

Art			
Topic	How can we explore colour?	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. <p>Make use of props and materials when role playing characters in narratives and stories.</p>			
Prior Learning		Future Learning	
<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>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. • Working in three dimensions: • Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects • Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen • Practice observational drawing • Explore mark making • Collage with painted papers exploring colour, shape and composition • Use a combination of two or more materials to make sculpture. • Use construction methods to build. 	

	<ul style="list-style-type: none"> • Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <p>Paint, Surface and Texture:</p> <ul style="list-style-type: none"> • Understand watercolour is a media which uses water and pigment. • Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. • Explore watercolour in an intuitive way to build understanding of the properties of the medium. • Exploring Watercolour Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to “imagine” an image within. • Exploring Watercolour Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.
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What pupils need to know or do to be secure

Key Concept:

- Use colour to interact with the world through our senses.
- Develop early knowledge of colour
- Develop Early knowledge of colour mixing
- Enjoy and explore colour.
- Explore and express how colour makes us feel.
- 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"> - Explore how colours can change. - Know that you can create new colours by mixing others together. - Express how colours can make us feel. - Know the names of new and different colours. - Explore shade and how colour mixing can make colours lighter and darker. - 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. 	<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? Can a child observe changes and communicate this?

<ul style="list-style-type: none">- How to reflect own ideas/thoughts, experiences and personality into art work.- Work collaboratively with others to create a shared vision.	
Key Vocabulary	Line, colour and shape: straight, round, long, short, mix, change, colour names, shape names, large, small, pattern, dark, light. Red, yellow, blue, green, orange, purple, black, white, Action: mix, blend, test, explore, add, Communication: good, bad, messy, neat, big, small, detail, improve, like, dislike, same, different, recognise, observe, discover, develop