

ELG + Subject Area: EYFS Expressive Arts & Design + KS1 Art

<p>Are Eggs Alive?</p> <p>Why can't I have chocolate for breakfast?</p>	<ul style="list-style-type: none"> - a picture can be painted after an observation of a chick - a picture can be painted of The Very Hungry Caterpillar - a symmetrical butterfly can be made by folding paper - a transient art picture of a butterfly can be made using natural resources - about different artists e.g. Guiseppe Archiboldo - fruit /vegetable face paintings can be recreated with real fruit and veg 	<ul style="list-style-type: none"> <i>* Brown chicks are girls and yellow chicks are boys</i> <i>* Caterpillars spin a cocoon and then turn into butterflies</i> <i>* Butterflies don't fly in the rain because the raindrops might hurt their wings</i> <i>* Guiseppe Archiboldo painted faces made of different types of fruit</i> 	<ul style="list-style-type: none"> - draw with increasing complexity and detail - create closed shapes with continuous lines, and begin to use these to represent objects - draw with increasing complexity and detail - create closed shapes with continuous lines, and begin to use these to represent objects - explore colour and colour mixing - explore different materials freely, in order to develop their ideas about how to use them and what to make - create closed shapes with continuous lines, and begin to use these to represent objects - explore different materials freely, in order to develop their ideas about how to use them and what to make 	<ul style="list-style-type: none"> - Incubate and hatch real eggs - buy caterpillars & care for them in a mesh house until they turn into butterflies - photos/postcards of the paintings 	<ul style="list-style-type: none"> - "Look carefully", copy, beak, claws, feathers - caterpillar, shape, legs, lines, circle, body - symmetrical, the same, fold, press, spots, lines, mixing, create - face, fruit, vegetables, eyes, nose, mouth, hair
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<p>How many pebbles on the beach?</p>	<ul style="list-style-type: none"> - pictures of the sea can be made using a variety of different shades of blue to create the movement of the waves - a 'sea effect' can be created by rolling a marble in blue, green and white paint 	<ul style="list-style-type: none"> * <i>The sea can be different shades of blue</i> * <i>The green plants you see in the sea are often seaweed</i> 	<ul style="list-style-type: none"> - use drawing to represent ideas like movement or loud noises - use drawing to represent ideas like movement or loud noises 	<ul style="list-style-type: none"> - Make a beach in the nursery garden with a real ice cream stall - Beach comber activity 	<ul style="list-style-type: none"> - Shade, weave, marbling - colour, different, same, patterns, lines, waves
<p>Reception</p> <p>Who Am I? Who Are You?</p> <p>What Do I Celebrate?</p> <p>Who Lives in a Land Far, Far Away?</p>	<ul style="list-style-type: none"> - about the work of Wassily Kandinsky - a circle can be drawn with features that look like a face - about the work of Henri Matisse - about the work of Piet Mondrian - colours have different tones and shades 	<ul style="list-style-type: none"> * <i>Kandinsky loved colours and music and could play the piano really well</i> * <i>A painting of yourself is called a self-portrait</i> * <i>Matisse called his paper collage technique 'painting with scissors'</i> * <i>Abstract art is made up of colours, lines and shapes</i> * <i>The three primary colours are red, yellow and blue, the</i> 	<p>Reception:</p> <p><u>Expressive Arts and Design</u></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><u>Creating with Materials</u></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. 	<ul style="list-style-type: none"> - look at photos of different portraits from famous artists e.g. Leonardo Da Vinci (Mona Lisa), Vincent Van Gogh, Picasso - Bonfire Night celebrations - Diwali celebrations - Fairy Tale Day 	<ul style="list-style-type: none"> - abstract - circles / lines - self-portrait - collage - colour mixing - primary colours - secondary colours - shade, tone, dark, light

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<p>Do You Fly, Walk or Swim?</p>	<ul style="list-style-type: none"> - about the work of Jackson Pollock - a variety of textures are used in art work 	<p><i>secondary colours are called purple, orange and green</i></p> <p><i>*Pollock's most famous paintings were made by dripping and splashing paint over a canvas</i></p> <p><i>* Snake skin looks wet and slimy but it's actually just dry and shiny</i></p>	<ul style="list-style-type: none"> - share their creations, explaining the process they have used. - make use of props and materials when role playing characters in narratives and stories. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> - develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<ul style="list-style-type: none"> - Reptile handling experience 	<ul style="list-style-type: none"> - Texture, scaly, smooth, slimy, squishy, lumpy, bumpy - print, pattern
<p>What's Above Me? What's Below Me?</p>	<ul style="list-style-type: none"> - about the work of Giuseppe Arcimboldo - fruit /vegetable face paintings can be recreated with real fruit and vegetables 	<p><i>* Arcimboldo liked creating pictures of faces using fruit, vegetables, flowers and fish!</i></p>	<p>ELG</p> <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> - use a range of small tools, including scissors, paintbrushes and cutlery. - begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> - Planting afternoon - tasting fruits & vegetables 	<ul style="list-style-type: none"> - observational drawing/painting
<p>Are We There Yet?</p>	<ul style="list-style-type: none"> - about the work of Andy Goldworthy - natural materials can be used to create artwork 	<p><i>*Much of Goldworthy's work is made outside and is meant to be temporary</i></p>		<ul style="list-style-type: none"> - Walk around the school grounds to create art 	<ul style="list-style-type: none"> - transient art - natural materials

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<p>Year 1</p> <p>What will you see in Space?</p> <p>What can you tell me about London?</p> <p>Who has paws, claws & whiskers?</p> <p>What makes a Superhero?</p> <p>'all work'</p>	<p>- a range of materials can be used to make..</p> <p>*Rockets & buggies</p> <p>* Moving pictures</p> <p>- animals can be represented by pencil drawings</p> <p>- plasticine & clay can be used to make model animals</p> <p>- about the work of Picasso</p> <p>- coverage of all National Curriculum strands</p>	<p><i>* Picasso had 23 names</i></p>	<p>- use a range of materials creatively to design & make products</p> <p>- use drawing, painting & sculpture to develop & share their ideas, experiences and imagination</p> <p>- learn about the work of a range of artists, craft makers and designers, describing the differences & similarities between different practices and disciplines, and making links to their own work</p> <p>- develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space</p>	<p>- visit to Space Centre</p> <p>- animal handling workshop</p> <p>- Superhero Day including visits from real-life superheroes</p>	<p>- colour, line, pattern, texture, shape, form, space</p>
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