials and techniques. Wax resists watery paint. Layering different materials can create unexpected effects. Artists experiment to discover what materials can do. • Vocabulary: resist, wax, paint, layer, effect • Skills: Draw using wax crayons. Apply watery paint with control. Layer different materials. Observe and discuss what happens. Experiment with a new technique.	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Material - What something is made from. Texture - How something feels or looks. Change - When something becomes different. Arrange - To place things in a chosen position. Pattern - A design that repeats. Join - To connect materials together. Weave - To pass materials over and under each other. Create - To make something using our own ideas. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: Artist - A person who creates artwork. Natural - Something that comes from nature. Transient - Artwork that is temporary and will change or disappear. Resist - A technique where one material prevents another from covering part of a surface. Layer - To place one material over another. Transform - To change something into a different form or appearance.

* 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 arrange natural materials to create pattern and texture. • Overview: Children explore leaves, stones, twigs, petals and other suitable natural materials. They arrange and rearrange them to make pictures, shapes and repeating or radiating patterns without permanently joining them. This introduces the idea of transient art before looking at Andy Goldsworthy. • Knowledge: Artwork does not always need to be permanent. Materials can be arranged without being permanently joined. Natural materials have different colours, shapes and textures. Artists can use repetition and arrangement to create patterns. • Vocabulary: arrange, natural, pattern, texture, transient • Skills: Select natural materials. Sort and arrange materials. Create simple patterns. Explore symmetry and repetition. Change and refine an arrangement. Week 4 • Strand: Crafting, Designing and Decorating • LO: To use weaving to join materials. • Overview: Children explore simple weaving using card, ribbons, fabric strips, wool or natural materials. Nursery children can explore threading materials over and under larger spaces, while Reception children develop a more controlled alternating over-and-under pattern. • Knowledge: Weaving is a way of joining materials together. Weaving involves passing materials over and under each other. Different materials create different textures and effects. Patterns can be created by repeating colours and materials. • Vocabulary: weave, over, under, textile, pattern, join • Skills: Manipulate flexible materials. Thread materials over and under. Develop hand-eye coordination and control. Repeat a simple weaving sequence. Select colours and materials.	Technique – A way of using a tool or material. Inspiration – Something that gives us an idea for our own artwork.
--	--	---

<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: Shaping, Constructing and Creating Form • LO: To explore how materials can be transformed. • Overview: Children investigate how materials can change when manipulated. They explore folding, scrunching, twisting, tearing and rolling paper, card, foil and other suitable materials before combining their transformed materials into a three-dimensional creation. • Knowledge: Materials can be changed by manipulating them. Folding, rolling, twisting and scrunching change the form of a material. Different materials respond differently when manipulated. Changed materials can be combined and joined to make a three-dimensional form. • Vocabulary: transform, fold, roll, twist, scrunch, form • Skills: Fold, roll, twist and scrunch materials. Compare how materials respond. Select ways to manipulate materials. Join transformed materials. Create a three-dimensional form. Week 6 • Strand: Crafting, Designing and Decorating • LO: To use an artist's approach as inspiration for my own artwork. • Overview: Children look closely at selected work by Andy Goldsworthy, noticing how he arranges natural materials such as leaves, stones, sticks and ice to make temporary artwork outdoors. Children then plan and create their own transient artwork using natural materials. • Knowledge: Andy Goldsworthy is an artist who creates artwork using natural materials. Some artwork is transient, meaning it is temporary. Natural artwork can change because of weather, movement or time. Artists carefully select and arrange materials. An artist's ideas and techniques can inspire our own artwork. • Vocabulary: artist, natural, transient, arrange, change, inspiration • Skills: Look closely at an artist's work. Select materials purposefully. Arrange materials to create an idea or pattern. Refine an arrangement. Create an individual response inspired by an artist. Talk about the process used.	
---	--	--

	End Point • Observe natural materials closely and represent details through drawing. • Explore how different materials and techniques can create different effects. • Use a resist technique. • Select and arrange natural materials to create patterns and artwork. • Understand that some artwork is temporary and changes over time. • Use a simple over-and-under weaving technique. • Manipulate materials by folding, rolling, twisting and scrunching. • Combine and join materials to create form. • Use an artist's approach as inspiration for their own creation. • Explain how they created their artwork and how materials were changed or combined. End Point Activity – Changing Art Gallery Overview – Children create a piece of artwork exploring the idea of change. They independently choose from techniques explored during the half term, such as arranging natural materials, resist, weaving or manipulating materials. Children explain which materials they selected, how they used or changed them and whether their artwork will stay the same or change over time. Progression • Nursery: Explore, arrange and manipulate a variety of natural and manufactured materials, beginning to discover that materials can be changed, joined and used in different ways. • Reception: Select, manipulate, arrange and combine materials with increasing control and independence, using techniques such as resist, weaving and transient art to develop and refine their own ideas.	
--	--	--

	Retrieval Questions for Quiz Basket - What is texture? - How something feels or looks. - What does arrange mean? - To put things into chosen positions. - What is a resist technique? - When one material stops another material from covering part of a surface. - What happens when we paint watery paint over wax crayon? - The wax resists the paint. - What does transient mean in art? - Artwork that is temporary and may change or disappear. - Name one natural material we could use to make artwork. - Leaves, sticks, stones, petals or other natural materials. - What is weaving? - Passing materials over and under each other. - Name one way we can change the form of a material. - Fold, roll, twist or scrunch it. - Who was the artist we looked at? - Andy Goldsworthy. - What materials does Andy Goldsworthy often use? - Natural materials. - Why might transient artwork change or disappear? - Because of weather, movement or time. - What does transform mean? - To change something into a different form or appearance.	
--	---	--

Development Matters	Summer Term 1 Changes (Plants) Enquiry Question How can we use shapes, patterns and different materials to create artwork inspired by plants?	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 explore line and shape through observation. • Overview: Children closely observe leaves, stems, seeds and plants. Rather than producing another detailed flower drawing as in Year A, they concentrate specifically on the lines and shapes they can find and record these through drawing. • Knowledge: Artists can find different lines and shapes in natural objects. Shapes found in nature are often curved and irregular. Looking closely helps us notice lines, outlines and smaller shapes. Artists can simplify what they observe into lines and shapes. • Vocabulary: observe, line, shape, outline, organic • Skills: Observe natural objects closely. Identify different lines and shapes. Draw curved and irregular lines. Represent simple organic shapes. Develop control when drawing. Week 2 • Strand: Exploring Colour, Texture and Expression • LO: To create patterns inspired by natural forms. • Overview: Children investigate the shapes and patterns found in leaves, flowers and seeds. They use drawing tools to develop their own plant-inspired patterns by repeating and changing lines and shapes.	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Line - A mark made using a drawing or painting tool. Shape - A flat enclosed area or outline. Pattern - A design in which shapes, lines or colours repeat. Cut - To use scissors to divide or shape a material. Arrange - To place things in chosen positions. Join - To connect materials together. Texture - How something feels or looks. Design - To develop or plan an idea before making. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: Artist - A person who creates artwork. Organic shape - A shape inspired by nature that may be curved or irregular. Geometric shape - A regular shape such as a circle, square or triangle. Composition - How the different parts of an artwork are arranged.

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.	• Knowledge: Patterns can be found in nature. Patterns can be created by repeating lines, shapes or colours. Repeated elements can be changed in size, direction or position. Artists use patterns as part of their artwork. • Vocabulary: pattern, repeat, line, shape, position • Skills: Identify simple patterns. Repeat lines and shapes. Change size and direction. Develop their own pattern. Use drawing tools with increasing control. Week 3 • Strand: Crafting, Designing and Decorating • LO: To cut and arrange shapes to develop an idea. • Overview: Children explore cutting their own leaf, stem, flower and plant-inspired shapes from paper. They arrange and rearrange these on a background, experimenting with position, overlap and composition before deciding on their final arrangement. • Knowledge: Paper can be cut into different shapes. Artists can move and rearrange shapes before fixing them in place. Shapes can overlap to create different effects. The arrangement of shapes within an artwork is called its composition. • Vocabulary: cut, arrange, overlap, composition, shape • Skills: Use scissors with increasing control. Cut straight and curved lines. Create simple organic shapes. Arrange and rearrange shapes. Explore overlapping. Make decisions about composition.	Overlap – When one shape or material partly covers another. Relief – Artwork where parts are raised from the surface. Technique – A way of using a tool or material. Inspiration – Something that gives us an idea for our own artwork.
---	--	---

<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 4 • Strand: Shaping, Constructing and Creating Form • LO: To create raised texture by layering and joining materials. • Overview: Children use card, paper, string, corrugated card and other suitable materials to create a plant-inspired relief artwork. They layer and join materials so that parts of their artwork are raised from the background. • Knowledge: Artwork can be flat or have raised areas. Relief artwork has parts that stand out from the surface. Materials can be layered to create different heights and textures. Different joining methods can be used to attach materials. • Vocabulary: relief, layer, raised, texture, join • Skills: Select different materials. Layer materials. Join materials securely. Explore raised and flat surfaces. Create texture purposefully. Week 5 • Strand: Crafting, Designing and Decorating • LO: To design artwork by selecting and arranging shapes. • Overview: Children plan a plant-inspired artwork. They decide which shapes, colours and patterns they want to include and experiment with different arrangements before deciding on their design. This prepares them for their artist-inspired work in Week 6. • Knowledge: Artists develop ideas before creating their final artwork. Shapes and colours can be selected for a purpose. Artists can try different arrangements before deciding which they prefer. Designs can be changed and refined. • Vocabulary: design, select, arrange, composition, refine • Skills: Develop an individual idea. Select shapes and colours. Experiment with arrangements. Make purposeful choices. Change and refine an idea. Explain design decisions.	
---	--	--

	Week 6 • Strand: Crafting, Designing and Decorating • LO: To use an artist's technique as inspiration for my own artwork. • Overview: Children look at selected Henri Matisse cut-paper artworks, noticing his use of bold colours and cut shapes and how he arranged shapes to make compositions. They then create their own plant-inspired cut-paper artwork using the cutting, arranging, overlapping and composition skills developed during the half term. • Knowledge: Henri Matisse was an artist who created artwork using cut paper. Matisse called his technique "drawing with scissors". Artists can create pictures and designs by arranging shapes. Colour, shape, overlap and position affect how an artwork looks. An artist's technique can inspire us to develop our own ideas. • Vocabulary: artist, cut-out, shape, composition, overlap, inspiration • Skills: Look closely at an artist's work. Discuss colour, shape and arrangement. Cut shapes with increasing control. Arrange and overlap shapes purposefully. Refine a composition before joining pieces. Use an artist's technique to develop an individual response. End Point • Observe and identify lines and shapes within natural objects. • Represent organic shapes using increasingly controlled drawing. • Create patterns by repeating and changing lines and shapes. • Cut straight, curved and irregular shapes with increasing control. • Arrange, rearrange and overlap shapes to develop a composition. • Layer and join materials to create raised texture and relief. • Plan and refine ideas before creating finished artwork. • Select colours, shapes and materials purposefully. • Use an artist's technique as inspiration for their own artwork. • Explain some of the choices they made during the creative process.	
--	--	--

End Point Activity – Plant-Inspired Cut-Paper Artwork

Overview – Children independently design and create a plant-inspired composition using cut paper. They select colours, cut their own organic shapes and experiment with arranging and overlapping them before fixing their final composition in place. Children share their finished artwork and explain how they arranged their shapes and how Henri Matisse inspired their ideas.

Progression

- **Nursery:** Explore lines, shapes, patterns and materials inspired by plants, beginning to cut, arrange, layer and join materials to develop their own ideas.
- **Reception:** Use drawing and cutting tools with increasing control and independently select, arrange, overlap, layer and join shapes and materials to develop, refine and explain their own plant-inspired compositions.

	Retrieval Questions for Quiz Basket 1. What is a line? - o A mark made using a drawing or painting tool. 2. What is an organic shape? - o A curved or irregular shape inspired by nature. 3. What is a pattern? - o A design in which lines, shapes or colours repeat. 4. How can we change a repeating pattern? - o We can change the size, colour, direction or position. 5. What does arrange mean? - o To put things into chosen positions. 6. What does overlap mean? - o When one shape or material partly covers another. 7. What is a composition? - o How the different parts of an artwork are arranged. 8. What is relief artwork? - o Artwork where some parts are raised from the surface. 9. Who was the artist we looked at? - o Henri Matisse. 10. What material did Henri Matisse use for his cut-outs? - o Coloured painted paper. 11. What did Matisse call his cut-paper technique? - o Drawing with scissors. 12. What can we do before sticking our shapes down? - o Arrange and rearrange them until we are happy with our composition.	
--	---	--

Development Matters	Summer Term 2 Changes - life cycles Enquiry Question How can we use art and different materials to represent change over time?	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 record change. • Overview: Children observe photographs, real objects or specimens showing different stages of a life cycle, such as a butterfly, frog or plant. They make observational drawings of two different stages, looking carefully at how the lines, shapes and details change. The Art focus is on drawing what they observe and representing differences, rather than learning the scientific stages of the life cycle. • Knowledge: Artists observe carefully to record what they see. Lines and shapes can be used to represent objects. Looking carefully helps us notice differences in shape, size and detail. Artists can make several drawings to show how something changes. • Vocabulary: observe, line, shape, detail, represent • Skills: Observe closely. Draw from observation. Use lines and shapes with increasing control. Add details. Compare and represent visual differences. Week 2 • Strand: Observing, Recording and Representing the World • LO: To arrange images to show a sequence. • Overview: Children explore how artwork can communicate a sequence. They create a series of simple drawings showing different stages of a chosen life cycle and arrange them in an order. For example, children might represent: egg → caterpillar → chrysalis → butterfly or seed → shoot → young plant → flower	Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Observe - To look carefully. Line - A mark made using a drawing or painting tool. Shape - A flat enclosed area or outline. Colour - The colours we see and use in artwork. Sequence - To arrange things in an order. Form - The three-dimensional shape of something. Join - To connect materials together. Transform - To change something into a different form or appearance. Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised: Artist - A person who creates artwork. Represent - To show something through artwork. Movement - The appearance or idea of something moving. Repeat - To use a line, shape, colour or mark again. Arrange - To place things in chosen positions. Manipulate - To change a material by shaping, folding or moving it. Technique - A way of using a tool or material. Refine - To change or improve an idea or creation.

* 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.	• Knowledge: Artists can use several images to communicate an idea or sequence. Images can be arranged in a particular order. Changes in line, shape, size and detail can help show that something is transforming. Artwork can tell a visual story without words. • Vocabulary: sequence, arrange, represent, change, image • Skills: Create a series of related drawings. Arrange images purposefully. Represent changes in shape and size. Communicate an idea visually. Talk about the order of their artwork. Week 3 • Strand: Exploring Colour, Texture and Expression • LO: To use repeated marks and colour to represent movement and change. • Overview: Children look at selected artwork by Alma Thomas, noticing her use of repeated colourful marks and how these create a sense of movement. Children experiment with repeated brush marks, shapes and changing colours to create their own artwork representing movement and change in nature. • Knowledge: Alma Thomas was an artist who used colour and repeated marks in her paintings. Repeating marks can create pattern and movement. Artists can change the size, direction and colour of marks. Colour and marks can be used to communicate an idea rather than make a realistic picture. • Vocabulary: artist, repeat, mark, colour, movement • Skills: Look closely at an artist's work. Repeat marks and shapes. Vary colour, size and direction. Arrange marks purposefully. Use an artist's work as inspiration.	
--	---	--

<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 4 • Strand: Shaping, Constructing and Creating Form • LO: To transform a flat material into a three-dimensional form. • Overview: Children investigate ways of transforming paper and card from 2D into 3D by folding, curling, rolling, bending and joining. They then use these techniques to create a life-cycle-inspired form, such as a curled caterpillar, folded butterfly, emerging flower or frog. • Knowledge: Flat materials can be changed to create three-dimensional forms. Paper and card can be folded, curled, rolled and bent. Three-dimensional forms have height, width and depth. Materials can be joined to combine separate forms. Artists and designers experiment with materials to discover what they can do. • Vocabulary: transform, form, fold, curl, roll, join • Skills: Fold paper and card. Curl and roll materials. Bend and manipulate materials. Join forms securely. Transform two-dimensional materials into three-dimensional forms. Week 5 • Strand: Crafting, Designing and Decorating • LO: To develop and refine an idea before making. • Overview: Children plan a piece of artwork that will represent change or a life cycle. They decide what they want their artwork to communicate and choose which materials and techniques would work best. They could choose drawing, painting, paper construction, collage, printing or a combination of previously learned techniques. • Knowledge: Artists and designers develop ideas before creating. Materials and techniques can be selected to suit an idea. Different techniques can be combined within one artwork. Ideas can be reviewed and refined before making. Artists do not always have to keep their first idea. • Vocabulary: design, select, technique, combine, refine • Skills: Develop an individual idea. Make a simple plan. Select materials independently. Choose appropriate techniques. Explain choices. Review and refine an idea.	
---	--	--

Week 6

- Strand: Crafting, Designing and Decorating
- LO: To select and combine techniques to create my own artwork.
- Overview: Children use their Week 5 plans to independently create a piece of artwork representing change through a life cycle. They select and combine appropriate materials and techniques from those experienced across the curriculum. Reception children are encouraged to revisit their work while creating, making changes and improvements rather than viewing their first attempt as finished.
- Knowledge: Artists select materials and techniques according to what they want to communicate. Different artistic techniques can be combined. Artwork can be changed and refined during the creative process. Artists make individual choices, so finished artwork does not all need to look the same. Artists can explain the process they used to create their work.
- Vocabulary: create, combine, technique, refine, represent
- Skills: Follow and adapt their own plan. Select materials and tools independently. Combine artistic techniques. Refine their artwork as they work. Create an individual response. Explain their process and artistic choices.

End Point

- Observe carefully and represent changes through drawing.
- Use line, shape and detail with increasing control.
- Arrange images to communicate a sequence.
- Use repeated marks, shape and colour to create movement.
- Use an artist's work as inspiration for their own ideas.
- Manipulate flat materials to create three-dimensional forms.
- Select materials and techniques for a purpose.
- Develop, review and refine an idea before making.
- Combine previously learned techniques with increasing independence.
- Create artwork that communicates the idea of change.
- Talk about their creative process and explain the choices they have made.

End Point Activity – The Art of Change

Overview – Children independently plan and create an artwork representing a life cycle or change over time. They choose which materials and techniques they would like to use and may combine drawing, painting, collage, printing or three-dimensional construction. Children refine their creations as they work and then share their finished artwork, explaining what change they have represented, which techniques they selected and why.

Progression

- **Nursery:** Explore drawing, colour, shape and different materials to represent simple changes, beginning to arrange, manipulate and combine materials to communicate their own ideas.
- **Reception:** Independently select and combine materials and techniques to represent change and sequence, developing, refining and explaining their own ideas with increasing control and independence.

	Retrieval Questions for Quiz Basket 1. What does observe mean? - o To look carefully. 2. How can an artist show that something has changed? - o By changing its lines, shapes, size, colour or details. 3. What does sequence mean? - o To arrange things in an order. 4. How can artwork show a sequence? - o By using several pictures arranged in order. 5. Who was the artist we looked at? - o Alma Thomas. 6. What did Alma Thomas use in her artwork? - o Colour and repeated marks. 7. How can repeated marks make an artwork look like it has movement? - o By changing their position, direction, size or colour. 8. What does transform mean? - o To change something into a different form or appearance. 9. Name one way we can transform flat paper into a 3D form. - o Fold, curl, roll or bend it. 10. What does combine mean? - o To put different things or techniques together. 11. What does refine mean? - o To change or improve an idea or creation. 12. Can artists change their ideas while they are creating? - o Yes, artists can review, change and improve their work.	
--	--	--