## EYFS Curriculum

## Art

# Reception

Reception	Autumn 1 curriculum
	Expressive art and design- Drawing
I know the locations of the different areas in my classroom	<ul> <li>a) Creative area</li> <li>b) Role play area</li> <li>c) Construction area</li> <li>d) Loose parts area</li> <li>e) Water and sand area</li> </ul>
	Artist: Gary Williams (portraits)
	https://gary-williams.pixels.com/
I can select and use resources with help when needed I can draw with increasing complexity and detail I can show different emotions in my drawings	Children to use a range of different sized drawing media  a) Pencils b) Wax crayons c) Coloured pencils d) Felt tips e) Charcoal f) Pastels  Encourage the children to draw people they are familiar with and that they love. Use photographs as a reference point. Explore adding emotion.
	Key questions:
	What does your family member look like? What shape is their face? What shape are their eyes/nose/mouth? Where are their ears? Do they have hair? How are they feeling? How do we know?
	Key vocabulary: look, observe, shape, place, size, happy, sad
	Expressive art and design- Painting
	Artist: Gary Williams
	https://fineartamerica.com/featured/grandmas-love-gary-williams.html

Children to explore colour and colour mixing

- a) Water containers
- b) Powder paints in shakers

Encourage the children to paint a portrait of their family member using the photograph for reference. Explore mixing the colours they need. Explore adding emotion.

Explore portraits of a grandmother by Gary Williams

Key questions: Who is it? What colours do we need? How do we mix them? What shapes will we need to paint? What features does a face need? How can we show emotions in our picture?

Key vocabulary: paint, choose, mix, stir, thick, thin, add, more

I can return to and build on previous learning, refining my ideas

I can explore colours and name them

I can mix colours

I can show different emotions in my painting

I can use a range of tools competently

### **Expressive art and design- Printing**

Children to explore printing using a range of loose part resources in the indoor and outdoor environment.

- a) Sticks
- b) Twigs
- c) Lollipop sticks
- d) Straws
- e) Sponges

Children to explore mono printing using different sized

- a) Sticks
- b) Twigs
- c) Lollipop sticks

I can use a range of tools competently

I can select and use resources with help when needed

I can talk about the changes I can make

Encourage the children to roll out paint on to a plastic surface (table or tray) and scrap a mark into the paint. Paper can be laid on top and pressed down to create a print.

Key questions:

How do we spread the paint? What can we use to mark make in the paint? Can we create a portrait? How can we change the image? How can we print the image? Key vocabulary: paint, tray, roll, mark, scratch, press



I can return to and build on previous learning, refining my ideas

I can use a range of tools competently: stick, spoons etc.

## **Expressive art and design-Sculpture**

Children to explore mud in the outdoor environment using

- a) Mud
- b) Water
- c) Sticks
- d) Twigs
- e) Stones
- f) Seeds
- g) Leaves

Encourage the children to mix mud and create mud faces on

- a) Tree trunks
- b) Wooden slabs
- c) Pathways
- d) Bark

#### Key questions:

What happens when you mix water into soil? How can we change what it feels like? What happens when we add more water? Can we mould it? What can we add to create facial features? Who does it look like?

Key vocabulary: mix, stir, thick, sticky, watery, feeling, mould, shape, press, smooth, scoop

#### **Expressive art and design- Materials**

Children to explore manipulating materials to create collages

- a) Tissue paper
- b) Sugar paper
- c) Brown paper
- d) Aluminium foil
- e) Tracing paper

Key questions: How can we change what the material looks like? How can we change the shape? How can we join the materials?
Key vocabulary: fold, bend, scrunch, rip, fold, zigzag, cut, glue, stick, join