

Expressive Arts and Design – Spring 1

Painting and mixed media: Paint my world

	<p>Previous Learning / sticky knowledge</p> <p>This unit:</p> <p>Physical development</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><u>ELG:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>ELG:</u> Begin to show accuracy and care when drawing.</p> <p>Expressive arts and design</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>ELG: Creating with materials:</u> Share their creations, explaining the process they have used.</p>			
	Curiosity questions	Substantive knowledge	Disciplinary Knowledge	Key Vocabulary
Wk 1	How can I use my fingers to paint?	<p><u>Methods, techniques, media and materials</u></p> <p>Explore paint, using hands as a tool.</p> <p>Describe colours and textures as they paint.</p> <p>Explore what happens when paint colours mix.</p> <p>Respond to a range of stimuli when painting.</p> <p>Use paint to express ideas and feelings.</p> <p><u>Colour</u></p> <p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p> <p><u>Shape</u></p> <p>The names of simple shapes in art.</p> <p><u>Pattern</u></p> <p>When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p><u>Tone</u></p> <p>There are different shades of the same colour and identify colours as ‘light’ or ‘dark’.</p> <p><u>Materials and processes</u></p> <p>Artists choose colours to draw or paint with.</p> <p><u>What is art?</u></p> <p>Art is:</p> <p>Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p> <p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>silky</p> <p>smooth</p> <p>slippery</p> <p>slimy</p> <p>wet</p> <p>glossy</p> <p>glistening</p> <p>shiny</p> <p>sticky</p> <p>squelchy</p> <p>glide</p> <p>wipe</p> <p>dot</p> <p>dab</p> <p>red</p> <p>green</p> <p>yellow</p> <p>blue</p>
<p><u>Retrieval Practice Questions</u></p> <p>Last week:</p>				

	<p>Last term: Show a picture of the autumn wreaths. Can they describe how they made it?</p> <p>Last year:</p>			
Wk 2	What can I use as a paint brush?	<p><u>Methods, techniques, media and materials</u> Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting.</p> <p><u>Colour</u> The names of a wide range of colours. Colours can be mixed to make new colours.</p> <p><u>Shape</u> The names of simple shapes in art.</p> <p><u>Pattern</u> When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p><u>Tone</u> There are different shades of the same colour and identify colours as 'light' or 'dark'.</p> <p><u>Materials and processes</u> Artists choose colours to draw or paint with.</p> <p><u>What is art?</u> Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.</p>	feathers grass flower buds leaves twigs pine cones silky smooth slippery slimy wet glossy glistening shiny sticky squelchy glide sweep wipe dot dab swirl red blue green yellow
	<p><u>Retrieval Practice Questions</u> Last week: show the primary colours and name the colours. Last term: give them 2 pieces of paper. How can we join these pieces? Last year:</p>			
Wk 3	What is transient art?	<p><u>Methods, techniques, media and materials</u> Respond to a range of stimuli when painting. Explore colours, patterns and compositions when combining materials in collage.</p> <p><u>Colour</u> The names of a wide range of colours. Colours can be mixed to make new colours.</p> <p><u>Shape</u> The names of simple shapes in art.</p> <p><u>Pattern</u></p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.</p>	transient art collage fixed not fixed permanent temporary

		<p>When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p><u>Tone</u> There are different shades of the same colour and identify colours as 'light' or 'dark'.</p> <p><u>Materials and processes</u> Artists choose colours to draw or paint with.</p> <p><u>What is art?</u> Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	
	<p><u>Retrieval Practice Questions</u> Last week: What happens when we add more water to paint/mud? Last term: Show a salt dough decoration. How did we make it? Last year:</p>			
Wk 4	Who is Megan Coyle?	<p><u>Methods, techniques, media and materials</u> Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.</p> <p><u>Colour</u> The names of a wide range of colours. Colours can be mixed to make new colours.</p> <p><u>Shape</u> The names of simple shapes in art.</p> <p><u>Pattern</u> When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p><u>Tone</u> There are different shades of the same colour and identify colours as 'light' or 'dark'.</p> <p><u>Materials and processes</u> Artists choose colours to draw or paint with.</p> <p><u>What is art?</u> Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p> <p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>collage</p> <p>landscape</p> <p>Megan Coyle</p> <p>rip</p> <p>tear</p> <p>cut</p> <p>stick</p>
	<p><u>Retrieval Practice Questions</u> Last week: What is transient art? Last term: Show a rolling pin and a cutter. Name the equipment. Last year:</p>			
	WOW Experience Days	•		

