



| Foundation Stage | Project/Activities | Key Vocabulary |
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| <p>Resources in Area: Paper, card, tissue paper, crepe paper, strips of paper, foiled paper/wrappers, paintbrushes in different sizes, paints in a variety of colours, chalk, pastels, crayons, charcoal, pencils, pens, coloured pencils, feathers, glitters, sponges, stencils, glue sticks and PVA glue.</p> <p>Painting Area – paint in pots, paint with access to mix colours, sand and other materials to add to paint to create different textures.</p> <p>Playdough/modelling clay for sculpture</p> <p>Materials for joining and creating textile pieces (wool, textile pieces, thread, string)</p> | <p>Some ideas below, however, a creative/art area should be available in the setting at all times fully stocked with different arts and crafts for the children to freely use within continuous provision.</p> <ul style="list-style-type: none"> - Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and more coarse materials such as sawdust. - Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. - Demonstrate and teach skills and techniques associated with the activity children are doing, e.g. show them how to stop the paint from dripping. - Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard' - teach colour skills – colour names, blends, shades, and light and dark - Provide opportunities for children to talk about their ideas and creations. | <p>Colour Colour names Blend Shades Mixing Paint Paper Card Paintbrushes Sponges Materials Coloured pencils Felt tip pens Chalk Pastels Crayons Texture Shapes</p> |
| <p>National Curriculum Objectives: Birth - Three</p> <ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. | <p>Free-style printing - Supply a large selection of plastic toys and other suitable objects, such as cardboard tubes, building bricks, scraps of bubble wrap, and anything that can go in the sink for a wash or be thrown away, and provide some paint – paint-covered sponges in little pots are ideal as children can dab objects on top, transfer to paper and make a print. Don't worry too much about supplying objects that will be good for printing, as the fun is in trying lots of things, painting them and seeing what marks they make. Let the children pick suitable extra bits and pieces to try from your setting too.</p> <p>Still-life drawing - Early years children are not too young for observational drawing; it's fascinating to see the little things they pick up on. Often young children will home in on specific aspects of a subject and concentrate their efforts on those alone – a little bug on the leaf of a plant, for example. Try bringing some leaves, twigs and wildflowers into the setting for children to draw.</p> <p>Fingerprint bugs - Try making pictures with finger and thumb prints. Use a paint-covered sponge in a dish for applying paint and invite children to each make a sheet of coloured prints. Once dry, show the children how to add little legs, faces and feelers etc., with felt-tipped pens, to create little bug pictures. Use the same method to make lots of other simple creatures. Move on to use handprints and feet prints.</p> <p>Wax crayon resist painting - Draw a colourful pattern using wax crayons, then paint over the entire picture with watercolour paint – it's best not to make the paint too watery. The wax crayons resist the paint and give a lovely</p> | <p>Lines Space Explore Create Effects Change Clay Textiles 3D 2D Sculpture PVA glue Joining</p> |



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| <ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. <p>Three – Four</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>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>ELG</p> | <p>effect. For some real magic painting, you can try drawing a simple picture with a white wax candle. Your picture will only reveal itself once you have painted over the paper with watercolour paint.</p> <p>Crepe paper painting – A great activity for introducing colour mixing and colour recognition skills, and for developing hand-eye coordination and those small motor movements, such as the pincer grasp. Before starting, try showing children a picture of the famous collage work ‘The Snail’ by Henri Matisse. The big, colourful, simple shapes created in this activity give a very similar effect.</p> <p>First, tear the paper into little pieces. Once you have a good collection of colours, spray the paper with water until it’s nice and damp. Lay the crepe paper onto white paper, overlapping pieces to blend and make new colours. Once the paper has dried, peel the crepe paper away to create a beautiful, rainbow-coloured work of art.</p> <p>Other ideas: Try arranging your coloured paper on dry paper before spraying it with water. Younger children might like to try using pipettes for a bit of extra fun.</p> <p>You could also make simple collage pictures such as a house, boat or flower, by cutting out the shapes needed and using a paintbrush and water to fix sections into place. Try drawing a big outline of a simple shape such as a heart or flower, and have children fill in the shape with sections of crepe paper, trying to stay within the shape as much as possible. Once pictures are dry, try cutting into large, simple shapes e.g. butterfly, heart, or cat, and mounting onto white paper or paper card for a very effective result.</p> <p>Textiles – Wall Mural (Isabelle Smith*) - Use natural and man-made objects to create a textile piece using PVA glue and water. Arrange leaves, glitter, flowers, wool, twigs, music notes, photographs, tissue paper and add them to a large bin bag on a table or the floor and then sprinkle the PVA glue mixture all over, add in food colouring to create different effects. Let dry and then hang as a wall hanging on the wall. All children to contribute to this wall mural.</p> <p>3D Sculpture (Keith Haring*) - Use clay to manipulate and create different shapes to make a small animal/character for the small world area. This could link in with a story being read – Elmer, Rainbow Fish, Supertato, Owl Babies, Handa’s Surprise etc. Paint the clay sculptures.</p> | <p>Pinch Squash</p> |
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| <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. | | |
| Possible Community Links | *Artists to look at: | Future learning experiences: |
| Beacon Dalton Woods School Grounds Forest School | Isabelle Smith Henri Matisse Keith Haring Picasso | Year 1 – mixing colours and using specific colour vocabulary to paint Autumn Trees Year 2 – Sculpting Victorian Tiles using clay Year 3 – Cutting and sticking in different ways making a Sandal in Textiles Year 4 – Painting and Collage landscapes Year 5 – Coastal Landscapes Year 6 – Mayan Clay Vessels |