

Expressive Arts & Design - Creating with Materials

Curriculum End Goals:

ELG - Expressive Arts & Design

Creating with Materials

Children at the expected level of development will:

- 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.

KS1 Art and Design

Art and Design

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Design Technology

Design

Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

Technical knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.


Foundational Knowledge:

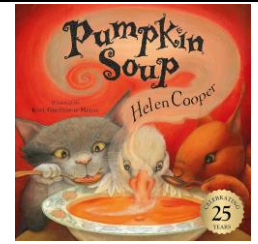
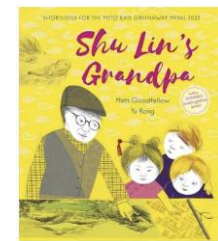
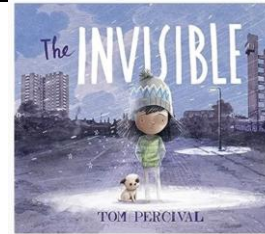
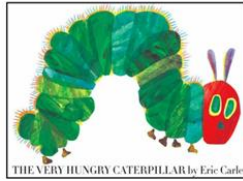
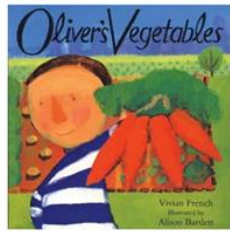
Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Recognise and create different patterns (up to 1 / 2 / 3 patterns) using loose parts and shapes. Describe patterns using correct vocabulary. Name at least two different artists (Lowry-Matisse and Seurat-Kandinsky).

Painting		
What will we explicitly teach:	<ul style="list-style-type: none"> finger painting and using other body parts to paint, modelling how to press and lift (not smudge) how to use rollers, sponges, brushes and ready mix paint how to mix colours and model using colours for different purposes (e.g. selecting blue and white to paint the sky a lighter shade of blue) 	<ul style="list-style-type: none"> finger painting and using other body parts to paint, modelling how to press and lift (not smudge) how to use rollers, sponges, brushes and different types of paint (e.g. ready mix and water colour blocks) correct paint brush grip and how to use painting tools and mediums appropriately how to mix colours (e.g. primary to secondary and shades - black and white) model using colours for different purposes
	Nursery	Reception
What will pupils know and be able to do? <i>italics = prior learning</i>	<ul style="list-style-type: none"> <i>Explore paint, using fingers and other parts of their bodies as well as brushes, sponges and rollers.</i> <i>Explore primary colours and how these colours can be changed.</i> Select different tools to paint, e.g. brushes of different sizes, rollers, sponges, body parts. Explore what happens when they mix primary colours. Choose particular colours to use for a purpose. 	<ul style="list-style-type: none"> Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. Accurately use a paint brush (appropriate grip). Show different emotions in their paintings, like happiness, sadness, fear, etc.(The Wonder, Shu Lin's Grandpa)
Prompting Questions for 'Thinking Hard'	<ul style="list-style-type: none"> <i>What picture can you make by just using your fingers to paint?</i> <i>What different marks can you make with your fingers?</i> <i>Can you name all of the colours you have used?</i> <i>Why have you used that colour?</i> Which paint brush size do you think you need for this painting? Why? Which two colours did you mix to make that colour? 	<ul style="list-style-type: none"> Can you mix a lighter shade of blue? What will you need to do this? Which type of paint is best to use for this? Why? Which painting tool would be best to use for this job? Why?
Essential Vocabulary <i>italics = prior learning</i>	<i>brushes, sponges, rollers, red, blue, yellow</i> choose, tools, mix, try, (and revise colour)	<i>choose, tools, mix, try,(and revise colour)</i> match, watercolour, ready mix, powder, grip, feelings
Drawing / line		
What will we explicitly teach:	<ul style="list-style-type: none"> mark making with different media, e.g. chinks, water, pens, pencils, crayons and in different materials such as shaving foam, sand, paint, mud model conversations about what you are making marks for, drawing to represent ideas / assigning meaning to marks drawing different lines, e.g. straight, wavy, zig zag how to draw through observation (e.g draw a circle to represent a face and include details.) 	<ul style="list-style-type: none"> mark making with different media, e.g. chinks, water, pens, pencils, crayons and in different materials such as shaving foam, sand, paint, mud model correct pencil grip when using drawing tools model conversations about what you are making marks for, drawing to represent ideas / assigning meaning to marks drawing and naming different lines, e.g. straight, wavy, zig zag, curly how to draw accurately through observation (e.g. when drawing a banana include the black dots) how to make lines darker / lighter through applying pressure or using different drawing tools
	Nursery	Reception

<p>What will pupils know and be able to do? <i>italics = prior learning</i></p>	<ul style="list-style-type: none"> • Start to make marks intentionally using a range of media e.g. chalk, paint, water, sand. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • 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. 	<ul style="list-style-type: none"> • Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas . • Create a different depth of line using the above. • When drawing themselves, represent all of the different face / body parts. • Draw with increasing observation, e.g. the strawberry has white dots. • Show different emotions in their drawings, like happiness, sadness, fear, etc.
<p>Prompting Questions for 'Thinking Hard'</p>	<ul style="list-style-type: none"> • Tell me about your drawing / picture. / Can you tell me about what you have done? • What did you use to draw xxx? • Can you show me how to do that? • What do you need to put on the person you have drawn? What could you use to help you? • I like xxx. What idea are you trying to show? 	<ul style="list-style-type: none"> • Show me how you drew the xxx? How did you draw it accurately? • How can we make the line darker / lighter? • What can you see on the xxx that we need to make sure we include in our drawing? How will we draw this? • How were you feeling when you drew that? How is the person / animal in your drawing feeling? Why?
<p>Essential Vocabulary <i>italics = prior learning</i></p>	<p><i>draw, pencil, chalk, line, felt tip</i> <i>shape, lines, drawing, wavy, straight</i></p>	<p><i>shape, lines, drawing, wavy, straight</i> <i>detail, dark, light, thick, thin, observe</i></p>
Sculpting		
<p>What will we explicitly teach:</p>	<ul style="list-style-type: none"> • how to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching • how to sculpt using playdough, plasticine and salt dough • model making simple items describing what you have made and the process (e.g I have made a pizza by rolling out a flat piece and creating smaller pieces to go on to as the pizza toppings) 	<ul style="list-style-type: none"> • how to sculpt different shapes modelling vocabulary, e.g. roll like a ball, roll out like a sausage, stretch, twist, flatten, pull, squeeze, stick together • how to make playdough and use senses and the correct vocabulary to describe the texture (e.g wet, dry, smooth, gloopy, texture) • how to sculpt using salt dough, playdough plasticine and clay and exploring what happens to the clay when you add water • model making simple items describing what you have made and the process
Nursery		Reception
<p>What will pupils know and be able to do? <i>italics = prior learning</i></p>	<ul style="list-style-type: none"> • Begin to sculpt using playdough (<i>link to fine motor</i>). • Talk about what they have made with playdough using simple language, e.g. cake, sausages. • Use playdough and plasticine to sculpt specific ideas. • Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled. 	<ul style="list-style-type: none"> • Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. • Use correct vocabulary to describe process e.g. twisted, rolled, stretched.

<p>Prompting Questions for 'Thinking Hard'</p>	<ul style="list-style-type: none"> • <i>Can you make an xxx with the dough? What shape will it be? What will it have on it?</i> • <i>What have you made? I like the way you have xxx. How did you do this?</i> • <i>What does the dough feel like?</i> • <i>How is dough different from plasticine? Which is easier to make things with?</i> • <i>Can you tell me how you created that xxx? What did you need to do with the plasticine / dough?</i> • <i>How can I make a xxx? What will I need to do with the dough / plasticine?</i> 	<ul style="list-style-type: none"> • Which material would be best to make an xxx dough, plasticine or clay? Why? • What difference does it make to the clay if I use water? • Which word describes what I am doing with the clay / plasticine / dough?
<p>Essential Vocabulary <i>italics = prior learning</i></p>	<p><i>dough / playdough, roll, ball, pat</i> <i>plasticine, squash, squeeze, pull, push</i></p>	<p><i>plasticine, squash, squeeze, pull, push</i> <i>clay, papier mâché, twist, stretch, flatten</i></p>
<p>Colour / pattern / texture / shape</p>		
<p>What will we explicitly teach:</p>	<ul style="list-style-type: none"> • the names for a range of different colours • the names of textures through modelling using senses and using the correct vocabulary (e.g <i>lumpy, smooth, rough, gloopy</i>) • how to create texture by mixing things with paint and glue (e.g sand, natural materials, glitter, sequins) • explain why different textures could be used for different purposes • how to make simple ABA patterns with colour and shape 	<ul style="list-style-type: none"> • the names for a range of different colours • the names of textures through modelling using senses and using the correct vocabulary (e.g <i>lumpy, smooth, rough, gloopy, texture</i>) • how to create texture by mixing things with paint and glue (e.g sand, natural materials, beads, fabric, glitter, sequins) • explain why different textures could be used for different purposes • how to make patterns up to AABC with colour and shape and explain the patterns they have created
<p>Nursery Reception</p>		
<p>What will pupils know and be able to do? <i>italics = prior learning</i></p>	<ul style="list-style-type: none"> • <i>Recognise and name the primary colours, black and white and some secondary colours .</i> • <i>Begin to be interested in and describe the texture of things.</i> • <i>Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple).</i> • <i>Experiment to create different textures, e.g. mixing different materials into paint / glue.</i> • <i>Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics). R</i> 	<ul style="list-style-type: none"> • Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey. • Select specific textures to represent different things e.g. glitter / sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach. • Recognise and create different patterns (up to AABC patterns) using loose parts and shapes. Describe patterns using correct vocabulary.
<p>Prompting Questions for 'Thinking Hard'</p>	<ul style="list-style-type: none"> • <i>What colour is that? Can you name the different colours in the picture / pattern?</i> • <i>What does it feel like?</i> • <i>Show me something hard / soft / sticky ...</i> • <i>Tell me why you have used that colour? How does that colour make you feel?</i> • <i>What do you think will happen if we put xxx in the paint or glue?</i> • <i>Talk to me about your pattern? What have you used to create it?</i> 	<ul style="list-style-type: none"> • Tell me, how do you make colours lighter or darker? • Which colours do we need to mix to make xxx? • What texture do we need to make so that it look / feel like xxx? What texture is xxx? • What is the missing shape and colour in this pattern? How do you know?
<p>Essential Vocabulary <i>italics = prior learning</i></p>	<p><i>feel, hard, soft, sticky, primary colours, black and white</i> <i>mix, lumpy, smooth, rough, gloopy, pattern</i> <i>(including above named colours)</i></p>	<p><i>mix, lumpy, smooth, rough, gloopy, pattern</i> <i>texture, lighter, darker, shade, AB/ABC Pattern</i> <i>(plus most common colours)</i></p>

Artists / Wider concepts		
<p>What will we explicitly teach:</p>	<ul style="list-style-type: none"> • what an artist, an art show and an art gallery are (through structured story times) • model expressing opinions about different pieces of art • teach pupils stem sentences and the correct vocabulary to express opinions, e.g. I like/ dislike because ... • model how to talk about shape, colour, pattern and texture in art • the names of different artists including class artists L. S. Lowry and Henri Matisse 	<ul style="list-style-type: none"> • what an artist, an art show and an art gallery are (through structured story times) • model expressing opinions about different pieces of art • teach pupils stem sentences and the correct vocabulary to express opinions (e.g. I like/ dislike because ... and I prefer... to... because...) • model how to talk about shape, colour, pattern and texture in art • the names of different artists including class artists Georges Seurat and Wassily Kandinsky
<p style="text-align: center;">Nursery Reception</p>		
<p>What will pupils know and be able to do? <i>italics = prior learning</i></p>	<ul style="list-style-type: none"> • <i>Know what an artist is.</i> • <i>Express simple likes and dislikes about different paintings / designs / sculptures.</i> • <i>Talk about colours in different pieces of art.</i> • Know what an art show is. • Name at least one artist (e.g. Class Artists: L. S. Lowry or Henri Matisse). • Talk about colours and shapes in different pieces of art. • Express simple likes and dislikes about different paintings / designs / sculptures saying why they think /feel this. 	<ul style="list-style-type: none"> • Know what an art gallery is. • Name at least two different artists (e.g. Class Artists: Georges Seurat and Wassily Kandinsky). • Express clear opinions about different paintings / designs / sculptures justifying their opinions. • Talk about colours, shapes, patterns and texture in different pieces of art. • Know that illustrators are artists.
<p>Prompting Questions for 'Thinking Hard'</p>	<ul style="list-style-type: none"> • <i>What do you like about this painting / design / model? Why?</i> • <i>What is an artist? What do they do?</i> • <i>Tell me, which colours do you like in this painting?</i> • <i>What is the name of the artist that painted this? How do you know? What is special about their art? Do you like their art? Why / why not?</i> • • <i>What colours and shapes can you see in this painting?</i> 	<ul style="list-style-type: none"> • Tell me, what is an art gallery? • Which artists do you know about? What can you tell me about them and their art? • Tell me what do you like / dislike about this xxx? Why is that your opinion? • Tell me, what is an illustrator? • Talk to me about the colour, shapes and textures in this painting.
<p>Essential Vocabulary <i>italics = prior learning</i></p>	<p style="text-align: center;"><i>like, don't like, artist, colour</i> <i>(know the primary colours, black and white and some others)</i> <i>dislike, art show, simple shape names (and names of colours)</i></p>	<p style="text-align: center;"><i>dislike, art show, illustrator, simple shape names (and names of colours)</i> <i>art gallery, illustrator, opinion, compare, prefer, because, texture, pattern, shape</i> <i>(and all common colours)</i></p>
<p>Stories that could unlock the learning- CUSP Reading Link</p>		



Stories that could unlock the learning

