

# Expressive Arts and Design – Spring 2

## Sculpture: Creation station

### Egg threading

	<p><b>Previous Learning / sticky knowledge</b></p> <p>This unit:</p> <p><b>Physical development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><b>Expressive arts and design</b> Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <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. <u>ELG: Creating with materials:</u> Share their creations, explaining the process they have used.</p>			
	<b>Curiosity questions</b>	<b>Substantive knowledge</b>	<b>Disciplinary Knowledge</b>	<b>Key Vocabulary</b>
Wk 1	How can I shape the clay to make an animal?	<p><b><u>Methods, techniques, media and materials</u></b> Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials.</p> <p><b><u>Form</u></b> Modelling materials can be shaped using hands or tools.</p> <p><b><u>Shape</u></b> The names of simple shapes in art.</p> <p><b><u>Line</u></b> Lines can be curved or straight and described in simple terms such as: wiggly,’ ‘straight,’ ‘round’.</p> <p><b><u>Pattern</u></b> When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p><b><u>Texture</u></b> Simple terms to describe what something feels like (eg. bumpy).</p> <p><b><u>Materials and processes</u></b> Artists use modelling materials like clay to recreate things from real life.</p> <p><b><u>What is art?</u></b> 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. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.) 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>	<p>sculpture clay rolling pinching squashing flattening smoothing joining</p>

	<u>Retrieval Practice Questions</u> Last week: Last term: what colour do I make if I mix yellow and blue? Last year:			
Wk 2	How can I decorate my animal?	<u><b>Methods, techniques, media and materials</b></u> Talk about colour, shape and texture and explain their choices. Develop 3D models by adding colour. <u><b>Colour</b></u> The names of a wide range of colours. Colours can be mixed to make new colours. <u><b>Shape</b></u> The names of simple shapes in art. <u><b>Line</b></u> Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'. <u><b>Pattern</b></u> When they have made a pattern with objects/colours/drawn marks and be able to describe it. <u><b>Texture</b></u> Simple terms to describe what something feels like (eg. bumpy). <u><b>Materials and processes</b></u> Artists choose colours to draw or paint with. <u><b>What is art?</b></u> Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.) 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.	model sculpture 3D design plan reflect evaluate
	<u>Retrieval Practice Questions</u> Last week: show pictures of clay being shaped e.g rolled and pinched. What is happening in the picture? Last term: What colour do I make if I mix red and yellow? Last year:			
Wk 3	What can I use to thread?	<u><b>Methods, techniques, media and materials</b></u> How to: Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Apply craft skills eg. cutting, threading, folding to make their own artworks. <u><b>Colour</b></u> The names of a wide range of colours. <u><b>Shape</b></u> The names of simple shapes in art. <u><b>Line</b></u>	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over 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.	Easter egg decoration hole punch threading wool pattern

		<p>Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'.</p> <p><b><u>Pattern</u></b> When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p><b><u>Texture</u></b> Simple terms to describe what something feels like (eg. bumpy).</p> <p><b><u>Tone</u></b> There are different shades of the same colour and identify colours as 'light' or 'dark'.</p> <p><b><u>Materials and processes</u></b> Sometimes artists are inspired by the seasons.</p> <p><b><u>What is art?</u></b> 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: Demo how to hold a paint brush correctly. Last term: 'Orange Plains' by Megan Coyle. What can you tell me about this artwork? Last year:</p>			
	WOW Experience Days	•		