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| **Unit Overview** |  |
| **EYFS Development Matters/ ELG** | * Explore, use and refine a variety of artistic effects to express their ideas and feelings.

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| * Return to and build on their previous learning, refining ideas and developing their ability to represent them.
* 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.
* Explore the natural world around them, making observations and drawing pictures of animals and plants.
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| **Unit Title:**  | **Substantive Knowledge** | **Disciplinary Knowledge** |
| **Key Questions:****What do you notice about the patterns on the plant?** **How can you replicate the pattern using pencils?** **Does your sketch look like the plant?** **How could you improve your sketch?** | * Children are able to describe and draw what they have seen.
* Children to be able to hold a pencil steadily to draw lines and circles which show relatively accurate representations of a plant. e.g: the shape of a leaves and petals, the vines on a leaf, the colours of the plants.
* Children to use different media to sketch and to rub patterns of leaves, bark etc.
* Children to reflect and improve on their sketches.
 | * Demonstrate control over marks being made
* Experiment with a range of media
* To plan using ideas and techniques.
* Evaluate and look at own work and others and discuss likes.
* Reflect on own work
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| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive**observationmagnifying glassplantsflowercrayonsoil pastelsaccurate**Disciplinary**texturelinesketchpatterncolour | Real plants, flowers, tree bark, logs. pencilsmagnifying glasses | Sketches cannot be improved. “I cannot draw.” |