

Knowledge and Understanding

To become a **Dynamic Designer** and **Awesome Artist** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.

Drawing and Paint:

(pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon)

I use a range of tools competently and safely.

I explore different textures and make accurate drawings of people and objects.

I can create representations of both imaginary & real-life ideas, events, people & objects.

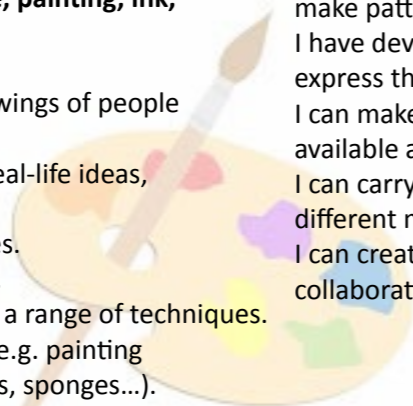
I can explore, use & refine colour mixing techniques.

I use colour for purpose, including creating moods.

I am beginning to demonstrate increased skill with a range of techniques.

I demonstrate increased skill with a range of tools e.g. painting techniques with a variety of utensils (forks, brushes, sponges...).

I can paint my own self portrait (selecting appropriately sized brushes and mixing shades to make the colours lighter or darker).



Use of Colour, Pattern, Texture, Line, Form, Space and Shape:

(textiles, clay, sand, stone, 3D work, clay, dough, boxes, paper sculpture, printing, found materials, wood blocks, press print)

I can experiment to create different textures e.g. creating a firework themed piece of art applying and developing new techniques learned.

I use tools to create different textures.

I have used different objects to explore printing techniques.

I use a range of materials to create different textures.

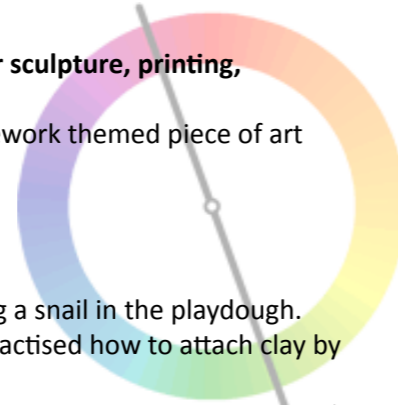
I can manipulate materials to have a planned effect e.g. making a snail in the playdough.

I can roll and manipulate clay with modelling tools and have practised how to attach clay by scoring and silting.

I can combine media (chalk painting, mixing chalk and water, colour mixing, wax resistance).

I can use hot and cold colours and mix colours in order to create colour shading from light to dark or dark to light.

I can experiment with different brush sizes and select the appropriate brush size for my artwork.



Use different materials:

I have developed my own ideas through experimentation with diverse materials to express and communicate my discoveries & understanding.

I develop my ideas, try things out and change my mind.

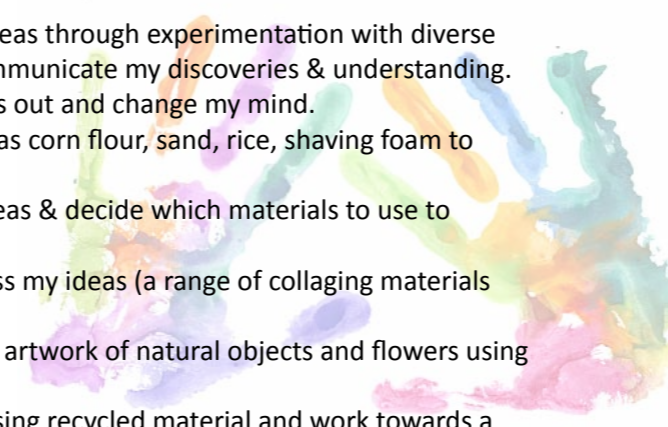
I use 'messy' materials such as corn flour, sand, rice, shaving foam to make patterns.

I have developed my own ideas & decide which materials to use to express them.

I can make collages to express my ideas (a range of collaging materials available at all times).

I can carry out observational artwork of natural objects and flowers using different media.

I can create a sea creature using recycled material and work towards a collaborative 3D mural for display.



Explore a range of artists:

I can create transient art in the style of Andy Goldsworthy.

I can use and apply painting techniques in the style of artists e.g. Jackson Pollock.

I created a 'leaf figure' using the book 'Leaf Man' for inspiration.

I have observed Vincent Van Gogh's swirling strokes to create my own swirling strokes using a variety of media.

I have explored photographic art by Nick Nichols and can add artistic effects to photos taken.

I can respond imaginatively to artworks & objects.

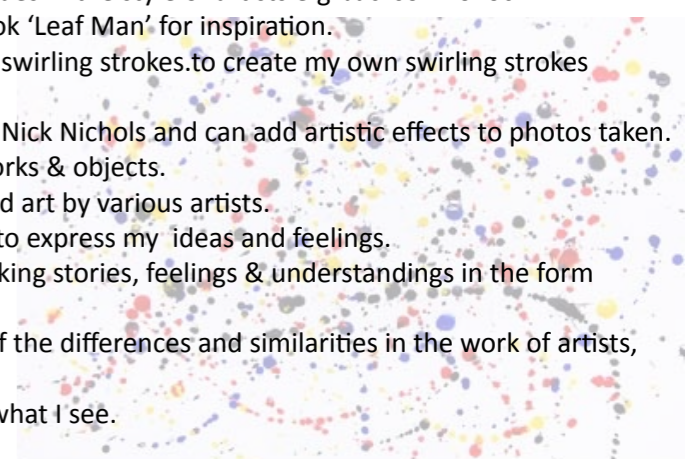
I have observed examples of recycled art by various artists.

I can use a variety of artistic effects to express my ideas and feelings.

I can express and communicate working stories, feelings & understandings in the form of art work & objects.

I am developing an understanding of the differences and similarities in the work of artists, crafts people and designers.

I can look at art work and describe what I see.



Links from Development Matters (September 2021)

Captain Creative

Have their own ideas (creative thinking).

Make links (building theories).

Work with ideas (critical thinking).

Professor Play

Find out and explore.

Play with what they know.

Be willing to 'have a go'.

Agent Active

Be involved and concentrate.

Keep on trying.

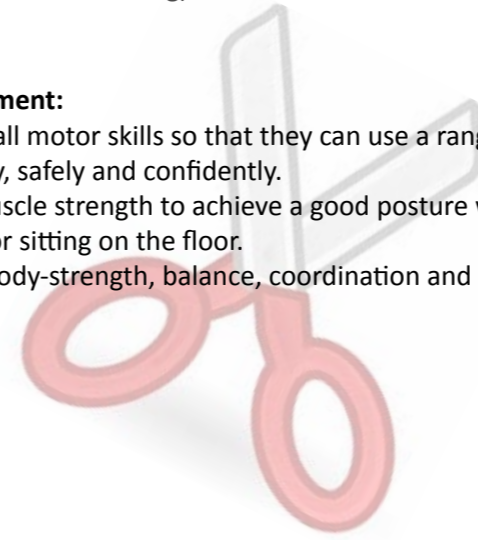
Enjoy achieving what they set out to do.

Physical development:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop overall body-strength, balance, coordination and agility.

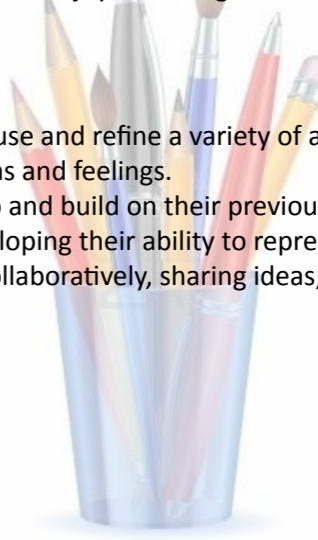


EAD:

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.

Create collaboratively, sharing ideas, resources and skills.



Core and Appropriate Vocabulary

Embed Nursery Vocabulary: pens, pencils, chalk, crayon, pencil crayon, line, colour, circle (other shape names), rubber, draw, thick, thin, wavy, curly, dotted, broken, scribble, brush, paint, mix, dip, colour names, stick, join, artist, same, different, straight, pattern.

Drawing: portrait, shade, lighter, darker, sketch, texture, smudge, blend, contrast, hatching, stippling, faint, fine, diagonal, horizontal, vertical, spiral, parallel.

Painting: print, brush size, wash, splatter, primary/secondary colours, palette, scrape, stroke, shade, poster/watercolour, chalk painting.

Collage: collage, overlap, attach, mixed, material, construct, natural, man-made, plan, design, adapt, craft, textiles, fabric, positional language.

Artists: artwork, light, dark, sculptor, modern, history, style, similarities, differences, background, landscape, **Jackson Pollock**, Vincent Van Gogh, Nick Nichols, Henri Rousseau, **Andy Goldsworthy**, Sarah Western, **Nicholas Jones**, Claude Monet.

Other: look at, curved, zig-zag, stripes, hot, cold, mood, represent, manipulate, media, colour, shading, wax resist, observe, compare, technique, symmetrical, exhibition, deep, vibrant, contrast, pastel, complimentary, clash, intense.

More specialised vocabulary will be introduced as the theme/investigation develops. Some words will be new to the children and just introduced while others will be more familiar and repeated and consolidated.