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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 artOther 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.**
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| **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, wavesThick and thin toolsEnjoy using a variety of media. Use and begin to control a range of media.  CollageExperience 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 EvaluateAdapt 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 linesDraw 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 EvaluateAdapt 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 SkillsObservation: Look closely at the world through real experiences, objects and artefacts in natural and made environments CollageCut paper using different scissorsCollect 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. 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.   ArtistsArtist 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 EvaluateAdapt 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 CardsCreating representations of objects – painting daffodils, creating paper flowers, button flowersMothers Day Easter Drawing SkillsObservational Drawings Start to produce different patterns and textures from observations, imagination and illustrations. Painting Printing with different objectsChanging 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 EvaluateAdapt 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 SkillsStart 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 stones3D 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 etc3d 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 EvaluateAdapt 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 SkillsUse 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.  Talk about displays of three dimensional objects e.g. a display of clay objects, objects made from wood or metal etc3d 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 EvaluateAdapt 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  |
| **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.  |