

Nursery - Expressive Arts and Design - Creating with Materials

Art progression through EYFS

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG – EAD: Creating with Materials

- 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

Focus	Drawing	Painting	Texture and collage	Explore	Vocabulary
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ■ Create closed shapes with continuous lines, & begin to use these shapes to represent objects ■ Begin to use a variety of drawing tools ■ Draw with increasing complexity & detail, such as representing a face with a circle & including details ■ Observational drawing of plants in local environment ■ Show different emotions in drawings ■ Explore colour using a variety of media (pencil, chalk, oil pastel) 	<ul style="list-style-type: none"> ■ Explore colour mixing ■ Explore different materials freely, in order to develop ideas about how to use them & what to make ■ Join different materials & explore different textures ■ Handling, feeling, enjoying and manipulating materials ■ Use variety of construction materials 	<ul style="list-style-type: none"> ■ Join different materials & explore different textures Including natural textures (shells, cones, feathers, pebbles, sticks, leaves etc) ■ Clay tiles printed with leaves ■ Develop own ideas & decide which materials to use to express them 	<ul style="list-style-type: none"> ■ Notice what other children & adults do, mirroring what is observed and extending with own ideas ■ Practise artist's techniques – Andy Goldsworthy ■ Discuss likes & dislikes about artwork 	<ul style="list-style-type: none"> Line, thick, thin, wavy, straight, pencil, Finger, stick, chalk, pastel, felt tip, Mark making tools, sponges, different brushes, respond, line, colour, dough, explore, mark making, textural effects, materials, tools, control, fine motor, glue, sticking, paper, fabric, natural materials, Experiment, printing, media, understand, techniques
Learning Outcomes	<p style="text-align: center;">Autumn All about me/ Families</p> <ul style="list-style-type: none"> Begin to explore line and shape Draw a simple representation of self Explore and talk about what happens when you mix colours Explore different textures Begin to describe different textures. Make their own home using a variety of materials such as cardboard, plastic, fabric 	<p style="text-align: center;">Spring Traditional Tales/ Growth and Change</p> <ul style="list-style-type: none"> Describe changes to colours as they are mixed. Create simple collages using a variety of textures and can explain how one texture represents an object. Describe some different textures. Create observation drawing of flowers using pastels Create environmental art 		<p style="text-align: center;">Summer People Who Help Us / Wild Animals – Zoo</p> <ul style="list-style-type: none"> Select appropriate tool or technique to complete a task Can create their own zoo / safari park - by making colour and material sections for their chosen animals. 	

□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Playdough/ Malleable/Art/building/small world and outdoor provisions and Forest School will provide a wealth of opportunity. □ Resources will be enhanced and developed as children develop their skill set. □

Reception - Expressive Arts and Design - Creating with Materials

Art progression through EYFS

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ELG – EAD: Creating with Materials

■ 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

Focus	Drawing		Painting	Texture and collage	Explore	Vocabulary
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Use a range of tools competently & safely Explore different textures Encourage accurate drawings of people Create representations of both imaginary & real-life ideas, events, people & objects Explore, use & refine colour mixing techniques Use colour for purpose, including creating moods 		<ul style="list-style-type: none"> Experiment to create different textures Use tools to create different textures Use a range of materials to create different textures Manipulate materials to have a planned effect 	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding 	<ul style="list-style-type: none"> Respond imaginatively to artworks & objects Explore, use & refine a variety of artistic effects to express their ideas & feelings Express & communicate working theories, feelings & understandings in the form of artwork & objects 	Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling. Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques, Mehndi.
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in the Community
	Explore what happens when you mix primary colours together. Express themselves through colours – which colours make children feel happy, hot and cold, light and dark Draw representations of myself and others. Can use drawings to tell a story. Create observational drawings of their friends and animals and compare their features. Use natural resources to build pictures -beginning to describe different textures such as soft, hard, smooth and rough.		Use a range of primary, secondary and tertiary colours. Use a range of photographs as a stimulus to inspire independent drawings and creative pictures. Plan, draw and label their own construction models which are inspired by architects. Construct light houses and houses as architects. Create observation drawing of plants at different stages in their lifecycle. Create own stamps and produce repeating patterns, discuss similarities and differences between patterns. Use a range of mediums to create different representations of lighthouses and compare the process – 3D sculptures.		Use Mehndi patterns to create repeating patterns using paints. Notice the background in a landscape. Capture their own images on the class iPad of their environment to create observational drawings. Use line and shape to create observational drawings - focusing on the work of Vincent Van'Gogh's. Use a range of tools to draw a range of different lines – thick, thin, dark, lines. Create their 'special person from our community' using clay and modelling tools to add detailed features. Complete a simple weave using paper, card or fabric. Select their own tools and resources and give reasons for their choices – brushes (thick, thin), sponges, paint.	
	Painting			Drawing		Texture and Collage

□ Children to be exposed to key vocabulary and quality visual stimulus. □ There will be a range of texts used to support learning. □ Children will have Continuous Provision opportunities to a wide range of materials, enhanced where appropriate.