

Expressive Arts & Design - Creating with Materials - Art and DT Focus

Curriculum End Goals:

ELG - Expressive Arts & Design	KS1 Art and Design
<p>Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Art and Design</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. <p>Design Technology</p> <p>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.</p> <p>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.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>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.</p>

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).

	Range of materials	
What will we explicitly teach:	<ul style="list-style-type: none"> • Model naming and describing materials. • Teach pupils to stretch, squash, roll, tear, scrunch and join materials (see Tools and Fixings Section for examples) • Model imaginative construction (e.g. adult to provide an example as a guide to inspire) • Explain choices of materials and shapes (Junk Modelling materials - circle, triangle, square, rectangle) 	<ul style="list-style-type: none"> • Model naming and describing material (e.g. create own labels for their creations) • Teach pupils to stretch, squash, roll, tear, scrunch and join materials (see Tools and Fixings Section for examples) • Model imaginative construction (e.g. provide children with visual prompts/steps for them to follow) • Explain choices of materials (i.e. Junk Modelling and woodwork materials) and shapes (2D and 3D) e.g. "I have used a split pin instead of a paperclip to join my paper because..."
	Nursery	Reception

<p>What will pupils know and be able to do? <i>italics = prior learning</i></p>	<ul style="list-style-type: none"> • Explore different materials, using all of their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Use block play to begin to build and design • Explore different materials freely to develop their ideas about how to use them and what to make. • Join different materials, beginning to explain choice linked to shape and texture / properties. • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. 	<ul style="list-style-type: none"> • Develop their own ideas through experimentation with a diverse range of materials. • Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair. • Join different materials explaining why they have chosen a specific fixing. • Purposefully choose construction materials and fixings for a specific job.
<p>Prompting Questions for 'Thinking Hard'</p>	<ul style="list-style-type: none"> • <i>What does it feel like? / What can you see?</i> • <i>What shall we make?</i> • <i>Which block might fit on top of that one? Why?</i> • <i>What did you use? Why?</i> • <i>How did you join them together?</i> • <i>How did you get that to balance / stay up?</i> 	<ul style="list-style-type: none"> • Why did you choose that? Can you explain your thinking? • Why do you think that worked / didn't work? • What could you use instead? • What fixing have you used?
<p>Essential Vocabulary <i>italics = prior learning</i></p>	<p><i>make, hard, soft, small, big</i></p> <p><u>build, join, plastic, paper, cardboard</u></p>	<p><i>build, join, plastic, paper, cardboard</i></p> <p><u>material, wood, foil, fabric, fixing</u></p>
<p>Tools and fixings</p>		
<p>What will we explicitly teach:</p>	<ul style="list-style-type: none"> • scissor use and safety (e.g playdough scissors - craft scissors - scissors) • cutting tape safely on and off a cutter • the different types of fixing and which to use in different scenarios, including different types of glue and tape • correct use of cutlery • safe use of hand and hole punches, craft punches, staplers, trowels 	<ul style="list-style-type: none"> • scissor use and safety • cutting tape safely on and off a cutter • the different types of fixing and which to use in different scenarios, including different types of glue and tape • correct use of cutlery • safe use of hole punches, staplers, trowels, hammer, hand drills, hand vice and saw
<p>Nursery</p>		<p>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>Begin to use scissors and Sellotape cutters accurately.</i> • <i>Use basic fixings, e.g. PVA glue, Pritt stick, masking tape, Sellotape (but may still get tangled).</i> • Use scissors accurately. • Begin to use cutlery accurately. • With supervision, use staplers and hole punches safely. • Use masking tape, Sellotape (and cutter), elastic bands, Pritt stick and PVA glue accurately. • Begin to use treasury tags. • With supervision, begin to use an age-appropriate hammer and nails (goggles and gloves). 	<ul style="list-style-type: none"> • Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. • Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely (goggles and gloves). • Use a range of fixings explaining choices - staples / stapler, hole punch, treasury tags, split pins, paperclips, different glues (Pritt stick and PVA glue), Sellotape, masking tape.
<p>Prompting Questions for 'Thinking Hard'</p>	<ul style="list-style-type: none"> • <i>Can you explain / show me how to use the scissors?</i> • <i>How can we stop the tape from getting tangled?</i> • <i>How can we stick them together? What shall we use?</i> • <i>Can you find a ...? How can we fix it to the ...?</i> • <i>What tool are you using? How do you use it safely?</i> 	<ul style="list-style-type: none"> • Which fixing shall we use for this job and why? • Which tools will you use? Can you explain your choices? • How can we stay safe while we are doing this?

	<ul style="list-style-type: none"> Which fixing will be best for ...? 	
Essential Vocabulary <i>italics = prior learning</i>	<i>scissors, tape, glue, together, safe</i> stapler, hole punch, treasury tag, tools, safely	<i>stapler, hole punch, treasury tag, tools, safely</i> trowel, drill, vice, saw, split pins, safety equipment (e.g. goggles)
Food and Nutrition		
What will we explicitly teach:	<ul style="list-style-type: none"> describe the 'get ready to cook' steps explain why it is important to get ready to cook so the food we prepare is safe to eat to try a range of fruit and vegetables Name familiar food products e.g. fruit and vegetables 	<ul style="list-style-type: none"> name and describe the 'get ready to cook' steps explain why it is important to get ready to cook so the food we prepare is safe to eat make healthy choices group familiar food products e.g. fruit and vegetables understand the need for a variety of foods in a diet how to use equipment and utensils safely and purposefully
Nursery		Reception
What will pupils know and be able to do? <i>italics = prior learning</i>	<ul style="list-style-type: none"> measure and weigh food items, using spoons, cups use equipment and utensils safely and purposefully combine ingredients to make crispy cakes knead, roll and cut dough to make biscuits 	<ul style="list-style-type: none"> select and chop fruit to a simple fruit kebab select, chop and combine vegetables to create a soup make a sandwich with a spreadable filling explore preparation utensils when making items explain how different pieces of kitchen equipment are used
Prompting Questions for 'Thinking Hard'	<i>What food can you see?</i> <i>Can you name these ingredients?</i> <i>What equipment can you see?</i> <i>What is happening/what skills are we using?</i> <i>Can you look at the picture and tell me what we need to do first?</i> <i>How is the food changing?</i> <i>How did that taste? (sweet, sour, bitter)</i>	<i>Can you name these ingredients?</i> <i>What utensils do we have here? Which one will we need to use first?</i> <i>What is this equipment called?</i> <i>Have you seen it before? If so, where? What does it do?</i> <i>Does it have any sharp parts that we would need to be careful with?</i> <i>Can you look at the instruction pictures and tell me what we need to do first?</i>
Essential Vocabulary <i>italics = prior learning</i>	<i>wash hands, mix, spoon, bowl, measure, combine, food, ingredients, equipment, changing, taste</i>	<i>food, ingredients, equipment, changing, taste</i> <i>cut, chop, bread, spread, knife, chopping board, bowl, peel</i>
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

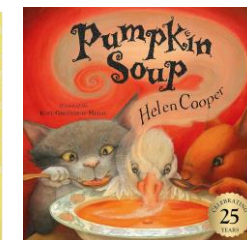
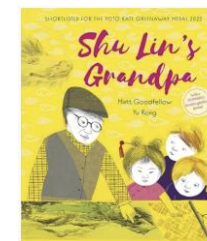
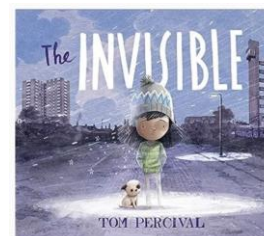
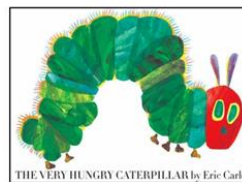
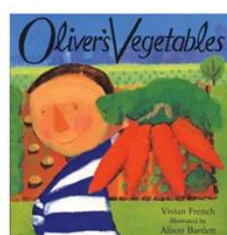
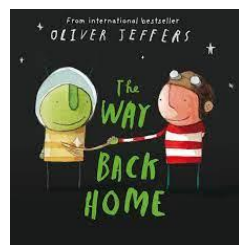
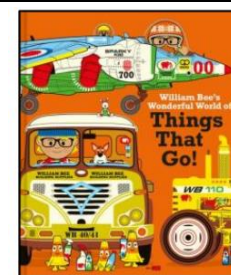
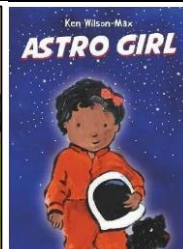
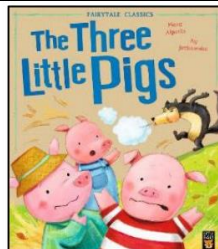
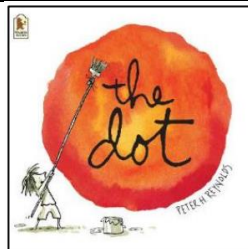
	Nursery	Reception
<p>What will pupils know and be able to do? <i>italics = prior learning</i></p>	<ul style="list-style-type: none"> Explore paint, using fingers and other parts of their bodies as well as brushes, sponges and rollers. Explore primary colours and how these colours can be changed. Select 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)
<p>Prompting Questions for 'Thinking Hard'</p>	<ul style="list-style-type: none"> What picture can you make by just using your fingers to paint? What different marks can you make with your fingers? Can you name all of the colours you have used? Why have you used that colour? 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?
<p>Essential Vocabulary <i>italics = prior learning</i></p>	<p><i>brushes, sponges, rollers, red, blue, yellow</i> choose, tools, mix, try, (and revise colour)</p>	<p><i>choose, tools, mix, try,(and revise colour)</i> match, watercolour, ready mix, powder, grip, feelings</p>
Drawing / line		
<p>What will we explicitly teach:</p>	<ul style="list-style-type: none"> mark making with different media, e.g. chalks, 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. chalks, 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? 	<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?

	<ul style="list-style-type: none"> • 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"> • How were you feeling when you drew that? How is the person / animal in your drawing feeling? Why?
Essential Vocabulary <i>italics = prior learning</i>	<i>draw, pencil, chalk, line, felt tip</i> shape, lines, drawing, wavy, straight	<i>shape, lines, drawing, wavy, straight</i> detail, dark, light, thick, thin, observe
Sculpting		
What will we explicitly teach:	<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
What will pupils know and be able to do? <i>italics = prior learning</i>	<ul style="list-style-type: none"> • <i>Begin to sculpt using playdough (link to fine motor).</i> • <i>Talk about what they have made with playdough using simple language, e.g. cake, sausages.</i> • 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.
Prompting Questions for 'Thinking Hard'	<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> • How is dough different from plasticine? Which is easier to make things with? • Can you tell me how you created that xxx? What did you need to do with the plasticine / dough? • How can I make a xxx? What will I need to do with the dough / plasticine? 	<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?
Essential Vocabulary <i>italics = prior learning</i>	<i>dough / playdough, roll, ball, pat</i> plasticine, squash, squeeze, pull, push	<i>plasticine, squash, squeeze, pull, push</i> clay, papier mâché, twist, stretch, flatten
Colour / pattern / texture / shape		
What will we explicitly teach:	<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 lumpy, smooth, rough, gloopy) • 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 lumpy, smooth, rough, gloopy, texture) • 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

	Nursery	Reception
<p>What will pupils know and be able to do?</p> <p><i>italics = prior learning</i></p>	<ul style="list-style-type: none"> Recognise and name the primary colours, black and white and some secondary colours. Begin to be interested in and describe the texture of things. Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple). Experiment to create different textures, e.g. mixing different materials into paint / glue. Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics). R 	<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"> What colour is that? Can you name the different colours in the picture / pattern? What does it feel like? Show me something hard / soft / sticky... Tell me why you have used that colour? How does that colour make you feel? What do you think will happen if we put xxx in the paint or glue? Talk to me about your pattern? What have you used to create it? 	<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</p> <p><i>italics = prior learning</i></p>	<p><i>feel, hard, soft, sticky, primary colours, black and white</i> mix, lumpy, smooth, rough, gloopy, pattern (including above named colours)</p>	<p><i>mix, lumpy, smooth, rough, gloopy, pattern</i> texture, lighter, darker, shade, AB/ABC Pattern (plus most common colours)</p>
<p>Artists / Wider concepts</p>		
<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
	Nursery	Reception
<p>What will pupils know and be able to do?</p> <p><i>italics = prior learning</i></p>	<ul style="list-style-type: none"> Know what an artist is. Express simple likes and dislikes about different paintings / designs / sculptures. Talk about colours in different pieces of art. 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"> What do you like about this painting / design / model? Why? What is an artist? What do they do? Tell me, which colours do you like in this painting? 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? 	<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>	<ul style="list-style-type: none"> • What colours and shapes can you see in this painting? <i>like, don't like, artist, colour</i> (know the primary colours, black and white and some others) dislike, art show, simple shape names (and names of colours) 	<p><i>dislike, art show, illustrator, simple shape names (and names of colours)</i> art gallery, illustrator, opinion, compare, prefer, because, texture, pattern, shape (and all common colours)</p>
<p>Discussion and evaluation</p>		
<p>What will we explicitly teach:</p>	<ul style="list-style-type: none"> • Model explaining what you have made, what you used and why, including colour • Vocabulary to enable pupils to name different materials • How to share what they have created with others using precise language. I have made a ... by ... • How to give their peers feedback on what they have done using stem sentences, e.g. I like ... because ... 	<ul style="list-style-type: none"> • Model explaining what you have made, what you used and why, including colours • Age related vocabulary to enable pupils to name different materials and fixings • How to share what they have created with others using precise language. I have made a ... by ... • How to give their peers feedback on what they have done using stem sentences, e.g. I like ... because ...
<p>Nursery</p>		<p>Reception</p>
<p>What will pupils know and be able to do? <i>italics = prior learning</i></p>	<ul style="list-style-type: none"> • Say what they have made. Use key words to assign meaning to their creations, e.g. dog, mummy, head, tail, face • Begin to talk about the colours they have used and why. • Begin to name what they have used to create, e.g. box, paper, tape • Say what they like about their creations. • Say what was hard and easy about their creations • Talk about the colours they have used and why • Use increasingly accurate vocabulary to name what they have used to create, e.g. egg box, cereal box, juice bottle, plastic, cardboard • Begin to talk to others about and share their creations showing increasingly more interest in what others have done. I like ... because ... 	<ul style="list-style-type: none"> • Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Say what works well / why they are proud / pleased about their creation and what they might do to make it even better. • Create collaboratively, sharing ideas, resources and skills.
<p>Prompting Questions for 'Thinking Hard'</p>	<ul style="list-style-type: none"> • What have you made? Can you tell me about it? • Why did you choose those colours? • What did you use to make your chair? (Link to Goldilocks.) Can you name the different things you used? • What did you find easy/hard when you made your... ? • What do you like best about your Dot Painting? (linked to The Dot) Why? • Tell me, what have you used to make your House? (Link to The Three Little Pigs) Why did you choose that? • What do you like about ...'s model? Why? 	<ul style="list-style-type: none"> • Tell me about how you fixed ... to ... ? Can you tell me about the materials you chose to use for your vehicle (linked to William Bee) and why? • What are you pleased about? What could you make even better? Why?
<p>Essential Vocabulary <i>italics = prior learning</i></p>	<p><i>made, used, paper, box, tape/glue</i> (plus colour language - see painting section)</p> <p>hard, easy, because, enjoyed, favourite (plus colour language - see painting section)</p>	<p><i>hard, easy, because, enjoyed, favourite</i> (plus colour language - see painting section)</p> <p>materials, fixings, better, proud, idea</p>

Stories that could unlock the learning- CUSP Reading Link



Stories that could unlock the learning

