






Art and Design MTP – EYFS Spring


Theme: Sculpture Skills

Expressive Arts and Design	Wk.	Coverage of Knowledge and Skills	Key Vocab	Activity Outline
<p>Three and Four Year Olds:</p> <p>Physical Development</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • 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. • Show different emotions in their 	1	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Choose the right resources to carry out their own plan. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Share their creations, explaining the process they have used. 	<p>Sculpture</p> <p>Statue</p>	<p>LO: Nature self portraits</p> <p>Floorbook lesson</p> <p>You will need a selection of: • sticks and twigs • stones of different sizes and shapes • leaves of different colours, shapes, sizes and textures • flowers or petals • conkers, chestnuts or acorns</p> <p>Have a look at your face in a mirror or close your eyes and picture yourself. What features appear on your face? What shape are these features? What size are they? Where are these features positioned? How many of each feature do you have? Are you wearing anything that you might like to include in your picture, e.g. glasses or a hearing aid?</p>  <p>Now go on a nature hunt, using your outdoor space at school, to collect some of the items from the list. If possible, try to choose things that match your features, such as pink petals if your lips are pink and brown leaves if your hair is brown. Ask: What can you find that is shaped like a nose?; Which are bigger - eyes or ears?; Can you find a mixture of different natural materials?</p> <p>Now you have collected some items, you can start to arrange them. Find a nice flat piece of ground and lay out your items to look like your face. Remember: • This is a portrait so only include your head and shoulders. • Sticks and twigs make good outlines and stones and petals make good features. • You might like to start by creating some shoulders at the bottom of your design. • Don't forget your neck between your shoulders and head. • The top of the ears are halfway up the side of your head. • Place the nose in line with the ears near the middle of your face. • Think about how far down the side of your head your hair falls. • Don't forget your eyebrows. How does it look? Why not have a look at other people's portraits and see if you can guess who each person is.</p>




<p>drawings and paintings, like happiness, sadness, fear, etc.</p> <ul style="list-style-type: none"> • Explore colour and colour mixing. <p>Reception</p> <p>Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination, and agility. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>ELGs</p> <p>Physical Development</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. 	<p>2</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Join different materials and explore different textures. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Create collaboratively, sharing ideas, resources and skills. • Use a range of small tools, including scissors, paintbrushes and cutlery. 	<p>Sculpture</p> <p>Statue</p>	<p>LO: To create nature wind chimes</p> <p>Floorbook lesson</p> <p>You will need: a stick you can use for the base of your wind chime • a selection of natural materials (leaves, pinecones, shells, twigs, feathers, pebbles) • scissors • string</p> <ol style="list-style-type: none"> 1. Search in a safe, outdoors environment for a variety of natural items that you could use to make your wind chime. Leaves, feathers, shells, pebbles, twigs and pine cones would be good to use. 2. Choose a suitable stick for the items to be tied to. The other natural materials will be attached to this base, so it should be fairly sturdy and large enough to fit the chimes on. 3. Next, think about making the chimes. Think about how your choices will sound and look as they move in the breeze. 4. Use scissors to cut lengths of string to attach your chosen chimes to the base. 5. Tie a length of string to both sides of the base, so that it hangs horizontally, with all the chimes hanging down. 6. Display in your outdoor area! 
<p>3</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Join different materials and explore different textures. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Create collaboratively, sharing ideas, resources and skills. 	<p>3</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Join different materials and explore different textures. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Create collaboratively, sharing ideas, resources and skills. 	<p>Sculpture</p> <p>Statue</p>	<p>LO: Create a twig boat</p> <p>Floorbook lesson</p> <p>You will need: • Collection of sticks • Twine or string • Bunch of leaves • Hot glue gun (adult use only)</p> <ol style="list-style-type: none"> 1) First, collect a group of small sticks that are roughly the same length. 2) Next, tie the end of a piece of twine onto the base of the first stick. 3) Place the second stick next to the first and wrap the twine around both sticks, two or three times. 4) Wrap the twine around a third stick before rolling it close to the first two. 5) Continue to do this until you have secured all of your sticks together into a raft. Cut the twine from a the ball, leaving a long strand. Tie the 



<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. <p>Expressive Arts and Design Creating with Materials</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. 	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. 		<p>twine onto the raft.</p> <p>6) Repeat these steps with the other end of the sticks. This will keep the raft together. Use the ends of twine from both sides of the raft to tie a knot.</p> <p>7) Use the hot glue gun, with the help of an adult, to layer the leaves for the sail. Glue this onto a tall stick. This will be the mast of your boat.</p> <p>8) Place the bottom of the mast between two sticks in the middle of the raft. You could keep the mast standing upright by wedging two short sticks on either side of the mast. Alternatively, you could use the hot glue gun to glue the base of the mast to the raft.</p> <p>You have made your own toy boat using sticks and leaves that you have gathered yourself. Now it is time to put your boat into action - why not test the floating skills of your boat? You could use the water in a bath, in a paddling pool or in a small stream. You could see what other natural materials would make a good sail or raft.</p> 
<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Join different materials and explore different textures. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Create collaboratively, sharing ideas, resources and skills. • Use a range of small tools, including scissors, paintbrushes and cutlery. 	<p>Sculpture</p> <p>Statue</p>	<p>LO: To create a mud face sculpture</p> <p>Floorbook lesson</p> <p>You will need: mud/ soil; trees; water; natural found items eg. Sticks, leaves, pinecones, stones.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Mix the mud/ soil with a little water to make it more pliable 2. Add the mud to a tree trunk and begin to design and sculpt a face. 3. Use sticks to add texture to the mud sculpture. Add any natural materials to the face that the children choose, e.g. stones for the eyes and leaves for hair etc.



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