

Early Learning Goals; Creating with Materials		Development Matters Objectives	
• 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. • Make use of props and materials when role playing.		• Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • 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. • 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. • 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.	
Substantive Knowledge	Disciplinary Knowledge		
• Know an artist is someone who creates paintings or drawings. • Begin to learn some artist names; Vincent Van Gogh, Pablo Picasso, Paul Klee, Andy Goldsworthy.	• <i>Drawing</i>: Make marks with different media to express feelings. • Make different marks – straight, long, short, curved, wavy lines. • Make a range of marks to create pictures. • Mix primary colours and say which colours they have made. • Select coloured drawing implements for a purpose. • <i>Painting</i>: Select and create different colours. Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). • <i>Collage and mixed media</i>: Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. • <i>Clay</i>: Mould and shape with air-dry clay to represent a known thing. • Explore pressing objects into clay to create imprints and textures. • Decorate a piece of fabric using different implements.	• Show experience in simple weaving: paper, twigs. • Show experience in fabric collage: layering fabric. • <i>Printing</i>: Demonstrate experience at impressed printing: drawing into ink, printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief: String and card. • <i>3D</i>: Explore malleable media such as clay, papier-mâché, salt dough, playdoh and sand. • Impress and apply simple decoration. • Cut shapes using scissors and other modelling tools. • Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. • Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.	
Case Study	Prior Knowledge	Future Learning	Key Vocabulary
• Jackson Pollock • Andy Goldsworthy • Vincent Van Gogh	Sensory play Exploratory art Experience of art in the world around us How we see art	Collage Textiles Printing Ceramics	artist, painting, drawing, mixing, primary colours, colour, construction, experiment, explore, form, function, join, lines, material, mix, shape, techniques, texture, tools