





## Expressive Arts and Design Creating with Materials ELG

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.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

<u>Skills</u>	<u>Creativity</u>	<u>Knowledge and understanding</u>	<u>Reflection</u>
<ul style="list-style-type: none"> <li>• Work spontaneously and enjoy the act of making/creating</li> <li>• Sustain concentration and control when experimenting with tools and materials.</li> </ul> 	<ul style="list-style-type: none"> <li>• Work purposefully responding to colours, shapes and materials.</li> <li>• Create simple representations of people and other things.</li> </ul> 	<ul style="list-style-type: none"> <li>• Understanding that art (design and craft) is made by artists exhibiting care and skill.</li> <li>• Know how to explain what they are creating.</li> </ul> 	<ul style="list-style-type: none"> <li>• Recognise and describe key features of their own and others work.</li> </ul> 

## Potential Evidence to support our Artists:

<u>Drawing</u>	<u>Painting</u>	<u>Collage</u>
<ul style="list-style-type: none"> <li>• I can begin to use and name a variety of drawing tools to make marks - e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</li> <li>• I can use drawings to tell a story from retelling or from imagination.</li> <li>• I can investigate different lines - thick, thin, wavy, straight</li> <li>• I can draw on different surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>• I can experience and use primary colors and I know their names.</li> <li>• I can experiment with mixing (no formal teaching of mixing colour to make new colours.)</li> <li>• I know that paint can be applied in different ways.</li> <li>• I can experiment with different types of paint and painting tools (powder, poster, watercolour, brushes, sticks, sponges).</li> </ul>	<ul style="list-style-type: none"> <li>• I can create simple collages, using paper, pasta, beans and larger tactile things.</li> <li>• I know that collage is a work of art made by tearing and glueing pieces of different materials to a flat surface.</li> </ul>

## Alexander Hosea Curriculum Map – Early Years

## Expressive arts and design

Key Vocabulary		
Drawing: Pencil, Line, Colour in, Straight, Circle/other shape names, Rubber, Portrait, pastels/chalk, wax crayons.	Painting: Brush, paint, mix, palette, dip, colour names, colour mixing, primary colours.	Collage: Fabric, collage, stick, layer, positional language, texture, experiment, explore, material.
3D structures/Sculptures	Printing	Textiles
<ul style="list-style-type: none"> <li>I can handle, feel and manipulate materials</li> <li>I can construct and build from simple objects</li> <li>I can pull apart and reconstruct models</li> <li>I know that sculpture can be made out of lots of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>I can print using fingers, hands, vegetables, card, wood, etc.</li> <li>I can take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</li> <li>I can produce simple pictures by printing objects.</li> <li>I know that printing is a type of art form.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore and use different fabrics.</li> <li>I can cut and join fabrics with simple techniques.</li> <li>I can think about the user and purpose of products.</li> </ul>
Key Vocabulary – Artists: Artist, painter, sculptor, same, different, designer.		
3D/construction/malleable: Cut, stick, tape, pull, push, on, below, next to, above, construct, join, tools.		


## Alexander Hosea Curriculum Map - Early Years

## Expressive arts and design

Long term planning		
<b>Paint and print focus</b> Get used to continuous provision and become independent with squeezing paint, using glue etc. Draw ourselves and our families Explore paints and paint from memory and using a reference Introduce printing skills Leaf prints Found object printing to make a picture - fireworks Learn how to use glitter for effect Drizzle and drip glue, sprinkle glitter Introduce collage skills How many different leaf colours can you find? Can you make their colour? Leaf rubbings What do you see? (science link)	<b>3D focus</b> Teach techniques of joining to make recycled models (DT link) Use for effect when painting and drawing Space picture with added collage Teach using fine brushes to add detail Drawing from imagination and memory	<b>Drawing focus</b> Continue continuous provision plus Picture making with background and added collage item Draw with a scientific eye using a range of media including lens, pencils, pastel, watercolours Use a range of brushes
Kandinsky/ Klimt / Yoyai Kusama shape pictures	Van Gogh - Starry Night provocation	Matisse -The Snail provocation Van Gogh - Sunflowers
Use different kits to build and talk about what we have made. Use lego, wooden blocks, mobile, large building materials outside	Teach joins to make models with recycled items Design and make becomes part of expectation when doing linked learning Design and make superhero gadgets Design and make fruit salad/ kebabs	Make things for stories – eg. beds for bears

## Alexander Hosea Curriculum Map – Early Years

## Expressive arts and design

Cultural Capital		
<p>Visits and visitors</p> <p>Westonbirt Arboretum</p> <p>Wild Place</p> <p>Slimbridge Wetlands</p> <p>Hedgehog Rescue</p> <p>Forest Skills Leader</p> <p>Walk to stream in Lower woods</p>	<p>Experiences and events</p> <p>Weekly forest skills session</p> <p>Start gazing event.</p>	<p>Key texts</p> 
<p>Community events and links</p> <p>Visit from WEAG</p>	<p>Global issues</p>	<p>Life Skills</p> <p>Curiosity</p> <p>Creativity</p>

		Resilience Making Links
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