

Reception- Art

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



Early Learning Goal	<ul style="list-style-type: none"> EM ELG. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<ul style="list-style-type: none"> BI ELG. They represent their own ideas, thoughts and feelings through design and technology, art, 		<ul style="list-style-type: none"> SSM ELG. They explore characteristics of everyday objects and shapes. 	<ul style="list-style-type: none"> PDMH ELG. They handle equipment and tools effectively, including pencils. 	
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Reception Topic Coverage

Autumn 1 'Consider Yourself at Home'	Autumn 2 'Celebrate Good Times'	Spring 1 'Wonderful Little Me'	Spring 2 'A World of Pure Imagination'	Summer 1 'All Creatures Great and Small'	Summer 2 'Let the Adventures Begin!'
<u>Drawing</u> PDMH 11 EM 3 EM 4 BI 1 W 1 EM 8 O 4 O 5	<u>Printing</u> SSM 6 BI 3 O 6 O 7 EM 9 EM 4 PDMH 6 O 4 O 5	<u>Painting</u> EM 3 EM 8 EM 9 EM 4 PDMH 7 PDMH 8 O 7	<u>Textiles</u> EM 6 EM ELG EM 7 EM 10 EM 6 EM 5 SSM 6	<u>Collage</u> EM 6 EM 5 EM 10 PDMH 6 EM ELG BI ELG SSM ELG PDMH ELG	<u>Sculpture</u> EM 10 PDMH 7 (PlayDoh, plasticine, wet sand) EM 6 EM 7 EM ELG BI ELG SSM ELG PDMH ELG

Subject Specific Vocabulary

<u>Materials</u>	<u>Ideas, Experiences and Imagination</u>	<u>Artists</u>
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, fabric, fabric pens, textured fabrics, textured materials, PlayDoh, wet sand, plasticine, clay, texture stamps.	Construct, construction, up, across, next to, on top of, underneath, between, over the top of, materials, fabric, purpose, product, range of resources, tools, scissors, glue, tape, card board, tubes, boxes, shape, make, join, safely, explore, colour, design, feel, build, share, guided evaluation, show, events, people, objects, choose, colour, mix, purpose, mark, mean, meaningful, represent, ideas, thoughts, feelings, like, dislike	Artist, art, discuss, like, dislike, art work, style, colours, shapes

Techniques



Colour

Primary colours, red, blue, yellow, mix, light, dark, green, orange, pink, purple, black, white, brown.

Drawing

Pencil, control, shape, line, mark, object, picture, colour, texture, red, blue, yellow, green, orange, pink, purple, black, white, brown, explore, , hold, grip, control, share, discuss , crayon, pencil, space, scribble, straight, long, short

Collage

Texture, make, experiment, investigate, put together, new, change, rough, smooth, bumpy, soft, hard, manipulate, squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten, mix, achieve, effect. Experiment, safe, explore. Choice, adapt, colour, design, idea, texture, plan, materials, purpose

Printing

Tool, load, paint, apply, surface, make, repeated, pattern, print, share, guided evaluation, shape, colour names.

Painting

Tools, choose, best, change, lines, straight, curved, long, short, texture, brush, share, colour, picture , paint, mix, primary

Sculpture

Make, build, tools, select, materials (names), plan, good, bad, improve, experiment, explore, safe, choice, adapt, change, idea, purpose, design, create, join, stack, stick, tools, change, squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten, paint, mix, achieve, effect.

Textiles

Texture, feel, materials, fabric, soft, smooth, rough, shiny, fluffy, fury, fabric pen, ink,

I will learn...

<u>Materials</u>	<u>Ideas, Experiences and Imagination</u>	<u>Artists</u>
<ul style="list-style-type: none"> • That there are different materials that I can use to build with. • That there are different tools that I can use to build with. • That there are different techniques that I can use e.g. cutting, tearing. • The names of the different materials I can use. • The names of the different tools I can use. • That the tools used in Art can come in different sizes. • How to describe the tools used in Art e.g. big/small/thick/thin. • How to select tools (from a very limited selection) that are appropriate for the job I need them to do. • How to hold scissors properly with some support. 	<ul style="list-style-type: none"> • How to pick up, hold and use a pencil, using two fingers and a thumb (tripod grip). • How to pick up, hold and use a paint brush. • How to mark make using different mediums e.g. pencils and paint. • That my marks mean something/are there to show my ideas, feelings, and experiences. • How to use my own experiences to influence my art & ideas • How to think of my own ideas • How to work in a group or team • How to create simple representations of my own experiences e.g. drawings/paintings of events, people and objects that mean something to me. • That my ideas, opinions, marks, and Artwork are important. 	<ul style="list-style-type: none"> • Begin to know the names of different artists. • What the role on an artist is. • How to talk about my likes and dislikes in artist work. • That Art can be lots of different things as it comes in different forms e.g. painting, sculpture, mosaic, drawing, graffiti etc. • That I can use an artist's work to inspire my own artwork. • How to work in the style of an artist.

<ul style="list-style-type: none"> • How to shape the materials that I am using. • How to join materials together. • That by shaping and joining the materials together I am making the model balance/more secure. • How to safely use and explore a variety of materials. • How to safely use and explore a variety of tools. • How to safely use and explore a variety of techniques. <p>That there are lots of different colours.</p> <ul style="list-style-type: none"> • That the 3 primary colours are red, yellow and blue. • That materials have different textures. • How to describe the different textures that materials have e.g. rough, smooth, bumpy, soft, hard. • How to manipulate materials e.g. squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten. • How to experiment with colour, design, texture, form, and function to change/better a product/model. • That materials and the way that they look can be changed. • How to plan what I would like a material to look like. • How to manipulate materials e.g. squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten. • How to change materials by adding other mediums e.g. painting them. 	<ul style="list-style-type: none"> • That different colours can be used to show different purposes e.g. yellow for the sun. • How to choose an appropriate colour that represents the purpose of my Artwork. 	
<p style="text-align: center;"><u>Techniques</u></p>		
<p><u>Drawing</u></p> <ul style="list-style-type: none"> • How to pick up, hold and use a pencil. • How grip a pencil correctly. 		



- 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.
- How to recognise shapes in objects. E.g. a tree = rectangle and circles.

Collage

- That there are different types of materials. (paper, tissue paper, card, felt, foam etc.)
- That materials can be combined to create an effect or image.
- How to cut out using scissors effectively.
- How to stick pieces down successfully.
- To create a finished piece and talk about my work

Printing

- That to print I need to add paint and pressure to an object on a flat surface.
- How to print using paint.
- That I can print using a range of colours.
- How to print using a colour that is fit for purpose.
- That different materials & objects can be used to print.
- How to print using a limited selection of different materials

Painting

- That the 3 primary colours are red, yellow and blue.
- The names of different colours.
- That colours can be mixed and when it is mixed it changes.
- How to explore by mixing colours.
- How to pick up, hold and use a paint brush.
- How to select the correct colour and use it for a purpose.
- To create my own artwork using paints (based on a stimulus or my own ideas)

Sculpture

- That there are different techniques that I can use when working with materials. e.g. cutting, tearing.
- That there are different tools that I can use to shape materials.
- How to shape the materials that I am using.
- How to join materials together.
- That by shaping and joining the materials together I am making the model balance/more secure.

Textiles



- That different materials have different names.
- How to recognise fabric and its qualities. (bendy, twistable, foldable, maintains shape)
- How to describe a fabrics texture.
- That I can draw onto fabric using fabric pens.