



Creating textures using painting/printing

Key Vocabulary: Printing, Rollers, Sponges, Texture, Pattern, Repeat. Linked Text: I Have an Idea! by Hervé Tullet				
EYFS Framework	Week	Framework - Coverage	Skills Taught	Knowledge
<p>Birth to 3 Years.</p> <ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. <p>3-4 Years.</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 drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. <p>4-5 Years.</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. 	1	<p>Explore different materials, using all their senses to investigate them.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Sustain concentration and control when experimenting with different tools and techniques.</p> <p>Mix sawdust, sand, washing up liquid or paste into paint to change its consistency or texture</p> <p>The properties of materials.</p>	<p>I know that different media can be combined to create new effects and textures.</p> <p>I know that natural tools/materials can create different textures (fruits or vegetables).</p>
		2	<p>Explore different materials, using all their senses to investigate them.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Enjoy using a variety of tools including different size brushes and tools. E.g sponge brushes, fingers and twigs.</p> <p>Mix sawdust, sand, washing up liquid or paste into paint to change its consistency or texture.</p> <p>To explain their art processes.</p> <p>Recognise and describe key features used.</p> <p>Repeating patterns – irregular painting patterns – Simple symmetry</p>



	3	<p>Explore different materials, using all their senses to investigate them.</p> <p>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.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Working spontaneously through the act of creating and making.</p> <p>Talk about the properties of materials.</p> <p>Repeating patterns – irregular painting patterns – Simple symmetry</p> <p>Use rolled up paper and art straws, pipe cleaners to create structures and objects to print with.</p>	<p>I know how to select appropriate tools and materials to create a print.</p> <p>I know how to create repeating prints using the same object.</p> <p>I know that different objects will create a different print.</p>
--	----------	--	--	--



Sculpting using clay

Key Vocabulary: Clay, Sculpture, 3D, Rolling, Squashing, Pinching, Kneading. Linked Text: "My Museum" illustrated by Joanne Liu				
EYFS Framework	Week	Framework - Coverage	Skills Taught	Knowledge
<p>Birth to 3 Years.</p> <ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. <p>3-4 Years.</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 drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. <p>4-5 Years.</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. 	1	<p>Make simple models which express their ideas.</p> <p>Join different materials and explore different textures.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Handle and investigate a variety of materials and malleable materials</p> <p>To begin to talk about their and others' ideas.</p> <p>Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing and pinching.</p>	<p>I know that sculptures come in many shapes and sizes.</p> <p>I know that 3D pieces of artwork are known as Sculptures.</p>
	2	<p>Make simple models which express their ideas.</p> <p>Join different materials and explore different textures.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing and pinching.</p> <p>Know how to use clay safely.</p> <p>Draw into clay with a range of tools.</p> <p>Compare clay with other modelling materials such as dough and plasticine.</p> <p>Press objects into clay.</p>	<p>I know that I can use my hands to manipulate malleable materials in different ways (rolling, kneading, squashing, pinching).</p> <p>I know that I can use tools to create marks on clay.</p>
	3	<p>Make simple models which express their ideas.</p> <p>Join different materials and explore different textures.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>To create a simple representation of a person.</p> <p>Talk about sculpture in the environment, what it can be made of and what it is about.</p> <p>Create a collection of objects made from clay and talk about them.</p>	<p>I know how to shape and model clay to create my end result.</p>

