

## Knowledge and Understanding

To become a **Dynamic Designer** 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.

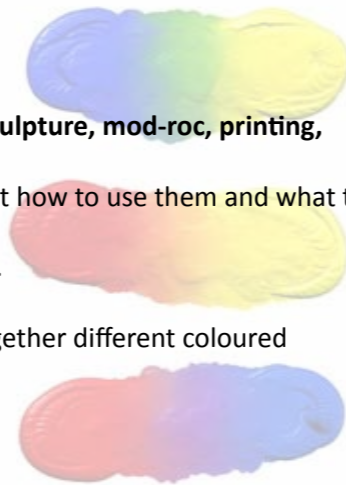
**Drawing and Paint:**  
(pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon)

I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.  
I can use a variety of drawing tools.  
I can draw with increasing complexity & detail, such as representing a face with a circle and including details such as facial features.  
I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.  
I can create a painting to represent firework sounds and explosions.  
I explore colour & colour mixing.  
I can express myself through free painting (easel and flat, primary colours, medium brush).  
I can create a basic self portrait.  
I have been shown and experienced how to paint in the style of Jackson Pollock.  
I am able to explore different painting techniques with a variety of utensils (forks, brushes, sponges...).

I can make observational drawings of flowers.

**Use of Colour, Pattern, Texture, Line, Form, Space and Shape:**  
(textiles, clay, sand, stone, 3D work, clay, dough, boxes, paper sculpture, mod-roc, printing, wood materials, lino, wood blocks, press print, mono-printing)

I explore different materials freely, in order to develop ideas about how to use them and what to make.  
I can join different materials & explore different textures.  
I have experienced: handling, feeling, and manipulating materials.  
I can use variety of construction materials.  
I can describe the colour changes that take place when mixing together different coloured chalk/powder paint with water.  
I can use shapes to make pictures.  
I have used a ruler to make straight lines.  
I can choose hot colours and cold colours for my art work.



**Use different materials:**

I can join different materials and explore different textures.  
I explore 'messy' materials such as cornflour, sand, rice, shaving foam.  
I have developed my own ideas & decide which materials to use to express them.  
I can collage (a range of collaging materials available at all times).



**Explore a range of artists:**

I notice what other children & adults do, mirroring what I observe through my art work.  
I have practised artist's techniques.  
I can discuss likes and dislikes about artwork.  
I can make art in the style of James Brunt, flower art inspired by 'Sunflowers' and faces with the shapes in the style of Picasso.  
I have explored photographic art in the style of Tin Man Lee.



## 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**

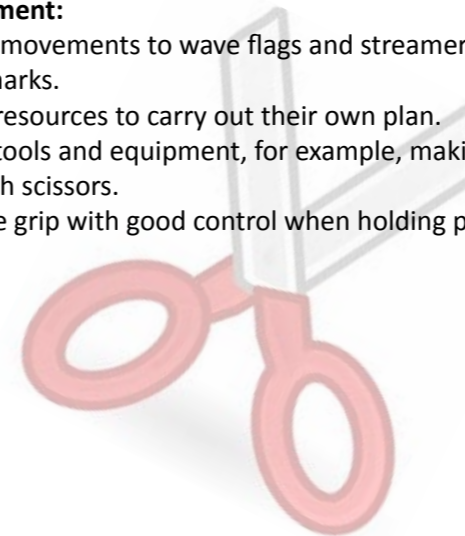
Find out and explore.  
Play with what they know.  
Be willing to 'have a go'.

**Agent Active**

Be involved and concentrate.  
Keep on trying.  
Enjoy achieving what they set out to do.

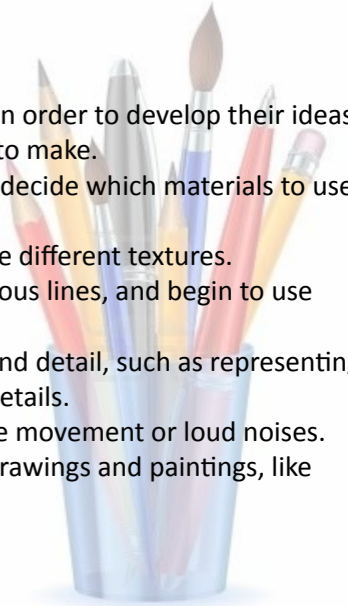
**Physical development:**

Use large-muscle movements to wave flags and streamers, paint and make marks.  
Choose the right resources to carry out their own plan.  
Use one-handed tools and equipment, for example, making snips in paper with scissors.  
Use a comfortable grip with good control when holding pens and pencils.



**EAD:**

Explore different materials freely, in order to develop their ideas about how to use them and what to make.  
Develop their own ideas and then decide which materials to use to express them.  
Join different materials and explore different textures.  
Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  
Draw with increasing complexity and detail, such as representing a face with a circle and including details.  
Use drawing to represent ideas like movement or loud noises.  
Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  
Explore colour and colour mixing.



## Basic and Appropriate Vocabulary

**Drawing:** pens, pencils, chalk, crayon, pencil crayon, line, colour, circle (also other shape names), rubber, draw, thick, thin, wavy, curly, dotted, broken, scribble, scrimble (Write Dance).

**Painting:** brush, paint, mix, palette, dip, colour names, primary colours, medium, thin, thick brush, block paint, powder paint, runny/thick/gloopy, artist, painter, watercolour, pale.

**Collage:** collage, stick, layer, attach, join, positional language, overlapping.

**Artists:** artist, painter, photographer, creator, same, different, James Brunt, Jackson Pollock, Picasso, Tin Man Lee, gallery, background.

**Other:** explore, handle, feeling, ruler, straight, curved, zig-zag, stripes, hot, cold, look at, illustrate, illustrator, pattern, dull, bright.

*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.*