

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

Question-based Learning Project	<u>Intent</u>  To know...	<u>'Sticky Knowledge'</u>  Interesting Facts  EYFS & National Curriculum		Cultural Capital	Vocabulary
<p><b>Nursery</b></p> <p><b>Why do you love me so much?</b></p> <p><b>Why do leaves go crispy?</b></p> <p><b>How does that building stay up?</b></p>	<p>- a circle can be drawn with features that look like a face</p> <p>- a 'leaf man' can be made from natural materials</p> <p>- mark making resources can be used to create a Firework picture</p> <p>- colours can be mixed</p> <p>- a picture of a house can be made by mixing colours</p>	<p><i>* A painting of a person is called a portrait</i></p> <p><i>* In Autumn the green leaves change to red, then yellow, then orange and finally brown</i></p> <p><i>* Fireworks were invented in China a long time ago – 2000 years</i></p> <p><i>* Blue and red make purple</i></p> <p><i>* Red and yellow make orange</i></p> <p><i>* Blue and yellow make green</i></p>	<p><b>3-4 years:</b> <b>Expressive Art + Design</b></p> <p>- create closed shapes with continuous lines and begin to use shapes to represent objects</p> <p>- draw with increasing complexity &amp; detail, such as representing a face with a circle including details</p> <p>- show different emotions through their drawings and painting, like happiness, sadness, fear..</p> <p>- explore different materials freely in order to develop their ideas about how to use them &amp; what to make</p> <p>- join different materials + explore different textures</p> <p>- use drawing to represent ideas like movement or loud noises</p> <p>- explore colour and colour mixing</p> <p>- draw with increasing complexity</p>	<p>- look at photos of different portraits from famous artists e.g. Leonardo Da Vinci (Mona Lisa), Vincent Van Gogh, Picasso</p> <p>- Autumn walk</p> <p>- watch different media of fireworks</p> <p>- Divali celebrations</p> <p>- Look at different, coloured buildings on a walk</p>	<p>- portrait, circle, face, lines, body</p> <p>- leaf, Autumn, conker, fir cone, stick, attach, glue</p> <p>- bang, whiz, pop, sparkle, rockets</p> <p>- colour mixing, wash, brush, scoop, mix, paint</p>

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

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

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<p><b>Year 1</b></p> <p><b>What will you see in Space?</b></p> <p><b>What can you tell me about London?</b></p> <p><b>Who has paws, claws &amp; whiskers?</b></p> <p><b>What makes a Superhero?</b></p> <p><b>'all work'</b></p>	<p>- a range of materials can be used to make..</p> <ul style="list-style-type: none"> <li>*Rockets &amp; buggies</li> <li>* Moving pictures</li> </ul> <p>- animals can be represented by pencil drawings</p> <p>- plasticine &amp; 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 &amp; make products</p> <p>- use drawing, painting &amp; sculpture to develop &amp; share their ideas, experiences and imagination</p> <p>- learn about the work of a range of artists, craft makers and designers, describing the differences &amp; similarities between different practices and disciplines, and making links to their own work</p> <p>- develop a wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form &amp; 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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<p><b>Year 2</b></p> <p><b>From Kilburn to Kenya.. where would you prefer to live?</b></p> <p><b>How does your garden grow?</b></p>	<ul style="list-style-type: none"> <li>- there are a range of art &amp; design techniques</li> <li>- about the Artist James Rizzi</li> <li>- different materials can be used to make..</li> <li>- 3D murals</li> <li>- about the work of artist, Yayoi Kusama</li> <li>- representations of flowers can be created in different ways using a range of media</li> <li>- how to make links between their work &amp; the work of an artist</li> </ul>	<p><i>* James Rizzi is an American pop artist known for his child-like paintings</i></p> <p><i>* Kusama's mum didn't want her to create art so she had to use mud and old sacks</i></p>	<ul style="list-style-type: none"> <li>- develop a wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form &amp; space</li> <li>- learn about work of artists</li> <li>- use a range of materials creatively</li> <li>- use drawing, painting &amp; sculpture</li> <li>- develop a wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form &amp; space</li> <li>- learn about work of artists</li> <li>- use a range of materials creatively</li> <li>- use drawing, painting &amp; sculpture</li> </ul>	<ul style="list-style-type: none"> <li>- walk in local area</li> <li>- African Drumming workshop</li> <li>- visitors who live in Kilburn &amp; who have lived in Africa</li> <li>- visit to Chatsworth Gardens</li> <li>- visit local gardens</li> </ul>	<ul style="list-style-type: none"> <li>- colour, silhouette, primary, secondary, sculpture, layers</li> <li>- colour, pattern, texture, line, shape, form, space, sculpture</li> </ul>
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