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|----------------|--|---|---|--|---|---|
| INTENT         | <p><b>To be an artist and create a piece of art</b> that I can talk about and I am proud of.</p> <div>  <p><i>Camilla the Creative Chameleon</i></p> <p><i>She uses her imagination to find fun and new ways to solve or make things.</i></p> </div>   |   |   |  |   |   |
| IMPLEMENTATION | <p><b>Aspect of Educational Programme</b> 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.</p> |   |   |  |   |   |
|                | <p><b>Autumn Term - We are all special</b></p> <p><b>Planned outcome</b> – ‘To be able to self-select materials independently and to use the creative space with independence’</p>   |   |   |  |   |   |
|                | <p><b>Experiences</b></p> <ul style="list-style-type: none"> <li>• Creating an Elmer for Elmer day</li> <li>• Transient art using natural materials</li> <li>• Making Christmas decorations</li> <li>• Making self portraits</li> </ul>  |   |   | <p><b>Role of the Adult</b></p> <ul style="list-style-type: none"> <li>❖ Modelling how to access the paint making a good choice about which colours are needed</li> <li>❖ Modelling ripping, tearing or cutting paper to make small shapes</li> <li>❖ Assess selected children using NHS Solent Therapy Pack -fine motor skills</li> </ul> |   |   |
|                | <p><b>Attaching and joining</b></p>  | <p><b>Painting</b></p>  | <p><b>collage</b></p>   | <p><b>printing</b></p>   | <p><b>Malleable materials</b></p>   | <p><b>Scissor skills</b></p>                              |
|                | <p>Glue sticks<br/>Masking tape</p>  | <p>Self-dispensing paint using a range of colours<br/>Self-selecting a range of painting utensils such as different size paintbrushes<br/>Selection of skins<br/>colour paints, crayons and pencils</p> | <p>Providing a range of pre-cut materials into small shapes</p> | <p>Body printing opportunities</p>   | <p>Playdough and salt dough teaching skills such as rolling, kneading, pushing<br/><br/>Junk modelling containers sorted into 3d shapes</p> | <p>Providing loop scissors and double handed scissors</p> |
|                | <p><b>Spring Term- Time for a change?</b></p> <p><b>Planned outcome</b> – ‘to be able to make my creation and say what I like about it and what materials I used’</p>  |   |   |  |   |   |
|                | <p><b>Experiences</b></p> <ul style="list-style-type: none"> <li>• Creating silhouettes of ourselves and each other</li> <li>• Observational drawing of plants</li> <li>• Marble painting</li> <li>• Printing and painting using natural materials (flowers, leaves, mud)</li> </ul>   |   |   | <p><b>Role of the Adult</b></p> <ul style="list-style-type: none"> <li>❖ To model the process of making a model and narrating the thought process</li> <li>❖ Looped and double handed scissors to be used for interventions</li> <li>❖ Using ‘I wonder...’ to encourage what might happen when colours mix together</li> </ul>             |   |   |

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|--|---|--|--|--|--|---|
|  | Attaching and joining   | Painting   | collage  | printing   | Malleable materials  | Scissor skills  |
|  | Introduce PVA glue and large rolls of Sellotape   | Introduce colour mixing (primary colours + black + white) poster paint | Provide uncut thin materials such as paper and tissue paper                                      | Using objects – man made and natural   | Plasticine   | Removing looped and double handled scissors                       |
|  | Summer term – What a wonderful world  |  |  |  |  |   |
|  | Planned outcome - ‘To be able to explain what I made and evaluate it by saying what I could do differently next time’   |  |  |  |  |   |
|  | Experiences – <ul style="list-style-type: none"><li>To create a vehicle of choice -land, sea or air/emergency vehicle/everyday vehicle</li><li>To make an animal of choice using clay. To decorate model when dry using medium of choice (paint or collage)</li><li>Observation drawing/painting of animals</li><li>Art week – celebrating an artist in line with whole school initiative</li></ul> |  |  | Role of the Adult <ul style="list-style-type: none"><li>❖ Model making a creation and narrating the thought process.</li><li>❖ Model evaluating a model and saying what could have been done differently next time</li><li>❖ To encourage an evaluation of colour mixing experiences</li></ul> |  |   |
|  | Attaching and joining   | Painting   | collage  | printing   | Malleable materials  | Scissor skills  |
|  | Small Sellotape<br>Split pins<br>Hole punch<br>Treasury tags<br>Strings   | Watercolour paints and fine paintbrushes                               | Smaller pieces of paper to be cut<br>Fabrics and felts to be provided to cut                     | String printing to create depth  | clay   | Different sized scissors and scissors to create different effects |
|  | Interventions   |  | Circle Time  |  | Story/song time  |   |
|  | NELI<br>Fine motor group<br>Assessment using NHS Solent Pack - fine motor skills<br>Daily dough gym   |  | Setting targets – what can I get better at?<br>What makes me shine?<br>What does the future hold |  | The Day the Crayons Quit – Drew Daywalt<br>The Dot – Peter Reynolds<br>Leaf Man -Lois Elhert<br>Beautiful oops – Barney Saltzberg<br>Ish – Peter Reynolds<br>Luna Loves Art - Coelho, Joseph<br>Colour and Me Michaela- Dias-Hayes - A young girl is enjoying mixing paints to create different colours with her fingers. When she mixes red and yellow and blue, she gets brown which is the perfect colour for her skin. |   |
|  | IMPACT  | To become a reflective artist using a range of artistic skill.         |  |  |  |   |