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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.  |  | | --- | | * 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. | | |
| **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 |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive**  observation  magnifying glass  plants  flower  crayons  oil pastels  accurate  **Disciplinary**  texture  line  sketch  pattern  colour | Real plants, flowers, tree bark, logs.  pencils  magnifying glasses | Sketches cannot be improved.  “I cannot draw.” |