

Expressive arts and design

ELG: Exploring using Media and Materials.

Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- 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.
- Children sing songs, make music and dance, and experiment with ways of changing them.

Nursery	Reception
<p>Building blocks to achieve Exploring using Media and Materials.</p> <p>Drawing</p> <ul style="list-style-type: none">• Experiment with blocks, materials, colours and marks. Make marks, draw circles and lines.• Draw faces enclosed spaces with increasing detail. Gives meaning to marks.• Use drawing to represent own ideas and feelings. <p>Painting</p> <ul style="list-style-type: none">• Explores colour and how colours can be changed.• Colour mixing <p>Printing</p> <ul style="list-style-type: none">• Print with large blocks and sponges, leaves and body parts. <p>Modelling/Collage/textiles</p> <ul style="list-style-type: none">• Beginning to be interested in and describe the texture of things• Experiment to create different textures. Use glue spatulas and glue sticks with support.• Manipulate materials to achieve a planned effect.• Select materials and use simple tools appropriately. Snips paper• Fastening materials together in different ways (mainly glue and Sellotape / masking tape)	<p>Building blocks to achieve Exploring using Media and Materials.</p> <p>Drawing</p> <ul style="list-style-type: none">• Hold a pencil and other materials with control and confidence.• Draw a person with basic features in right place. Tell an adult what they are drawing.• Draw and name different styles of line – straight, curved, wavy, zigzag, different thickness and shading.• Draw from imagination and observation.• Pupils draw complex forms using simple shapes such as circles, squares and triangles. <p>Painting</p> <ul style="list-style-type: none">• Hold a paintbrush. Use brushes of different thickness to add detail and fill in shapes.• Look after paint brushes.• Paint using ready- mixed paints. Tell an adult what they are painting.• Name and recognise primary and secondary colours.• Mix secondary colours from primary colours.• Know that adding black or white can make colours darker or lighter.• Can experiment with colours to make new colours.• Begin to paint within lines to add colour rather than just outlines.• Use colour to express ideas.

Printing

- Use stamper prints to create patterns and pictures. Paint using ready- mixed paints.
- Use of body parts to print / make marks on papers.
- Develop simple repeating patterns.

Collage

- Hold and use scissors correctly to cut papers and fabrics into simple shapes and strips.
- Stick two objects using glue.
- Sort materials by colour and texture using descriptive vocab.

Clay

- To experience different malleable materials including clay, plasticine and play dough.
- To be able to use hands mould into a shape.
- To begin to roll clay.
- To make marks in clay using tools.
- To know that once dried it cannot be changed.

Modelling

- To be able to use junk to create models.
- To fold paper.
- To use tape, split pins, treasury tags, staples and glues to join materials.
- To use constructions kits to make artefacts/ models.
- To stack 3d shapes to create temporary models.
- To use scissors to cut materials

Textiles

- To thread objects into strings and wools or a purpose.
- To experiment with weaving techniques with paper, wools and fabrics.

Computing

- Can take photographs and consider focus and position of what they have chosen.

Talk about the work of other artist and how that work makes them feel.

<p>Continuous provision:</p> <ul style="list-style-type: none"> • Display children's work • '<i>Artist of the week</i>' to promote mark making/accessing make and do area independently. • Indoor and outdoor opportunities with range of media • Opportunities to explore scale with a variety of materials and resources. • A variety of materials provided for children to explore and describe. • Outdoor chalks • Outdoor stage accompanied with instruments and props. 	<p>Continuous provision:</p> <ul style="list-style-type: none"> • Display children's work • Opportunities to explore a range of materials. • Opportunities to join materials. • Planned activities designed to develop specific skills, e.g., make and do, creative table, encompassing a range of materials including ICT Eg paint programmes. • Indoor and outdoor opportunities to use natural and man-made materials. • Examine the works of a particular artist as designated by the school art and design curriculum. • Outdoor chalks • Observational drawing
<p>Role of adult:</p> <ul style="list-style-type: none"> • Listen and understand what children want to create before offering suggestions. • Teach and model key skills (repeating regularly) (e.g. using masking tape to secure materials) • Encourage children to draw from imagination and observation. • Model drawing and pointing out key features of their own and children's work. • Model vocabulary when discussing their own children's and other artist's work. • Invite outside professionals in to widen children's experiences and ideas. • Provide children with opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. 	<p>Role of adult:</p> <ul style="list-style-type: none"> • Demonstrate and support the concept and skills being taught. • Model vocabulary when discussing their own children's and other artists work. • Supporting children to apply those skills independently. • Focus on skills and process rather than outcome. • Model and support children to use a range of joining methods. • Work alongside children to solve problems, tuning into their interest, using sustained thinking asking open ended questions (I wonder... if I ...) encourage children to express own ideas. Recapping and clarifying ideas in order to extend their thinking and language. • Provide children with opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. • Encourage children to work together to realise their ideas and share resources.

Vocabulary
Line
Artist
Shape
paint

Vocabulary
Line
Tone
Shape
Texture
Pattern
Artist
Primary colours
Thick
Thin