

## Nursery - Art

	<b>EAD- Exploring and using media and materials</b>	<b>EAD- Being Imaginative</b>	<b>Literacy- Writing</b>	<b>Maths- Shape, Space and Measure</b>	<b>Physical Development- Moving and Handling</b>	<b>Other</b>
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>• <a href="#">22-36 EM 4</a>. Experiments with blocks, colours and marks.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">22-36 BI 1</a>. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">22-36 W 1</a>. Distinguishes between the different marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">22-36 SSM 1</a>. Notices simple shapes and patterns in pictures..</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">22-36 PDMH 6</a>. Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• <a href="#">22-36 PDMH 7</a>. Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• <a href="#">22-36 PDMH 8</a>. Imitates drawing simple shapes such as circles and lines.</li> <li>• <a href="#">22-36 PDMH 9</a>. Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• <a href="#">22-36 PDMH 10</a>. May be beginning to show preference for dominant hand</li> </ul>	
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• <a href="#">30- 50 EM 10</a>. Uses various construction materials.</li> <li>• <a href="#">30- 50 EM 11</a>. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• <a href="#">30- 50 EM 12</a>. Joins construction pieces together to build and balance.</li> <li>• <a href="#">30- 50 EM 9</a>. Beginning to be interested in and describe the texture of things.</li> <li>• <a href="#">30- 50 EM 7</a>. Explores colour and how colours can be changed.</li> <li>• <a href="#">30- 50 EM 13</a>. Realises tools can be used for a purpose.</li> <li>• <a href="#">30- 50 EM 8</a>. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">30- 50 BI 10</a>. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">30- 50 W 1</a>. Sometimes gives meaning to marks as they draw and paint.</li> <li>• <a href="#">30- 50 W 2</a>. Ascribes meanings to marks that they see in different places</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">30- 50 SSM 1</a>. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• <a href="#">30- 50 SSM 2</a>. Shows awareness of similarities of shapes in the environment.</li> <li>• <a href="#">30- 50 SSM 4</a>. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• <a href="#">30- 50 SSM 5</a>. Shows interest in shapes in the environment.</li> <li>• <a href="#">30- 50 SSM 6</a>. Uses shapes appropriately for tasks,</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">30- 50 PDMH 7</a>. Draws lines and circles using gross motor movements.</li> <li>• <a href="#">30- 50 PDMH 8</a>. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• <a href="#">30- 50 PDMH 9</a>. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• <a href="#">30- 50 PDMH 10</a>. Holds pencil near point between first two fingers and thumb and uses it with good control.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">30- 50 O1</a>. I know what an artist is.</li> <li>• <a href="#">30- 50 O2</a>. I can talk about the works of an artist.</li> <li>• <a href="#">30- 50 O3</a>. I can identify that different tools can be used to apply paint, including fingers and natural resources.</li> </ul>
<b>40-60 months</b>	<ul style="list-style-type: none"> <li>• <a href="#">EM 7</a>. Constructs with a purpose in mind, using a variety of resources.</li> <li>• <a href="#">EM 10</a>. Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• <a href="#">EM 6</a>. Manipulates materials to achieve a planned effect.</li> <li>• <a href="#">EM 4</a>. Experiments to create different textures.</li> <li>• <a href="#">EM 3</a>. Explores what happens when they mix colours.</li> <li>• <a href="#">EM 8</a>. Uses simple tools and techniques competently and appropriately.</li> <li>• <a href="#">EM 9</a>. Selects appropriate resources and adapts work where necessary</li> <li>• <a href="#">EM 5</a>. Understands that different media can be combined to create new effects.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">BI 1</a>. Create simple representations of events, people and objects.</li> <li>• <a href="#">BI 3</a>. Chooses particular colours to use for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">W 1</a>. Gives meaning to marks they make as they draw, write and paint.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">SSM 6</a>. Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">PDMH 6</a>. Uses simple tools to effect changes to materials.</li> <li>• <a href="#">PDMH 7</a>. Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• <a href="#">PDMH 8</a>. Shows a preference for a dominant hand</li> <li>• <a href="#">PDMH 11</a>. Uses a pencil and holds it effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">O4</a>. I know the names of some artists and I can talk about what I like and dislike in their work.</li> <li>• <a href="#">O5</a>. I can begin to create a piece of art in the style of an artist.</li> <li>• <a href="#">O6</a>. I can print with found objects e.g. leaves, sponges, corks, building shapes, hands and feet.</li> <li>• <a href="#">O7</a>. I can explore using a wider range of materials to apply paint; brushes, cotton buds, sticks with a range of sizes.</li> </ul>
<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li>• <a href="#">EM ELG</a>. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">BI ELG</a>. They represent their own ideas, thoughts and feelings through design and technology, art,</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">SSM ELG</a>. They explore characteristics of everyday objects and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">PDMH ELG</a>. They handle equipment and tools effectively, including pencils.</li> </ul>	

## Nursery Topic Coverage

<b><u>Autumn 1</u></b> 'Me, Myself And I'	<b><u>Autumn 2</u></b> 'What A Wonderful World'	<b><u>Spring 1</u></b> 'Marvel'lous Me'	<b><u>Spring 2</u></b> 'Down On The Farm'	<b><u>Summer 1</u></b> 'When I Grow Up'	<b><u>Summer 2</u></b> 'I Do Like To Be Beside The Seaside'
<b><u>Drawing</u></b> 22-36 EM 4 22-36 BI 1 22-36 W 1 22-36 SSM 1 22-36 PDMH 6 22-36 PDMH 7 22-36 PDMH 8 22-36 PDMH 9 22-36 PDMH 10 30-50 W 1 30-50 PDMH 7 30-50 PDMH 9 30-50 PDMH 10 30-50 BI 10 30-50 EM 8	<b><u>Collage</u></b> 30-50 EM 7 30-50 EM 11 30-50 EM 9 30-50 EM 10 30-50 EM 12 30-50 EM 13 30-50 PDMH 8 30-50 O 1	<b><u>Printing</u></b> 30-50 W 2 30-50 SSM 1 30-50 SSM 2 30-50 SSM 4 30-50 SSM 5 30-50 SSM 6 30-50 O 1	<b><u>Painting</u></b> 30-50 W 1 30-50 EM 8 30-50 EM 13 30-50 PDMH 7 30-50 PDMH 8 30-50 BI 10 30-50 EM 7 30-50 O 2 30-50 O 3	<b><u>Sculpture</u></b> 30-50 EM 7 30-50 EM 10 30-50 EM 11 30-50 EM 12 30-50 O2	<b><u>Textiles</u></b> 30-50 EM 9 30-50 O 1 30-50 O 2 30-50 O 3
<b><u>Subject Specific Vocabulary</u></b>					
<b><u>Materials</u></b>		<b><u>Ideas, Experiences and Imagination</u></b>		<b><u>Artists</u></b>	
Cardboard, paper, card, tubes, boxes, tissue paper, building blocks, construction materials, glue, tape, scissors, paint, pencils, crayons, chalk, felt tips, paint brushes, cotton buds, leaves, sticks, pine cones, 3D shapes, textured fabrics, textured materials		Mark making, draw, paint, see, line, scribble, personal experience, share, discuss, talk, like, artist, colour, shape, feel, tools, lines, circles, materials, stack, up, across, on top of, next to, underneath, tools, red, blue, yellow, green, orange, pink, purple, black, white, brown,		Art, artist, Artist name, like, dislike	
<b><u>Techniques</u></b>					
<b><u>Drawing</u></b> Line, shape, big, small, straight, zig-zag, wavy, thin, thick, pencil, shape, line, mark, object, picture, colour, hold, grip, crayon, space <b><u>Collage</u></b> Texture (feel), feel, say, rough, smooth, bumpy, soft, hard, share, discuss, tools, scissors, snip, smooth, bumpy, soft, hard <b><u>Printing</u></b> Pattern, print, paint, shape					

## Painting

Tools, brush, finger, cotton buds, sticks, size, big, small, **line**, **scribble**, fill, share, discuss, talk about paint, straight, curved, long, short, colour, picture, mix,

## Sculpture

Build, make, stack, join, glue, stick.

## Textiles

**Texture**, feel, say, rough, smooth, bumpy, soft, hard, share, discuss.

### I will learn...

<u>Materials</u>	<u>Ideas, Experiences and Imagination</u>	<u>Artists</u>
<ul style="list-style-type: none"><li>▪ That there are different materials that I can use to build with.</li><li>▪ That building materials have different names and I will be able to name some of these.</li><li>▪ That there are different ways that I can build – using the vocabulary of stack, up, across and next to.</li><li>▪ How to use construction materials to build/create spaces.</li><li>▪ How to balance and object on top of another.</li><li>▪ How to hold scissors properly with support.</li><li>▪ How to control scissors to make snips in paper.</li><li>▪ How to hold a pencil correctly.</li><li>▪ How to use glue to stick things together.</li></ul>	<ul style="list-style-type: none"><li>▪ That my marks mean something/are there to show my ideas and experiences.</li><li>▪ How to share my ideas and thoughts about the marks that I make.</li><li>▪ That my ideas, opinions, and marks are important.</li><li>▪ How to draw a line.</li><li>▪ How to draw a circle.</li><li>▪ How to hold a pencil correctly.</li><li>▪ That objects can be made up of shapes E.g. A house = a square and triangle.</li><li>▪ How to use a paintbrush.</li><li>▪ That I should to wash my brush before using another colour.</li><li>▪ That I can capture experience and responses using media, including paint.</li><li>▪ How to show my experiences using media, including paint.</li></ul>	<ul style="list-style-type: none"><li>▪ That an Artist is someone who creates artwork.</li><li>▪ That an artist can be male or female.</li><li>▪ Begin to know the names of different artist.</li><li>▪ How to talk about an artist's work.</li><li>▪ How to listen to others' opinions.</li></ul>

### Techniques

## Drawing

- How to pick up, hold and use a pencil
- How to grip a pencil correctly using first two fingers and thumb.
- That lines, shapes and spaces create a picture or image

- That the closer to the point that I hold my pencil the more control I have.
- How to talk about what I have drawn.
- That when I create lines that join, I can create a space.
- That shapes can be used to represent objects.

### **Collage**

- That materials can feel different to others.
- How to describe how the material feels e.g. rough, smooth, bumpy, soft, hard.
- That tools can be used to change the shape of a material.
- How to hold scissors with support.
- How to make snips in materials using scissors
- How to use glue to stick materials on top of another.

### **Printing**

- How to transfer paint from an object to a canvas (stamping)
- That I can arrange shapes effectively.
- That I will need to apply more paint to create multiple prints.

### **Painting**

- What colour is
- The names of different colours
- That colours can be mixed and when it is mixed it changes.
- How to pick up, hold and use a paint brush
- How to select the correct colour and use it for a purpose
- That there are different tools that can be used to paint with
- The names of some of the different tools that can be used in Art (particularly when painting) e.g. brush, finger, cotton buds, sticks.
- That the tools used in Art can come in different sizes.
- That when I create lines that join, I can create a space.
- That spaces created can form shapes.
- That shapes can be used to represent objects.
- How to draw lines to create space.
- How to use space to create shapes

### **Sculpture**

- That there are different materials that I can use to build with.
- That building materials have different names and I will be able to name some of these.

- That there are different ways that I can build – using the vocabulary of stack, up, across and next to.
- How to use materials to build/create spaces.
- How to join materials together.
- That by joining the materials together I am making the model balance/more secure.

### **Textiles**

- That materials can feel different to others.
- How to describe how the material feels e.g. rough, smooth, bumpy, soft, hard.