

Art			
Topic	How can we use our bodies to make art?	Year	Reception
<p>EYFS Objectives – Expressive Arts and Design - Reception</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>Early Learning Goal – 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. • Make use of props and materials when role playing characters in narratives and stories. 			
Prior Learning		Future Learning	
<p>Expressive Arts and Design –3 and 4 year olds</p> <ul style="list-style-type: none"> • Explore different materials freely, 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>Year One objective include:</p> <p>Drawing and sketchbooks</p> <ul style="list-style-type: none"> • Understand drawing is a physical activity. • Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. • Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. • Test out printmaking ideas • Practice observational drawing <p>Print, colour and collage.</p> <ul style="list-style-type: none"> • Understand prints are made by transferring an image from one surface to another. • Use hands and feet to make simple prints, using primary colours. • Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. • Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. • Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. <p>Collaboration and community</p>	

	<ul style="list-style-type: none"> • Pupils spend time engaged in close looking and drawing to communicate what they can see verbally and visually. Pupils develop their seeing and drawing skills using a hand-writing pen and experimenting with scale in sketchbooks. • Pupils spend time practising cutting and collage skills to explore shape and colour to build images. Pupils will demonstrate an ability to make choices about shape, colour, and composition by inventing their own unique minibeast. Pupils communicate their thoughts and feelings about the work of artist Eric Carle in a class discussion.
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What pupils need to know or do to be secure

Key Concept:

- Engage with the world through touch, sight, hearing, smell and taste.
- Explore materials using senses or expressing senses.
- Confidence and enthusiasm to create without boundaries.
- Physical dexterity.
- Begin to link own ideas and thoughts and create their own outcome.
- Begin to have confidence to follow own instincts and intuition based around own experiences.
- Begin to express thoughts, explanations and opinions of their own work.

Core Learning	What does success feel like?
<ul style="list-style-type: none"> - Use different senses and parts of our bodies to inspire work - Use different parts of our bodies to create work. - Understand that art can be a process not just a final outcome. - Explore art in small and large scale. - Explore how movement can create marks and patterns. - How to reflect own ideas/thoughts, experiences and personality into art work. 	<ul style="list-style-type: none"> - Enthusiasm Has the activity engaged the child? Is it relevant and enabling? - Dexterity Is the child able to practise and progress dexterity skills to help them connect head, heart, hand? - Materials Is the child able to explore materials in a playful, explorative way? - Articulation Is the child able to articulate, at a level appropriate for that particular child, their likes/dislike/hopes both during and after a session?

- Work collaboratively with others to create a shared vision.

Key Vocabulary

Senses and parts of the body: Smell, taste, touch, hear, listen, loud, quiet, fast, slow, see, bright, dark, feet, hands, fingers

Action: Press, hard, soft, print, pattern, move, fast, up, down, left right, side, pressure, observe, share, think

Communication: good, bad, messy, neat, big, small, detail, improve, like, dislike, same, different, recognise