

# Reception

## Drawing

### What will we explicitly teach:

- 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

### What will pupils know and be able to do?

- 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.

### Prompting Questions for 'Thinking Hard'

- 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?

### Key Vocabulary

shape  
lines  
drawing  
wavy  
straight  
detail  
dark  
light  
thick  
thin  
observe

### Reference Images

**Different Kinds of Lines**

Straight \_\_\_\_\_

Zig Zag 

Wavy 

Dotted .....

Curly 



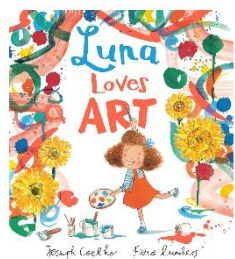

make lines darker  
/ lighter







### Books to engage



### Specific provision

#### Mark Making Area / Writing / Drawing Area

- range of media - pencils, coloured pencils, felt tips, crayons, chalks, dry wipe markers
- templates for exploring line, e.g. straight, curvy, zigzag
- natural materials and stencils to draw around
- different shapes, sizes, colours and textures of paper and card
- selection of printed papers - lined, squared, dotted

#### Woodwork Area

- mark making resources including pencils, felt tip pens, paints, paper and clipboards
- There should be an expectation that pupils draw in order to plan what they are making. The same could apply to the workshop / junk modelling area.

#### Science / Investigation Area


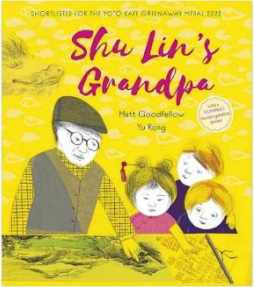
- magnifying glasses for observing
- mark making materials for observational drawings, annotated diagrams and pictures, e.g. paper, pencils, paint, chalk, crayons, paper, card

#### Wider provision

Pupils will also meet this in other aspects of the provision, for example: mark making in dough; drawing pictures for the home corner / themed role play; making cards for a range of purposes / celebration; making marks outside with paint brushes / and water, paint on car wheels. There should be opportunities for mark making / drawing in each aspect of the provision.


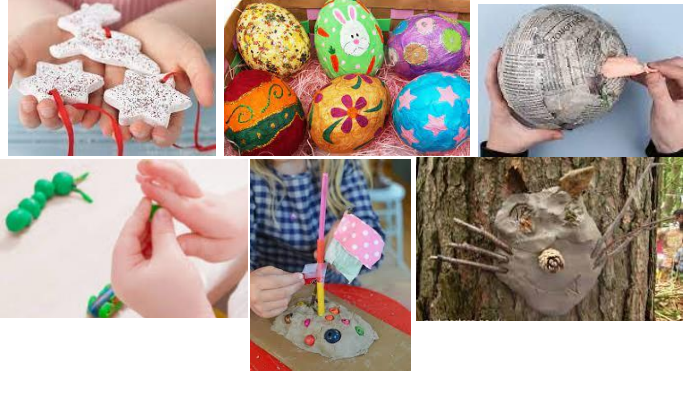
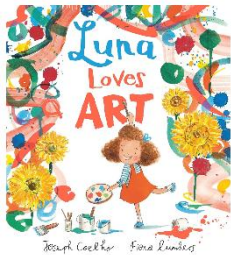
# Reception

## Painting

What will we explicitly teach:	What will pupils know and be able to do?	Prompting Questions for 'Thinking Hard'
<ul style="list-style-type: none"> <li>finger painting and using other body parts to paint, modelling how to press and lift (not smudge)</li> <li>how to use rollers, sponges, brushes and different types of paint (e.g. ready mix and water colour blocks)</li> <li>correct paint brush grip and how to use painting tools and mediums appropriately</li> <li>how to mix colours (e.g. primary to secondary and shades - black and white)</li> <li>model using colours for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint.</li> <li>Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers.</li> <li>Accurately use a paint brush (appropriate grip).</li> <li>Show different emotions in their paintings, like happiness, sadness, fear, etc.( The Wonder, Shu Lin's Grandpa )</li> </ul>	<ul style="list-style-type: none"> <li>Can you mix a lighter shade of blue? What will you need to do this?</li> <li>Which type of paint is best to use for this? Why?</li> <li>Which painting tool would be best to use for this job? Why?</li> </ul>
Key Vocabulary	Reference Images	Specific provision
<p>choose tools mix try,(and revise colour) match watercolour ready mix powder grip feelings</p>		<p><b>Art / Painting Area</b></p> <ul style="list-style-type: none"> <li>ready-mix paints, watercolour, powder paints</li> <li>painting tools, e.g. brushes, rollers, sponges, cotton wool buds, other materials for print and pattern making, e.g. bark / leaves</li> <li>primary colour paints plus black and white for shade</li> <li>examples of artists' paintings</li> </ul> <p><b>Workshop / junk modelling area</b></p> <ul style="list-style-type: none"> <li>using brushes, rollers, sponges - painting models they have made to complete a finished product</li> <li>experimenting with paint on different surfaces</li> </ul> <p><b>Mathematics Area</b></p> <ul style="list-style-type: none"> <li>cotton reels, shapes, fruit / vegetables</li> <li>pattern printing e.g. ABA/ABBA patterns, pattern completion / continuation</li> <li>shape / symmetry printing / painting ▪ painting / printing how many ... in response to a number</li> </ul> <p><b>Wider provision</b></p> <p>Pupils will also meet this in other aspects of the provision, for example: using similar tools in the water / mud; larger scale painting outdoors on large sheets / large vertical paper; painting scenery for the stage area.</p>
Books to engage		
		

# Reception

## Sculpture

What will we explicitly teach:	What will pupils know and be able to do?	Prompting Questions for 'Thinking Hard'
<ul style="list-style-type: none"> <li>• 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</li> <li>• how to make playdough and use senses and the correct vocabulary to describe the texture (e.g. wet, dry, smooth, gloopy, texture)</li> <li>• how to sculpt using salt dough, playdough plasticine and clay and exploring what happens to the clay when you add water</li> <li>• model making simple items describing what you have made and the process</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.</li> <li>• Use correct vocabulary to describe process e.g. twisted, rolled, stretched.</li> </ul>	<ul style="list-style-type: none"> <li>• Which material would be best to make an xxx dough, plasticine or clay? Why?</li> <li>• What difference does it make to the clay if I use water?</li> <li>• Which word describes what I am doing with the clay / plasticine /dough?</li> </ul>
Key Vocabulary	Reference Images	Where could pupils meet this in provision (this is not exhaustive)?
<p>plasticine squash squeeze pull push clay papier mâché, twist stretch flatten</p>		<p><b>Dough Area</b></p> <ul style="list-style-type: none"> <li>• selection of dough with different scents / textures</li> <li>• rolling pins - plain and patterned</li> <li>• muffin cases / cake tins large and small</li> <li>• dough cutters / extruders / stampers (different shapes and patterns)</li> </ul> <p><b>Art Area</b></p> <ul style="list-style-type: none"> <li>• plasticine and tools</li> <li>• clay and clay tools</li> <li>• papier mâché - opportunities to make papier mâché and sculpt around objects, e.g. balloons</li> </ul>
Books to engage		<p><b>Role Play Area</b></p> <ul style="list-style-type: none"> <li>• dough</li> <li>• plasticine</li> <li>• high quality images of food from a range of cultures / family meals</li> </ul> <p><b>Wider provision</b></p> <p>Pupils will also meet this in other aspects of the provision, for example: sculpting wet sand and mud; experimenting with jelly. Sculpture is not limited to malleable materials - pupils may also make sculptures with woodwork, large and small loose parts and reclaimed materials.</p>
		

# Reception

## Colour / pattern / texture/ shape

### What will we explicitly teach:

- 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

### What will pupils know and be able to do?

- 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.

### Prompting Questions for 'Thinking Hard'

- 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?

### Key Vocabulary

feel  
hard  
soft  
sticky  
primary colours  
black and white  
mix  
lumpy  
smooth  
rough  
gloopy  
pattern

### Reference Images



### Where could pupils meet this in provision (this is not exhaustive)?

#### Mathematics Area

- opportunities to build AB patterns but also patterns with core units such as AAB, ABC, and AABC using shape and pattern
- 2D Shapes, paper shapes
- cubes and multilink
- different coloured objects / loose parts / small world and hoops for colour sorting

#### Painting / Art Area

- sponges, brushes rollers
- printing materials, e.g. fruit / veg, cotton reels, cotton buds
- natural materials, e.g. leaves
- sawdust, sand, glitter, sequins
- PVA
- ready mixed paint

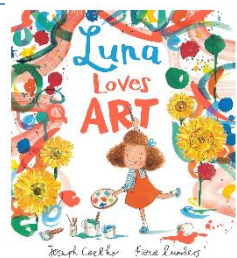
#### Dough Area

- selection of dough with different scents / textures
- rolling pins - plain and patterned.
- muffin cases / cake tins large and small
- dough cutters / extruders / stampers (different shapes and patterns)

#### Wider provision

- Pupils will also meet this in other aspects of the provision, for example: exploring texture in wet and dry sand, wet, and dry mud in the mud; exploring pattern and texture in transient art.


### Books to engage



# Reception

## Artists / Wider concepts

What will we explicitly teach:	What will pupils know and be able to do?	Prompting Questions for 'Thinking Hard'
<ul style="list-style-type: none"> <li>what an artist, an art show and an art gallery are (through structured story times)</li> <li>model expressing opinions about different pieces of art</li> <li>teach pupils stem sentences and the correct vocabulary to express opinions (e.g. I like/ dislike because ... and I prefer... to... because...)</li> <li>model how to talk about shape, colour, pattern and texture in art</li> <li>the names of different artists including class artists Georges Seurat and Wassily Kandinsky</li> </ul>	<ul style="list-style-type: none"> <li>Know what an art gallery is.</li> <li>Name at least two different artists (e.g. Class Artists: Georges Seurat and Wassily Kandinsky).</li> <li>Express clear opinions about different paintings / designs / sculptures justifying their opinions.</li> <li>Talk about colours, shapes, patterns and texture in different pieces of art.</li> <li>Know that illustrators are artists.</li> </ul>	<ul style="list-style-type: none"> <li>Tell me, what is an art gallery?</li> <li>Which artists do you know about? What can you tell me about them and their art?</li> <li>Tell me what do you like / dislike about this xxx? Why is that your opinion?</li> <li>Tell me, what is an illustrator?</li> <li>Talk to me about the colour, shapes and textures in this painting.</li> </ul>

Key Vocabulary	Reference Images	Where could pupils meet this in provision (this is not exhaustive)?
<p><i>dislike, art show, illustrator, simple shape names (and names of colours)</i></p> <p>art gallery, illustrator, opinion, compare, prefer, because, texture, pattern, shape (and all common colours)</p>		<p><b>Themed Role Play</b></p> <ul style="list-style-type: none"> <li>opportunities for creating own art show / art gallery / to pretend to be an artist</li> <li>paintings, designs, drawings and sculptures (pupils and artists)</li> <li>frames / frame making materials</li> <li>places to display paintings / drawings / designs / sculptures</li> </ul> <p><b>Painting / Art Area</b></p> <ul style="list-style-type: none"> <li>range of paintings, drawings, designs and sculptures / photos of sculptures</li> <li>examples of shapes, colours, patterns, textures to explore and name</li> </ul> <p><b>Book Area</b></p> <ul style="list-style-type: none"> <li>books with images of different artist's work</li> <li>floor books made with the children's artwork for discussion</li> </ul> <p><b>Wider provision</b></p> <p>Pupils will also meet this in other aspects of the provision, for example woodwork and workshop / reclaimed materials - pupils could evaluate and emulate artists sculptures / creations. Wherever possible, pupils should have a visit from a local artist who can live model and work with pupils.</p>
<p><b>Books to engage</b></p>		
