|  |
| --- |
| Fairholme Primary School**EYFS – Creating with materials** |
| **Children are supported to explore and play with a wide range of tools, techniques and materials. Children are encouraged to talk about their creations and use props in storytelling** |
| Progression in LearningNursery to ELG | Provision | Books and Vocabulary |
| **Nursery** |
| * Explores colour, textures and constructions using range of materials
* Uses materials, tools and techniques to express own ideas
* Becomes involved in pretend play using pretend objects
* Talks about what is created and how
* Draws and paints with increasingly complexity and detail
 | Use a range of mark making materials – chalks, rollers, textured sponges, model cars and bikes in paint, finger/hand painting, sand mark making, printing, range of paint brush sizes, painting with water outsideIn art work, writing, model making teach the correct use of tools, how to hold pencils and brushes, use of mixing palettes Teach children to choose own colours and mixing technique; provide primary colours so children mix their own shades Continuous provision includes self-service collage, mixed media and materials for children to explore and choose – card, tissue, paper, ribbon, felt and other fabrics, natural objects – reflecting seasons: leaves, seeds, cones, feathers, and dough, beads, buttons, wood Tools and mark making materials to include scissors, glue sticks, masking tape, sellotape, range of paint brushes, chalks, pencils, cutters, mixing palettes, wood working tools – hammers, nails Use colour charts, autumn leaves to refine understanding of tones of colour In construction provide pictures of brick patterns, local buildings including homes, shops, stations; self-service inside and outside large and small construction equipment Make suggestions and ask questions to extend children’s ideas of what is possible, for example, “I wonder what would happen if … Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need Making decisions about which tools and materials would be best to use, such as in our Autumn term 3D owls Explore and investigate clay with a range of tools and open ended materials, to include natural resources Looking a techniques used by famous artists such as Eric Carle collage/paper tearing techniques (fake grass to print, bubble wrap etc) and also Matisse 'the snail' (use of large loose parts and small squares of paper) Designated space for children to display their models on and also to add provocations on to inspire creativity (such as real plants/flowers, large animals, images of famous paintings etc linked to our learning or children’s interests)  | **Language of mark making -** hands, fingers, wet, dry roll, press, dab **Language of colours** - names of colours, light, dark **Language of materials** – material names, soft, hard, smooth, rough, thick, thin, bendy, stiff**Language of construction –** building names and types, names of tools, flat, low, high, stack |
| **Reception** |
| * Creates colour, texture, form, design in their work
* Uses and creates props and uses materials in role/pretend play
* Uses techniques for combining materials and manipulating materials for effect
* Makes safe use of range of tools, materials and techniques and talks about own work
 | Continue wide provision of tools, materials and techniques Extend discussion of; • intentions • reasons for choice of materials and techniques Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed Mud kitchen outside for children to collect natural objects and mix water and mud to explore different materials and effects and create novel recipes Encourage children to create props and to use props and materials in role play, pretend play or when retelling focus stories Seasonal collections to provide source materials for collage, natural sculpture – in class and as part of the Forest School sequence of lessons Talk about what is happening, helping them to think about cause and effect • evaluation of what they have done and chosen and any changes they want to make or other tools or materials they need • images of children’s creations and processes, for reflection and adaptation Introduce techniques of joining, combining media and materials, combining performance arts – music, singing and dance; pictorial and written instructions on how to e.g. build a house / bake a cake /create a snowflake Comment during children’s activities and teach safety consciousness – how to hold tools, hygiene, moving around, holding tools and materials, correct use of tools for different purposes Have a display area where models and works can be retained for a short period for children to enjoy, develop, compare and discuss Teach how to create some 3D shapes useful in modelling such as cylinders and cones Focus on art styles represented in focus books, and artists such as Mondrian and Yayoi Kusama Exploration of the combination of different media such as charcoal and watercolour paints, paint and magazine collage and the effects of layering different media Use of modelling materials such as plasticine and clay with a selection of tools to create texture and detail | **Language of description** – hard, soft, rough, smooth, shiny, see through, flat, straight, curved, round, tall, short, long, colours **Language of evaluation** - too dark/floppy/wobbly; strong, balanced, colourful, delicate, sturdy |
| **Early Learning Goal (ELG)****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** |