

Expressive Arts and Design: Creating with materials

Curriculum Objective

Creating with Materials

- 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.
- Make use of props and materials when role playing characters in narratives and stories.

Links Across the Curriculum

Geography—sand play, sandcastles and digging in the sand, using water to find out what will happen, understanding different material e.g. sandy, rocky, smooth, rough etc, drawing and creating map of school and local area / PSHE—similarities and difference between them and families / RE—different decoration and materials used for occasion e.g. for Christmas red and green, felt material. / Science— learning about materials and their properties through 3 little pigs, exploring magnets / Design and technology—opportunities to design and draw (junk modelling), cutting accurately, using tools safely, exploring a range of materials and developing understanding of using appropriate resources for a task / Art and design—creating self portraits and family portraits, create different pieces of art studying a famous artist and give an opinion, play dough, variety of natural and unnatural object to create art, naming and mixing colour and draw different types on lines e.g. zig-zag, curved etc. / safeguarding—how to be safe using equipment e.g. not putting fingers into sharpeners, pointing scissors downwards whilst carrying them, safe control of tools.

Components Autumn Term

Supported through...

To show respect for all resources and ask for help if required.

To recognise different colours e.g. red, blue and yellow along with purple, orange, green.

Exploring primary colours and colour-mixing.

To show understanding of how to correctly use and store glue sticks and tape.

Beginning to cut and snip in a straight line.

Use a paintbrush to create straight strokes and circle.

Beginning to understand colours can be used for a purpose and beginning to discuss what they have created.

Exploring different material with adult support—felts, string, layer of paint.

Beginning to use role play / puppets — support with repeated phrase from narrative or experiences from own life.

Beginning to create sculptures using material and tool with support — clay diva lamps—using clay, hands and tools.

Beginning to explore different Material and its property —house structures for 3 little pigs .

Beginning to create self portraits using - shapes and colour—mixing of white paint to make a lighter shade of colour.

Creating simple line / continuous lines in drawings.

Beginning to understand drawing a face is made using shapes with support e.g. a circle for a face.

- Creative table activities—painting, decorating, sculpting , dough and arts and crafts activities

- Varied creative resources in the provision

- Role play

- Experimenting with different materials

- Free painting

- Matching colour to life activities

- Modelling how to use different paint colours with different paint brushes

- Use of rolling pins/brushes/rollers/cutters—what to use for different desired effect

- Self portrait—painting

- 3 little pigs—building houses - exploring materials

- Stories

- Natural environment—creating art

Begin to understand they can show different emotion within their drawing .

Exploring the impact of some materials have on a paper. E.g. paper becomes floppy when cover all with paint.

Developing the use of different object for it to represent another.

Beginning to share creation with a familiar adult or peer.

Artist study —Andy Goldsworthy — developing knowledge and of artist and of their techniques.

Components Spring Term

Developing colour mixing knowledge.

Discussing what has been created to peers and adults.

Use a range of materials to create different textures.

Beginning to use a variety of artistic effect to express their ideas and feelings.

Developing sculptures—plasticine. Beginning to use hands and tools to create sculptures more independently.

Artist study —Pier Mondrian—developing knowledge and of artist and of their techniques.

Beginning to use cutters in dough to form a required shape.

Beginning to understand when mixing ingredients can change texture.

Developing to cut and snip in zig-zag / wavy lines.

With increase use a paintbrush to create straight strokes, shapes and faces.

Beginning to use colours for a purpose.

Using different material with minimal for a desired outcome—felts, string, layer of paint.

Creating different shapes with continuous lines.

To use more details in drawing.

Form characters to replay and act parts of stories.

Supported through...

- Creative table activities—painting, decorating, sculpting , dough and arts and crafts activities

- Varied creative resources in the provision

- Role play

- Experimenting with different materials

- Free painting

- Matching colour to life activities

- Modelling how to use different paint colours with different paint brushes

- Use of rolling pins/brushes/rollers/cutters—what to use for different desired effect

- Creating sculptures from plasticine

- Artist study— Pier Mondrian - primary colours and techniques

- Real experiences of baking— mixing ingredients/cutters/design and exploring the taste

- Gingerbread man baking—use of cutters

Components Summer Term

Supported through...

To choose and manipulate materials to have a planned effect.

Develop own ideas through experiments and diverse materials to express and communicate their discoveries and understanding.

Develop an idea and viewpoint of artwork from studied artist.

Planning what colours to use for a purpose and discuss what they have created . E.g. yellow colour for the sun.

Artist study —Vincent Van Gogh — developing knowledge and of artist and of their techniques.

Independently selecting resources and tools to create a desired outcome.

More confidently cutting and snipping accurately and around shapes or pictures.

With more precision use a paintbrush to create a range of effects.

Using specific material to create a desired outcome—felt/fur for a dog.

Use hands and tool to create a planned effect.

- Creative table activities—painting, decorating, sculpting , dough and arts and crafts activities

- Varied creative resources in the provision

- Role play

- Experimenting with different materials

- Free painting

- Matching colour to life activities

- Modelling how to use different paint colours with different paint brushes

- Use of rolling pins/brushes/rollers/cutters—what to use for different desired effect

- Artist study—Vincent Van Gogh— Flower drawing— links to plant learning

Curriculum Objective

Being imaginative and expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Links Across the Curriculum

Music—explore song, rhymes and actions, rhythm, copying rhythm, music has a pulse and steady beat, exploring high and low sounds and performing / English—T4W, small world, role play, puppets / History—people who help us—links to staying safe.

Components Autumn Term

Enjoys listening to and joining in with signing and dancing activities.

Sings a few familiar songs in a group.

Beginning to initiates new combinations of movement and gesture in order to express themselves.

Beginning to retell phases or part of a story into their play and acts this out.

Building stories with toys/puppets/small world.

Explore instrument and how they make their sounds.

Respond to the melodic shape with their voice.

Supported through...

- Puppets
- Role play
- Learning nursery rhymes
- Curriculum Enrichment music session
- Stories
- English lessons—text
- Singing in classroom
- Nativity performance
- Circle time
- Outdoor theatre area
- Small world
- Free access to musical instruments

Components Spring Term

Playing instruments with more control and express their feelings.

Create own songs or improvise a song.

Pitch match—sing the pitch of a tone.

Listen with increased attention to sounds and how they can be changed.

Responds to what they have heard, expressing their thoughts and feelings.

Sing a collection of familiar songs and rhymes more confidently.

Supported through...

- Puppets
- Role play
- Learning nursery rhymes
- Curriculum Enrichment music session
- Stories
- English lessons—text
- Singing in classroom
- Circle time
- Small world
- Free access to musical instruments

Components Summer Term

Listening attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, matching the pitch and following the melody.

Develop storylines and introduce characters in their pretend play.

Explore and engage in music making and dance, performing solo and in groups.


Supported through...

- Puppets
- Role play
- Learning nursery rhymes
- Curriculum Enrichment music session
- Stories
- English lessons—text
- Singing in classroom
- Circle time
- Small world
- Free access to musical instruments

Autumn	Spring	Summer
<p>Paint, colouring pencils, felt tip, paper, card, scissors, pipe cleaner, sting, pom-poms, glue stick, stick, cut, fold, peel, put together, create, design, art, colours, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin</p> <p>role play—hats, dressing up, mask etc. small world—farmyard, animals, castles etc.</p>	<p>Paint, colouring pencils, felt tip, paper, card, scissors, pipe cleaner, sting, pom-poms, glue stick, stick, cut, fold, peel, put together, create, design, plan, art, artist, colours, primary colours, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin</p> <p>Cotton buds, Piet Mondrian—primary colours, lines, square, rectangles</p> <p>role play—hats, dressing up, mask etc. small world—farmyard, animals, castles etc.</p>	<p>Paint, colouring pencils, felt tip, paper, card, scissors, pipe cleaner, sting, pom-poms, glue stick, stick, cut, fold, peel, put together, create, design, plan and evaluate, art, artist, colours, primary colours, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin</p> <p>Vincent van Gogh - impressionist, sun flower, oil pastels, master piece</p> <p>role play—hats, dressing up, mask etc. small world—farmyard, animals, castles etc.</p>

Preparing for the National Curriculum

English	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
All subjects	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
Science	Children will study The Three Little Pigs as a topic and learn the story through their T4W. They will explore the three different materials and understand why the brick house was the strongest and the best. The children will be able to touch and build using all three materials and explore their properties for themselves. Children will also explore using magnets and discover what is magnetic and what is not in their classroom / school environment. Throughout the EYFS curriculum, children will be given the chance to perform simple tests and explore 'What happens if...'. Adults facilitate deeper thinking through questioning, prompts and 'I wonder...' statements and support children to draw conclusions from what they have done. For example, children will explore using water and will compare capacity, or find out what might float and sink and why (preparing for properties of materials and working scientifically).
Geography	Children will have played with sand. Children will have built sandcastles and dug in the sand. Children will have played in water and will have seen that the UK is surrounded by water.
Art	Children will have used playdough throughout the year and will have improved their motor skills when manipulating. Children will be able to roll, squash, twist, pull dough.
DT	As part of continuous provision, children will have ever-changing materials to use to create with. Children will also develop their understanding when using different materials through more formal directed teaching e.g. making themed cards, making puppets, creating firework pictures, using sticks. As part of their Forest School learning, children will also use natural materials to build and create.

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
<p>Playout whole stories using puppets and role play using talk to direct and guide others.</p> <p>Be confident to start conversations and discuss stories/ideas/ thoughts, providing exploration and reasoning.</p> <p>Liston to stories and non-fiction texts, sharing their own ideas, making changes to make the story their own.</p> <p>Sings and performs different songs and dances</p> <p>Moves in time with the music</p> <p>Using appropriate resources for a task</p> <p>Using a range of tools confidently</p>	<div> <p>Creating cards for occasion e.g. mothers day cards / artist paintings / Curriculum Enrichment—dance sessions / roleplay / small world / self and family portraits</p> </div> <div> <p>Character Traits</p> <div> CuriosityResilientAmbitiousKind ArticulateRespectful </div> </div>	<p>Use of resources and equipment—e.g. flicking paint to create a Holi picture</p> <p>Card making</p> <p>Junk modelling—transport</p> <p>Local artist visit</p>	<p>Piet Mondrian</p> <p>Vincent van Gogh</p> <p>Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc.</p> <p>Culture dances with related music.</p> <p>Access to a variety of different musical instruments, e.g. African drums, etc.</p> <div>  </div>