

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

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

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Are Eggs Alive? Why can't I have chocolate for breakfast?	- 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	<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>	- 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	- Incubate and hatch real eggs - buy caterpillars & care for them in a mesh house until they turn into butterflies - photos/postcards of the paintings	- "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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How many pebbles on the beach?	- 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	<i>* The sea can be different shades of blue</i> <i>* The green plants you see in the sea are often seaweed</i>	- use drawing to represent ideas like movement or loud noises - use drawing to represent ideas like movement or loud noises	- Make a beach in the nursery garden with a real ice cream stall - Beach comber activity	- colour, different, same, patterns, lines, waves - Shade, weave, marbling
Reception Who Am I? Who Are You? What Do I Celebrate? Who Lives in a Land Far, Far Away?	- 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	<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>	Reception: <u>Expressive Arts and Design</u> - 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. ELG <u>Creating with Materials</u> - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	- 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	- abstract - circles / lines - self-portrait - collage - colour mixing - primary colours - secondary colours - shade, tone, dark, light

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Do You Fly, Walk or Swim?	- about the work of Jackson Pollock - a variety of textures are used in art work	<i>secondary colours are called purple, orange and green</i> <i>*Pollock's most famous paintings were made by dripping and splashing paint over a canvas</i> <i>* Snake skin looks wet and slimy but it's actually just dry and shiny</i>	- share their creations, explaining the process they have used. - make use of props and materials when role playing characters in narratives and stories. <u>Physical Development</u> - 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. <u>ELG</u> <u>Creating with Materials</u> - use a range of small tools, including scissors, paintbrushes and cutlery. - begin to show accuracy and care when drawing	- Reptile handling experience	- Texture, scaly, smooth, slimy, squishy, lumpy, bumpy - print, pattern
What's Above Me? What's Below Me?	- about the work of Giuseppe Arcimboldo - fruit /vegetable face paintings can be recreated with real fruit and vegetables	<i>* Arcimboldo liked creating pictures of faces using fruit, vegetables, flowers and fish!</i>		- Planting afternoon - tasting fruits & vegetables	- observational drawing/painting
Are We There Yet?	- about the work of Andy Goldworthy - natural materials can be used to create artwork	<i>*Much of Goldworthy's work is made outside and is meant to be temporary</i>		- Walk around the school grounds to create art	- transient art - natural materials

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Year 1 What will you see in Space? What can you tell me about London? Who has paws, claws & whiskers? What makes a Superhero? 'all work'	- a range of materials can be used to make.. *Rockets & buggies * Moving pictures - animals can be represented by pencil drawings - plasticine & clay can be used to make model animals - about the work of Picasso - coverage of all National Curriculum strands	<i>* Picasso had 23 names</i>	- use a range of materials creatively to design & make products - use drawing, painting & sculpture to develop & share their ideas, experiences and imagination - 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 - develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space	- visit to Space Centre - animal handling workshop - Superhero Day including visits from real-life superheroes	- colour, line, pattern, texture, shape, form, space
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Year 2 From Kilburn to Kenya.. where would you prefer to live? How does your garden grow?	- there are a range of art & design techniques - about the Artist James Rizzi - different materials can be used to make.. - 3D murals - about the work of artist, Yayoi Kusama - representations of flowers can be created in different ways using a range of media - how to make links between their work & the work of an artist	<i>* James Rizzi is an American pop artist known for his child-like paintings</i> <i>* Kusama's mum didn't want her to create art so she had to use mud and old sacks</i>	- develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space - learn about work of artists - use a range of materials creatively - use drawing, painting & sculpture - develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space - learn about work of artists - use a range of materials creatively - use drawing, painting & sculpture	- walk in local area - African Drumming workshop - visitors who live in Kilburn & who have lived in Africa - visit to Chatsworth Gardens - visit local gardens	- colour, silhouette, primary, secondary, sculpture, layers - colour, pattern, texture, line, shape, form, space, sculpture
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Who lives in a habitat like this? 'all work'	- about the work of Andrew Goldsworthy - natural materials can be used to make 3D forms - coverage of all National Curriculum strands	<i>* Goldsworthy's work is ephemeral, meaning it quickly disappears</i>	- develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space - learn about work of artists - use a range of materials creatively - use drawing, painting & sculpture	- visit to Yorkshire Wildlife Park	
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