



## Expressive Arts & Design (Creating with materials: Art) LTP 2024-25

### Term 1: Me, Myself & I

#### Painting & Printing

##### Skills:

self-select poster paints and dispense appropriately for use

explore paint using my hands, feet and fingers. (Including printing)

hold a paintbrush correctly

load an object with paint and print with it

**Knowledge/ Skill:** create a splatter painting in the style of **Jackson Pollock**

**Knowledge:** Recognise & name colours

#### Mark Making/ Drawing

**Skills:** draw simple things from memory

**Self Portraits:** I know how to draw potato people (no neck or body)

**Pumpkin Observational drawing:**

**Skills:**

draw a closed shape with a continuous line.

draw simple things that I observe

#### Textiles, Materials, Collage

##### Skills:

Hold scissors correctly and cut a range of materials

Select and use glue sticks and glue spatulas appropriately

#### 3D Work (Sculpture)

**Skills:** Making simple joins using simple materials; glue, Sellotape, masking tape.

**Transient Art** - Understanding how to create this. Available in different mediums in continuous provision.

#### Resources, Experiences & Books

*Children should be introduced to the following before placing into CP:*

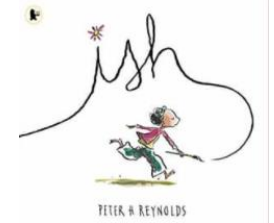
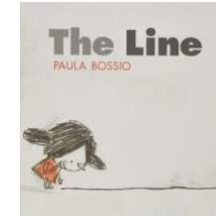
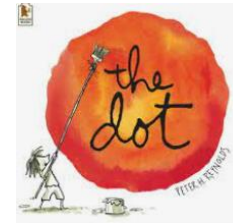
- \*Thick paint brushes
- \*Primary colour poster paints only
- \*Mixing palettes and normal palettes
- \*Water pots
- \*Glue sticks & Glue spatulas
- \*Basic Printing tools – sponges of different sizes & shapes
- \*Starter scissors & normal scissors
- \*Thick Pencil/ pencil crayons
- \*Masking tape & Sellotape

#### Possible Ideas linked to seasons, common interests & celebrations

- \***Drawing ourselves – creating self-portraits** and presenting in different ways in our setting (display- child led)
- \***Observational drawing of pumpkins & other seasonal veg at Halloween/ Harvest**
- \*Experimenting/ exploring paint by testing it out with different materials, surfaces, environments (outside, stood up – vertical surface)
- \***Using Jackson Pollocks work** as inspiration for our artwork.
- \*Experimenting/ exploring a range of different textiles to touch, cut, tear

#### Artist Study

- \***Jackson Pollock**



## Term 2: Celebration

Painting & Printing	Mark Making/ Drawing	Textiles, Materials, Collage	3D Work (Sculpture)
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-explore colour and colour mixing</li> <li>-how mix primary colours to make secondary colours.</li> <li>-Using colours to make one style</li> <li>-Printing with rollers, sponges &amp; shapes (Inspiration : Kandinsky)</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-name, choose and match primary and secondary colours (Potential Autumn links)</li> <li>- print regular and irregular patterns (Simple A, B,A,B patterns – Maths Links)</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>draw a closed shaped with a continuous line.</li> <li>draw simple things that I observe</li> </ul> <p>(Children’s interests – Autumn to Winter seasonal links with observational drawing eg.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>join items with glue or tape</li> <li>add other material to develop by model/ picture (tissue paper, glitter etc)</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>manipulate clay (rolls, squashes, pinches, twists) - Diya lamps for Diwali</li> </ul>

### Resources, Experiences, Books

*Children should be introduced to the following before placing into CP:*

- \*Different size rollers and sponges for printing
- \*POWDER PAINTS – Primary colours only
- \*Simple tissue paper samples
- \*Simple glitter options

#### Possible Ideas linked to seasons, common interests & celebrations

- \*Experimenting with **printing** using Autumn objects of interests & fascination – pumpkins, leaves, pine cones
- \*Printing, experimenting with paint for **Bonfire Night (5<sup>th</sup> November)**
- \***Transient art linked to festivals, seasons**
- \*Investigating making different shades of colours linked to interests
- \*Diwali (**Thursday 4<sup>th</sup> November**) Creating diya lamps using air drying clay
- \*Christmas crafts- ornaments on disc, Christmas Cards, stain glass windows, cards etc.

#### Artist Study

- \* **Kandinsky** – Linked to looking at shape and pattern during first term in maths.

Sequence: Colour mixing -> Circles -> Triangles (Combine triangles and Circles)-> Paint combination with music (how does it make you feel)



## Term 3: Discovery

Painting & Printing	Mark Making/ Drawing	Textiles, Materials, Collage	3D Work (Sculpture)
<p><b>Skills :</b> use a thinner brush to add detail</p> <p>Explore different types of paints eg watercolours, acrylic, powder paints</p> <p><b>Knowledge:</b> Creating a wash background like <b>Joan Miro</b></p>	<p><b>Skills</b> draw bodies of an appropriate size for what their drawing.</p> <p>Show emotions in their drawings eg happiness or sadness</p>	<p><b>Skills</b> Knowledge - Of different textiles/ materials for clothing etc.</p>	<p><b>Skills:</b> Using skills to create different decorations for celebrations (Lunar new year, valentines - bunting, paper chains) <i>Introduction of different tools to create these eg hole punch, string, tape etc</i></p> <p>work on group and individual model (Chinese dragon )</p>

### Resources, Books & Experiences

#### Creative Area

*Children should be introduced to the following before placing into CP:*

- \*Black gel pens
- \*Thinner paint brushes
- \*Hole punch
- \*String
- \*Masking tape



#### Possible Ideas linked to seasons, common interests & celebrations

- \***Creating 'space'** rocket boosters, space ships, space helmets, moon collage & craft.
- \***Focus on joining materials** in a variety of different ways and an introduction to using different tools to do this – Hole punch, string, masking tape
- \***Lunar New Year (12<sup>th</sup> February)** – Creating lanterns, Chinese kite craft, Chinese new year dragons (whole group project)
- \***Valentines Day (14<sup>th</sup> February)** – Cards – using joining & cutting skills, colour mixing – (Creating different shades of red), drawing pictures of themselves, family members.

#### Artist links

- \***Joan Miro**

## Term 4, Discovery (location & maps)

Painting & Printing	Mark Making/ Drawing	Textiles, Materials, Collage	3D Work (Sculpture)
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-add white or black to alter, tint or shade.</li> <li>-Mix paints by following specific instructions.</li> <li>-hold my paintbrush with a tripod grip</li> <li>-Printing using natural items and create patterns (<b>Andy Goldsworthy</b>)</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-colour match a specific colour and shade</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-draw a simple city scape</li> <li>- draw a simple landscape</li> </ul> <p><b>Observational drawing</b> – Daffodils, natural items related to seasons</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-how to classify materials into textures and colours</li> <li>-how to work on group and individual collages (creating whole class / individuals maps)</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-to build simple models using walls, roofs and towers</li> <li>- to make something that I can give meaning to</li> </ul>

### Resources, Books and Experiences

#### Creative Area

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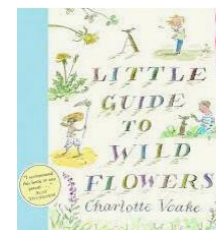
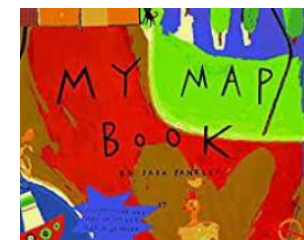
- \*Watercolour palettes
- \*Pastels
- \*Charcoal
- \*Rulers

#### Possible Ideas linked to seasons, common interests & celebrations

- \* **Spring** – New life – Exploring flower petals (daffodils, spring flowers) Drawing ,painting and pastelling flowers.
- \***Easter celebrations-** Stain glass easter eggs (collaging, colour matching etc), cards
- \***Creating whole group maps** using a variety of materials, textures and colours.
- \*Making simple buildings, houses models etc

#### Artist study

- \* **Andy Goldsworthy**



## Term 5: Amazing Earth

### Painting & Printing

#### Skills:

- Exploring creating different shades of colour and how to create them
- Working with paint on different surfaces and in different ways such as different paper, different types of brushes etc.

### Mark Making & Drawing

Observational drawing – Sunflowers  
(Vincent Van Gogh)

#### Skills:

- Show accuracy and care in my drawings

I know how to define colours, shapes, texture and smells in my own world.

### Textiles, Materials, Collage

#### Skills:

- improve my model by scrunching, twisting, folding, bending, rolling
- joining items in a variety of different ways – Sellotape, masking tape, string, ribbon,
- Weaving (Natural and manmade materials)

### 3D Work (Sculpture)

Knowledge: build something that replicates a story or real life (props for storytelling)

### Resources, Experiences & Books

#### Creative Area

*Children should be introduced to the following before placing into CP:*

- \*Ribbon
- \*Weaving options – string, large scale, outdoors,

#### Possible Ideas linked to seasons, common interests & celebrations

- \*Summer flowers, Jack and the beanstalk (collaging, sculpting bean stalks)
- \*Flower collages (using real natural materials)

#### Artist Study

- \*Vincent Van Gogh – Sun Flowers



## Term 6 Amazing Earth

<p style="text-align: center;"><b><u>Painting &amp; Printing</u></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-independently select additional tools (eg. Stampers, rollers) <b>to improve</b> my painting</li> <li>-create meaningful pictures or patterns when printing (paint through inspiration, feeling or observation)</li> </ul>	<p style="text-align: center;"><b><u>Mark Making/ Drawing</u></b></p> <p style="text-align: center;">Skill:</p> <ul style="list-style-type: none"> <li>-Creating detailed work and explaining reasoning behind drawings/ what they have included.</li> </ul>	<p style="text-align: center;"><b><u>Textiles, Materials, Collage</u></b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Create my own ideas and explain choices</li> <li>-Continue with weaving and try sewing with a running stich using natural resources</li> </ul>	<p style="text-align: center;"><b><u>3D Work (Sculpture)</u></b></p> <p><b>Skills :</b></p> <ul style="list-style-type: none"> <li>-make something with clear intentions selecting tools and techniques for a specific reason</li> </ul>
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### Resources, Experiences & Books

#### Creative Area

*Children should be introduced to the following before placing into CP:*

-Sewing resources

Possible Ideas linked to seasons, common interests & celebrations

\***Minibeasts, natural world** – in detail observational drawing of objects that interest the children (e.g. Eggs, spiders & other insects, flowers, caterpillars, butterflies)

\***Observing & drawing the insides of different fruits/ vegetables** – Links to Handa Surprise story.

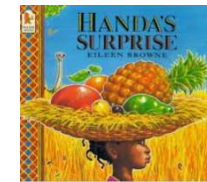
\***Sewing with a simple running stich**- Creating outfits for puppets (linked to storytelling Handa’s surprise) or dolls using

\***Creating globes, earth** painting drawing and sculpture

\***Jungle themed collage** – Using a variety of different materials

\***Ocean themed** pictures, collage and models. Links to **world ocean day**

\***Art from Africa:** Traditional African Art of the **Ndebele Art** tribe. -Esther Mahlangu



simple running stich

#### Artist links

\* Henri Matisse –