**Creating with Materials – Art & Design**

**Nursery**

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| **Pupils will be taught to:** | **Adult input during continuous provision:** | | |
| **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.**  **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.** | \* Adults will spend sustained time alongside the children, encouraging them to develop their own creative ideas when drawing, painting and creating models.  \* Adults will show interest in the meanings the children give to their drawings, painting and models and will talk with the children about these meanings.  \* Children will be introduced to the work of artists from across times and cultures. Adults will help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. | | |
| **Stage 1** | **Stage 2** | **Stage 3** |
| **Exploring Mark-Making**  \* Provide charcoal and large sheets of sugar paper for the children to explore the marks they make with their hands and fingers. Talk to the children about how their movements make different marks and encourage them to think about the placement of their marks.  \* Provide chunky drawing implements and large sheets of paper. Draw alongside the children, modelling how to draw lines such as zigzags, spirals and arcs and demonstrate how to turn the lines into shapes.  \* Show the children how to use their shapes to represent objects and invite them to draw their own representations.  \* Play ‘Aquarium’ by Saint-Saens and model drawing flowing and curving lines on a large piece of paper. Change the music to ‘Dance of the Knights’ by Prokofiev and show how your lines and shapes have changed as the music is more dramatic. Invite the children to respond to different pieces of music through their drawing.  Drawing | **Down in the Jungle**  \* Provide some small world jungle animals for the children to ‘paint’ with fine paintbrushes and water. As they paint, talk to them about the animals’ features such as stripes, spots, trunk, tail, or long neck.  \* Demonstrate how to lie the animals on their side and draw around them, adding features such as spots and stripes, and invite the children to do the same.  \* When the children are confident at drawing round the animals, invite them to choose their favourite to draw.  \* Introduce them to the jungle artwork of Henri Rousseau and talk about how he created his pictures.  \* Invite the children to draw their animal, including detail, and then colour it using paint, pastels or crayon.  \* Support the children to create a jungle background by sticking collage jungle leaves onto paper.  \*When their animal is complete, help the children to cut around it and stick onto their background.  Drawing, colour, collage | **Faces**  \* Ask the children to collect some natural objects from the school field such as daisies, dandelions, leaves, grass, twigs and feathers. Give the children a ball of clay and invite them to roll or squash the clay to make a face shape and add their natural objects to the clay to create a face with eyes, nose, mouth, ears and hair.  \* Invite the children to sit opposite a partner and look carefully at their face. Talk about the features they can see. Encourage the children to pull funny faces and show emotions such as happy, sad, angry.  \* Provide paper and pencils or felt-tip pens and invite the children to draw a portrait friend. Encourage them to include details such as eyebrows, eyelashes and nostrils.  \* Provide a large mirror for the children to sit in front of and invite them to look carefully at their own features. Ask them to draw themselves, including detail, and use coloured pencils to enhance features such as hair, eyes and skin.  Sculpture, drawing, colour |
| **Exploring Colour and Colour Mixing**  \* As a starting point for children’s exploration of colour provide a range of activities that ‘immerse’ the children in colour, such as: tasting colourful fruit and fruit juice, playing with coloured transparent objects on the lightbox, shining torches through coloured cellophane or fabric, smelling flowers and herbs such as lavender, sage, saffron and rosemary.  \* Invite the children to explore what happens when primary colours mix together by providing activities such using pipettes to drop food colouring onto kitchen towels, mixing powder paint and water with brushes outside, kneading food colouring into plain dough, playing with rainbow sensory bags (paint in a sandwich bag), and using poster or watercolour paint with brushes on paper.  \* Collect some autumn leaves and talk about the different colours. Demonstrate how to make different autumnal colours by mixing red, yellow and blue paint and adding black or white to create different shades. Show the children how to make a leaf print and invite them to make their own.  Colour, colour mixing, printmaking | **Shapes**  \* Show the children artwork by Paul Klee and talk about the shapes and colours he used.  \* Invite the children to make similar artwork by printing with different shaped blocks using a range of coloured poster paint. Talk to them about the shapes and colours they have chosen to use.  Colour | **Circles**  \* Show children the circles artwork of Kandinsky and talk about the colours he used.  \* Invite the children to make their own paper plate circles artwork by using a primary colour in the centre of the plate and mixing their own secondary colours for the outer circles.  Colour mixing |

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| **Curriculum Intent:**  The pupils will be able to:   * Draw increasing detailed representations of objects, people, emotions and movement from imagination and observation. * Make secondary colours by mixing primary colours. | |
| **Skills:**  \* Drawing  \* Painting  \* Colour mixing  \* Collage  \* Sculpture | **Continuous provision:**  Pencils, pens, pastels, crayons, chalk, cartridge paper, poster paint, powder paint, water colours, fine and thick paint brushes, sticks, combs, rollers, foil, bubble wrap, found and natural objects, 3D junk materials, art straws, plasticine, clay, dough, modelling tool, adhesive tape, different sorts of glue, paper fasteners, treasury tags, stapler, hole punch, string, scissors, craft paper, tissue paper, wrapping paper, newspaper, card, fabric, foil, glue sticks, trays, collage materials |
| **Knowledge:**  The children will know:  \* How to draw from observation and imagination.  \* How to mix primary colours to make secondary colours.  \* How to join materials  \* About different textures  \* About the work of some famous artists. | **Key Vocabulary:**  Draw, line, straight, curved, wiggly, circle square, mix, primary, secondary, clay, poster paint, watercolour paint, pastels, texture, join. |