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| <p>England Class Nursery</p> | <p>EYFS Curriculum: Development Matters - Expressive Arts and Design – 3-4 Year Olds</p> <ul style="list-style-type: none"> • 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>Progression towards ELG:</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>Curriculum Coverage (Examples)</p> | <p>Autumn 1</p> <p><i>Faces outlines and resources to add on eyes and hair</i> <i>Portraits – Design a giant leaf & acorn from resources collected on Autumn walk.</i></p> | <p>Autumn 2</p> <p><i>Painting animals</i> <i>Build an animal (Junk Modelling.</i> <i>Create a Christmas tree ornament (Salt dough)</i> <i>Mix colours to design firework picture</i></p> | <p>Spring 1</p> <p><i>Leaf rubbing to make a leaf man</i> <i>Chinese writing/make a red envelope</i> <i>Library visit</i> <i>Make a valentine card. (Bubble painting.</i></p> | <p>Spring 2</p> <p><i>Using apples cut in half to print.</i></p> | <p>Summer 1</p> <p><i>Fruit printing</i> <i>Silk dough/Play dough make a fruit model.</i></p> | <p>Summer 2</p> <p><i>Painting a meadow</i> <i>Bubble making</i></p> |
| <p>Key Vocabulary</p> | <p>Colour names, colour, mix, paint, draw, dab, light, dark, thick, thin, print</p> | | | | | |

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| <p>Wales/Scotland Classes</p> <p>Reception</p> | <p>EYFS Curriculum: Development Matters - 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>Progression towards ELG:</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. • Make use of props and materials when role playing characters in narratives and stories | | |
| <p>Curriculum Coverage (Examples)</p> | <p>Autumn 1 – Self Portraits Autumn 2 – Andy Goldsworthy Beginning to mix primary colours to make secondary colours. Build models using</p> | | <p>Spring 1 - Van Gogh – Starry Night art work; link to Space Spring 2 – Fairy Tales</p> | | <p>Summer 1 – Claude Monet – sunflowers Summer 2 – Art around the World Rousseau’s Tiger / animal prints / Designing homes for animals. Collage owls /</p> |

Nursery to Reception Progression and Knowledge Organiser – Art and Design (Expressive Arts and Design)

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| | <p>construction equipment. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Clay diva lamps/salt dough Christmas baubles. Firework pictures, Christmas decorations, Christmas cards, Freestanding structures linked to Andy Goldsworthy. Wax resist night time pictures. Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue</p> | <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function. Creating outer of space pictures</p> <p>Making paper lanterns, Chinese writing, puppet making, Shadow Puppets. Make different textures; make patterns using different colours Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play. Sliding pictures – links to Van Gogh.</p> | <p>symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing, wax resistant painting, masking tape batik – underwater pictures. Father's Day Crafts</p> |
| Key Vocabulary | <p>Artist, Draw, Pencil, Brush, Colour, Paint, Shade, Pattern, Picture, Pastels, Design, Create, Texture, Portrait, Print, Apply, Join, primary secondary, lighter, darker, brushstroke, pattern, line, shape, detail, model</p> | | |

| Progression of Skills | | | | | |
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| | Drawing | Painting | Collage | Sculpture | Print |
| <p>Nursery</p>  <p>Reception</p> | <p>Using gross motor movements to create large marks- continuous rotations, push/ pulls, vertical arcs</p> <p>Using lines to enclose shapes</p> <p>Begin to use enclosed shapes to represent people or objects</p> <p>Begin to include features such as circles for eyes, hair and limbs on pictures of figures</p> | <p>Explore paint using a wide variety of tools hands/cars/sponges/veg</p> <p>Explore different types of paint- powder paint, textured paint, scented paint, water colours, poster paint</p> <p>Exploring how colours can be changed and starting to use vocabulary such as light dark, colour names, change</p> | <p>Exploring a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures</p> <p>Begin to combine resources with different textures, colours and shapes</p> <p>Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough</p> | <p>Handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo, Lego etc.</p> <p>Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching</p> <p>Begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure</p> | <p>Become aware that objects leave marks e.g. hand printing, foot printing, sponges.</p> <p>Widen the variety of resources used for printing e.g. fruit</p> <p>Find different ways to print e.g. in clay, play dough, mud</p> |