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| **EYFS Expressive Arts and Design (ART/ DT)** | | | | | |
| **Subject specific focus from statutory framework for Early Years Foundation Stage**  Providers must support children in the specific area of:  • expressive arts and design  Educational programmes must involve activities and experiences for children, as follows:  Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art  Other developmental strands involved with art and design:  Physical development involves providing opportunities for young children to develop their co-ordination, control, and movement. Opportunities are given for using a range of tools to develop fine motor skills through exploring and using media.  **Guidance from Development Matters (2013)**  **Early Years Outcomes- 40-60+ months**   * **Explores what happens when they mix colours** * **Experiments to create different textures** * **Understands that different media can be combined to create new effects.** * **Manipulates materials to achieve a planned effect** * **Constructs with a purpose in mind, using a variety of resources.** * **Uses simple tools and techniques competently and appropriately.** * **Selects appropriate resources and adapts work where necessary.** * **Selects tools and techniques needed to shape, assemble and join materials they are using.** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Exploring and Using Media and Materials focus  **Drawing Skills**  Teach how to draw and paint self portrait.  Scribbling and drawing through sensory experiences.  Zig zag lines, swirls, spirals, waves  Thick and thin tools  Enjoy using a  variety of media.  Use and begin to  control a range of media.  Collage  Experience cutting, tearing, pulling twisting, , crumpling, crunching.  Rangoli patterns  **Painting**  How to hold a brush, Different size brushes,  **Printing**  Enjoy taking  rubbings: leaf,  brick, coin.  **Textiles**  Enjoy playing  with and using a variety of textiles  and fabric.  3D Sculpture  Enjoy a range of  malleable media  such as clay,  papier Mache,  Salt dough.  Impress and  apply simple  decoration.  Playdough – squeezing, pinching, rolling, squashing patting  Diya lamps for clay  Junk Modelling ( free choice)  Joining and painting  **DT Skills**  Design  Select appropriate resources  \*Use gestures, talking and arrangements of materials and components to show design  \* Use contexts set by the teacher and myself  \*Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)  Make  \*Construct with a purpose, using a variety of resources  \*Use simple tools and techniques  \*Build  / construct with a wide range of objects  \*Select tools & techniques to shape, assemble and join  \*Replicate structures with materials / components  \*Discuss how to make an activity safe and hygienic  Evaluate  Adapt work if necessary  \*Dismantle, examine, talk about existing objects/structures  \*Consider and manage some risks  \*Practise some appropriate safety measures independently  \*Talk about how things work  \*Look at similarities and differences between existing objects / materials / tools  \*Show an interest in technological toys  \*Describe textures  Technical Knowledge Food and Nutrition  Begin to understand some  food preparation tools, techniques and processes  \*Practise stirring, mixing, pouring, blending  \*Discuss how to make an activity safe and hygienic  \*Discuss use of senses  \*Understand need for variety in food  \*Begin to understand that eating well contributes to good health | Exploring and Using Media and Materials focus-, Poppies, Making Owl nests, weaving Card Making, Saltdough decorations, Calendars Autumn leaves mixing colours  Drawing Skills  Teach the children how to use different tools in different ways. ( light pressure, firm pressure, drawing thick or thin lines  Draw on different surfaces and coloured paper.  Produce lines of  different  thickness and  tone using a pencil.  Painting  Enjoy using a  variety of tools  including  different size/  size brushes and  tools i.e. sponge  brushes, fingers,  twigs.  Explore working  with paint on  different surfaces  and in different  ways i.e.  coloured, sized  and shaped  paper.  Choose own paper  How to hold a brush, Different size brushes,  Colour mixing  Dabbing, twirling,dribbling techniques  **Printing**  Enjoy taking  rubbings: leaf,  brick, coin.  Simple pictures  by printing from  objects.  **Collage**  Hold scissors and cut a range of materials.  Cut straight lines. Tear paper into strips and simple shapes.   Apply adhesive sparingly and attempt to place glued surfaces together accurately.  3D Sculpture  Enjoy a range of  malleable media  such as clay,  papier Mache,  Salt dough.  Impress and  apply simple  decoration.  Use a range of junk, found and natural materials to make models and structures Use natural objects to make patterns on the ground.  **DT Skills**  Design  Select appropriate resources  \*Use gestures, talking and arrangements of materials and components to show design  \* Use contexts set by the teacher and myself  \*Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)  Make  \*Construct with a purpose, using a variety of resources  \*Use simple tools and techniques  \*Build  / construct with a wide range of objects  \*Select tools & techniques to shape, assemble and join  \*Replicate structures with materials / components  \*Discuss how to make an activity safe and hygienic  Evaluate  Adapt work if necessary  \*Dismantle, examine, talk about existing objects/structures  \*Consider and manage some risks  \*Practise some appropriate safety measures independently  \*Talk about how things work  \*Look at similarities and differences between existing objects / materials / tools  \*Show an interest in technological toys  \*Describe textures  Technical Knowledge Food and Nutrition  Begin to understand some  food preparation tools, techniques and processes  \*Practise stirring, mixing, pouring, blending  \*Discuss how to make an activity safe and hygienic  \*Discuss use of senses  \*Understand need for variety in food  \*Begin to understand that eating well contributes to good health | Exploring and Using Media and Materials – Bird houses/feeders, Chinese Lanterns, Valentines Cards.  Drawing Skills  Observation: Look closely at the world through real experiences, objects and artefacts in natural and made environments  Collage  Cut paper using different scissors  Collect different papers ( foil, tissue, cellophane.)  Sort into colour families  Painting  Recognise and  name the primary  colours being  used. Mix and  match colours to  different artefacts  and objects.  Recognise and  name the primary  colours being  used. Mix and  match colours to  different artefacts  and objects.  Explore working  with paint on  different surfaces  and in different  ways i.e.  coloured, sized  and shaped  paper.  **Printing**  Simple pictures  by printing from  objects.  **Collage**  Hold scissors and cut a range of materials.  Cut straight lines. Tear paper into strips and simple shapes.   Apply adhesive sparingly and attempt to place glued surfaces together accurately.  3D Sculpture  Enjoy a range of  malleable media  such as clay,  papier Mache,  Salt dough.  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Artists    Artist Henry Neubig Outdoor Classroom  **DT Skills**  Design  Select appropriate resources  \*Use gestures, talking and arrangements of materials and components to show design  \* Use contexts set by the teacher and myself  \*Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)  Make  \*Construct with a purpose, using a variety of resources  \*Use simple tools and techniques  \*Build  / construct with a wide range of objects  \*Select tools & techniques to shape, assemble and join  \*Replicate structures with materials / components  \*Discuss how to make an activity safe and hygienic  \*Record experiences by drawing, writing, voice recording  \*Understand different media can be combined for a purpose  Evaluate  Adapt work if necessary  \*Dismantle, examine, talk about existing objects/structures  \*Consider and manage some risks  \*Practise some appropriate safety measures independently  \*Talk about how things work  \*Look at similarities and differences between existing objects / materials / tools  \*Show an interest in technological toys  \*Describe textures  Technical Knowledge Food and Nutrition  Begin to understand some  food preparation tools, techniques and processes  \*Practise stirring, mixing, pouring, blending  \*Discuss how to make an activity safe and hygienic  \*Discuss use of senses  \*Understand need for variety in food  \*Begin to understand that eating well contributes to good health | Exploring and using media and materials – choosing colours for a purpose  Easter Cards  Creating representations of objects – painting daffodils, creating paper flowers, button flowers  Mothers Day Easter  Drawing Skills  Observational Drawings  Start to produce  different patterns and textures from  observations,  imagination and  illustrations.  Painting  Printing with different objects  Changing the hints and tone  Explore working  with paint on  different surfaces  and in different  ways i.e.  coloured, sized  and shaped  paper.  **Textiles**  Show experience  in simple  weaving: paper,  twigs. Easter basket  **Collage**  Hold scissors and cut a range of materials.  Cut straight lines. Tear paper into strips and simple shapes.   Apply adhesive sparingly and attempt to place glued surfaces together accurately.  Classify materials into textures and colours.  Handling and manipulating a wide range of natural and man made materials ( 3 Little Pigs )  3D Sculpture  Enjoy a range of  malleable media  such as clay,  papier Mache,  Salt dough.  Impress and  apply simple  decoration.  Use a range of junk, found and natural materials to make models and structures Use natural objects to make patterns on the ground.  Use rolled up paper and art straws, pipe cleaners to create structures 3 little pigs house  **DT Skills**  Design  Select appropriate resources  \*Use gestures, talking and arrangements of materials and components to show design  \* Use contexts set by the teacher and myself  \*Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)  Make  \*Construct with a purpose, using a variety of resources  \*Use simple tools and techniques  \*Build  / construct with a wide range of objects  \*Select tools & techniques to shape, assemble and join  \*Replicate structures with materials / components  \*Discuss how to make an activity safe and hygienic  \*Record experiences by drawing, writing, voice recording  \*Understand different media can be combined for a purpose  Evaluate  Adapt work if necessary  \*Dismantle, examine, talk about existing objects/structures  \*Consider and manage some risks  \*Practise some appropriate safety measures independently  \*Talk about how things work  \*Look at similarities and differences between existing objects / materials / tools  \*Show an interest in technological toys  \*Describe textures  Technical Knowledge Food and Nutrition  Begin to understand some  food preparation tools, techniques and processes  \*Practise stirring, mixing, pouring, blending  \*Discuss how to make an activity safe and hygienic  \*Discuss use of senses  \*Understand need for variety in food  \*Begin to understand that eating well contributes to good health | Exploring and using media – using different media to create effects  Pirate topic  Drawing Skills  Start to produce  different patterns and textures from  observations,  imagination and  illustrations.  Pirate maps  **Painting**  Mixing own paints to create desired colour  Explore working  with paint on  different surfaces  and in different  ways i.e.  coloured, sized  and shaped  paper.  **Printing**  Enjoy using  stencils to create  **Textiles**  Decorate a piece of fabric.  Show experience  in simple stitch  work. Pirate eye patch/ flag  **Collage**  Hold scissors and cut a range of materials.  Cut straight lines. Tear paper into strips and simple shapes.   Apply adhesive sparingly and attempt to place glued surfaces together accurately.  Making treasure boxes, making and decorating treasure stones  3D Sculpture  Enjoy a range of  malleable media  such as clay,  papier Mache,  Salt dough.  Impress and  apply simple  decoration.  Use a range of junk, found and natural materials to make models and structures Use natural objects to make patterns on the ground.  Talk about sculpture in the environment, what it can be made of and what it is about.  Talk about displays of three dimensional objects e.g. a display of clay objects, objects made from wood or metal etc  3d sculptor from sticks outdoor classroom / fairy doors  **DT Skills**  Design  Select appropriate resources  \*Use gestures, talking and arrangements of materials and components to show design  \* Use contexts set by the teacher and myself  \*Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)  Make  \*Construct with a purpose, using a variety of resources  \*Use simple tools and techniques  \*Build  / construct with a wide range of objects  \*Select tools & techniques to shape, assemble and join  \*Replicate structures with materials / components  \*Discuss how to make an activity safe and hygienic  \*Record experiences by drawing, writing, voice recording  \*Understand different media can be combined for a purpose  Evaluate  Adapt work if necessary  \*Dismantle, examine, talk about existing objects/structures  \*Consider and manage some risks  \*Practise some appropriate safety measures independently  \*Talk about how things work  \*Look at similarities and differences between existing objects / materials / tools  \*Show an interest in technological toys  \*Describe textures  Technical Knowledge Food and Nutrition  Begin to understand some  food preparation tools, techniques and processes  \*Practise stirring, mixing, pouring, blending  \*Discuss how to make an activity safe and hygienic  \*Discuss use of senses  \*Understand need for variety in food  \*Begin to understand that eating well contributes to good health | Exploring and using media - Constructing with a purpose in mind  Olympics  Drawing Skills  Use chalk and pastels to create pictures ( sun)  **Begin to look at the work of famous artists and say what they like**  Artist to follow and recreate **Lowry**  ( elastic bands, straws, matchsticks.)  .  **Painting**  Explore working  with paint on  different surfaces  and in different  ways i.e.  coloured, sized  and shaped  paper.  **Textiles**  Show experience  in fabric collage:  layering fabric.  Use appropriate  language to  describe colours,  media, equipment and textures  **Collage**  Hold scissors and cut a range of materials.  Cut straight lines. Tear paper into strips and simple shapes.   Apply adhesive sparingly and attempt to place glued surfaces together accurately.  Colour matching - working on group and individual collages by cutting and using materials and by sticking similar objects together to create new textures. Explore that materials can be cut and reassembled into new shapes.  3D Sculpture  Enjoy a range of  malleable media  such as clay,  papier Mache,  Salt dough.  Impress and  apply simple  decoration.  Use a range of junk, found and natural materials to make models and structures Use natural objects to make patterns on the ground.  Talk about sculpture in the environment, what it can be made of and what it is about.  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| **Vocabulary** Line, tone, pattern,  join, build, shape, longer, shorter, heavier, construct, dismantle, safety, same, different, technology, texture, stirring, mixing, pouring, blending, variety, health, food, senses, variety, hygiene. | | | | | |