



Art-Sticky Learning

<p>Expressive Art and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Physical Development Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>				
EYFS		3 & 4 year olds will be learning to:	Children in Reception will be learning to:	By the end of Reception – Early learning Goal.
	Expressive art and design	<ul style="list-style-type: none"> • Explore different materials freely, in order 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. 	<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. 	<ul style="list-style-type: none"> • Creating with Materials • 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 characters in narratives and stories.



	<ul style="list-style-type: none">• 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.• Explore colour and colour mixing.• Show different emotions in their drawings – happiness, sadness, fear etc		
Physical Development	<ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers, paint and make marks.• Choose the right resources to carry out their own plan.• 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	<ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Fine Motor Skills <ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.• Use a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing
Understanding the World			The Natural World <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants



Sticky Knowledge			
<ul style="list-style-type: none"> • Red and blue mixed together make purple. • Yellow and blue mixed together make green. • Red and yellow mixed together make orange. • A self-portrait is a picture of myself. 			
Key Stage 1 National Curriculum Objectives			
Pupils should be taught <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work 			
In Key Stage 1, we will be learning:			
Key Stage 1	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 2</u>
	Explore the colours and patterns of the African landscapes. To design and create an African mask.	To use texture in our paintings in the style of Van Gogh's Starry Night.	Artist Study Henri-Edmond Cross (Sail boats near Chicargo)
	Sticky Knowledge		
	<ul style="list-style-type: none"> • African masks are worn by African tribes. • African art is influenced by the landscape. 	<ul style="list-style-type: none"> • Van Gogh painted a picture called 'Starry Night'. • Van Gogh used thick brushstrokes to create texture. 	<ul style="list-style-type: none"> • Henri-Edmond Cross was an Artist from France. • The pointillist style of painting is made up of small dots of paint.