


Nursery

	I can make a rainbow
<p>Exposure through songs or rhymes</p>	<p>Rainbow song Colour mixing rhyme Autumn colours</p>
<p>Exposure through stories</p>	
<p>Learning through child initiated learning</p>	<p>Colour focus each week Introduction to colour mixing - paints Mark making area - examples may include: Creating closed shapes with continuous lines and begin to use these shapes to represent objects Drawing with increasing complexity and detail, such as representing a face with a circle and including details Exploring paint, using fingers and other parts of their bodies as well as brushes and other tools. Expressing ideas through making marks, and sometimes give a meaning to the marks they make.</p>
<p>Vocab</p>	<p>dip, dab, mix, wash artist brush pencil, pen colours</p>

Reception			
Topic	Autumn - Me and My Family	Spring - We're Going on a Journey	Summer - Once Upon a Time...
Linked Books			
Curriculum end point	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p>ELG: Physical Development: Fine motor skills:</p> <ul style="list-style-type: none"> ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ● Use a range of small tools, including scissors, paintbrushes and cutlery. ● Begin to show accuracy and care when drawing. <p>ELG: Expressive Arts and Design: Creating with materials:</p> <ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and ● techniques, experimenting with colour, design, texture, form 		

	<ul style="list-style-type: none"> ● and function. ● Share their creations, explaining the process they have used. 		
<p>Substantive Knowledge</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Colour: The names of a wide range of colours. Colours can be mixed to make new colours.</p> <p>Form: Modelling materials can be shaped using hands or tools.</p>	<p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Shape: The names of simple shapes in art.</p> <p>Line: Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.</p> <p>Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p>Texture: Simple terms to describe what something feels like (eg. bumpy).</p>	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p> <p>Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'.</p>

Early Years Art

<p>Incidental learning through provision or routines</p>	<p>Expressive Arts and Design circle time weekly- modelling techniques, discussion of artists, celebration and discussion of children’s work.</p> <p>Range of media available in continuous provision for junk modelling on the creative table including coloured pencils, foil and mixed media, cotton wool, lolly sticks, pompoms, feathers, glue, scissors, string.</p> <p>Easel continuously available for painting with powder paints or materials as modelled in circle time.</p> <p>Pencils/ pens/ paper available in every area of provision to encourage mark making including outdoors.</p> <p>Visits to the Atelier room.</p>		
<p>Vocabulary</p>	<p>Wash Dip Dab Mix Powder paint Artist Portrait Line Mark Drawing</p>	<p>Collage Texture Smooth Bumpy Mixed media Patterns Materials Decorate</p>	<p>Sculpture 3D 2D Cutting Threading Joining Folding Landscapes</p>