



The **BIG** Picture

Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.



What do we already know? What can we already do?

Exploring colour and how colours can be changed;
Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects;
Showing interest in and describing the texture of things; Using various construction materials;
Beginning to construct stacking blocks vertically and horizontally, making enclosures and creating spaces; Joining construction pieces together to build and balance.

Key vocabulary:

long	medium
short	pencils
thick	observe
thin	observatio
straight	nal
wavy	drawing
curved	face
squiggly	ears
line	eyes
mark	nose
drawing	hair
rubbing	artist
texture	self-
pattern	portrait
feeling	colours
rough	oil pastel
smooth	bumpy
drawing	soft
wax	ridged
crayons	hard
felt tips	Zig zag
chalk	circle

EYFS Outcomes

Physical Development

- Develops small motor skills so that they can use a range of tools competently, safely and confidently.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Develop overall body-strength, balance, co-ordination and agility.
- ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery.
- ELG: Fine Motor Skills: Begin to show accuracy and care when drawing.

Expressive arts & design:

- Explore, use and refine a variety of artistic effects to express ideas and feelings.
- ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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Characteristics of effective learning:

- Playing and exploring.

Specific unit objectives

- To explore making marks with wax crayons.
- To investigate the marks and patterns made by different textures.
- To explore making marks with felt tips.
- To use a felt tip to make patterns.
- To explore making marks with chalk.
- To make controlled large and small movements.
- To compare different ways of making marks and drawing.
- To explore mark making using pencils.
- To create a simple observational drawing.
- To explore mark making using pencils.
- To create a simple observational drawing.
- To use a variety of colours and materials to create a self-portrait.
- To express their own self-image through art.

Prompts for Learning

- You've drawn a thin line.
- Let's make some squiggles!
- I wonder what type of line I'll make if I hold my crayon this way?
- I'm going to use a green wax crayon.
- How does it feel?
- What is the texture?
- I have noticed that this bumpy texture makes a better pattern than that soft one.
- What do you notice?
- You've drawn a long, straight line.
- What lovely zig zags! I'm going to make blue circles.
- What do you notice about the flowers (or chosen object)?
- What do you notice about your face?
- How does your face look when you are happy/sad/surprised?

Observations:

Are the children able to use the ___ to make marks with some level of accuracy or care?
Are they able to talk about the marks they have made or make observations about the process? Are they able to talk about their drawing? Can they hold the felt tip using a tripod grip? If not, how are they holding it? Are they able to identify different textures and talk about how they affect the patterns/rubbings made? Are the children able to make large and small controlled movements using the chalk? Can they recall the previous drawing mediums used and talk about their preferences? Are the children able to use their pencils to make small controlled movements? Are the pupils able to use their pencils to draw with a purpose? Can they represent what they can see through their drawing? Can they talk about their work?



The BIG Picture

Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.



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Key vocabulary:

silky	sweep
smooth	wipe
slippery	dot
slimy	dab
wet	swirl
glossy	happy
glistening	sad
shiny	excited
sticky	worried
sqelchy	sleepy
glide	temp
wipe	fast
dot	slow
dab	dynamic
red	loud
green	quiet
yellow	transient art
blue	collage
feathers	fixed
grass	not fixed
flower buds	permanent
leaves	temporary
twigs	landscape
pine cones	rip
stick	tear
flick	cut
splat	swish

EYFS Outcomes

Physical Development

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Characteristics of effective learning:

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Specific unit objectives

To explore paint through finger painting.

To describe the texture and colours as they paint.

To talk about their work and decide whether it is abstract or figurative.

To create natural paintbrushes using found objects.

To use natural paint brushes and mud paint to create artwork.

To talk about their work and decide whether it is abstract or figurative.

To make child-led collages using mixed media.

To use loose parts to create a piece of transient art.

To create landscape collages inspired by the work of Megan Coyle.

Prompts for Learning

I wonder what will happen if we mix these two colours?

I love that pattern. Can you show me how you did it?

Tell me about your painting.

What does it feel like?

I wonder what will happen if I add more water to the mud?

I wonder how we can make a thicker paintbrush?

Tell me about your painting.

Tell me about your paintbrush.

What does it feel like to paint using mud?

To respond to music through the medium of painting.

To use painting to express ideas and feelings.

Tell me about your painting.

I think I'm going to use three circles here. I'll use two large and one small.

Hmm, maybe a button and then these two curtain rings. One, two!

I wonder how we could fix this piece of (mixed media) to our pictures?

Tell me about your collage/model/piece of art. What can you see in the picture? Do you like it? What do you notice about the way it was created?

I wonder which colour/piece of magazine we could choose to represent the grass? Let's look carefully at our photograph. Which colours can you really see? Let's think about fireworks! I wonder how we can show the firework exploding in the air? What would happen if we threw the teabag at the paper? Does that make a different splat than if we flick the paint?

Observations:

Are the children able to use the paints to make a finger painting? Are they able to talk about the marks they have made or make observations about the process? Are they able to identify different textures, feelings and colours? Can the pupils talk about their work? Are the pupils able to tell the difference between an abstract and a figurative piece of art? Are the children able to use natural objects to make their own paintbrush? Can they describe what they think about their paintbrush and identify any problems they may have? Are the pupils able to experiment with making different textures and consistencies of mud paint. Are they able to talk about the marks they have made with the mud or make observations about the process? Can the pupils talk about their work? Are the pupils able to tell the difference between an abstract and a figurative piece of art? Are the children able to talk about their work? Are they able to identify different areas of their work influenced by different sections of the music? Can pupils use tools to appropriately cut and stick mixed media to make a collage? Can pupils make considered selections when creating their transient art piece? Are the children able to talk about their work? Can they identify whether their work is abstract or figurative? If abstract, do they represent feelings (like in the previous lesson)? If figurative, can they explain what they have made or depicted?



The BIG Picture

Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.



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Key vocabulary:

smooth	sculpture
slippery	clay
slimy	design
wet	create
sticky	plan
squelchy	reflect
push	evaluate
pull	
poke	
twist	
bend	
stretch	
roll	
squash	
pinch	
cut	
chop	
slice	
leaves	
twigs	
petals	
seed pods	
bark	
landscape	
collage	
3D art	

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Specific unit objectives

To explore clay and its properties.

To explore playdough and its properties.

To use tools safely and with confidence.

To create natural 3D landscape pictures using found objects.

To generate inspiration and conversation about sculpture art and artists.

To create a design for a 3D animal sculpture.

To make a 3D clay sculpture using the designs created last lesson.

To share their creation, explaining the processes they have used.

Prompts for Learning

How does it feel?

I'm going to use my two fingers to pinch my clay! Pinch, pinch.

I wonder what will happen if we roll the clay with our hands?

Can you teach me how to make that shape with my clay?

How does it feel?

I'm going to roll my playdough into lots of little balls. wonder whether we can roll a better sausage with our hands or the rolling pin? This knife can chop my playdough into pieces. How do you think we could make a bush? What might work best? Which part of the animal might be difficult to make with clay? Why do you think that? Have you remembered each part of the animal? Let's count how many legs a tiger has.

What do you like about your model? How did you make... (the tail, trunk, etc.)? Did you find it easy or difficult to follow your plan? Why? Is there anything you would change about your model or your design?

Observations:

Can the children talk about the movement or force they are using to manipulate the clay e.g. push, squash, pinch? Do the pupils make observations about the clay as they play? Are the pupils able to use their fine and gross motor skills to manipulate the clay? Can the children talk about the movement or force they are using to manipulate the playdough e.g. push, squash, pinch? Do the pupils make observations about the playdough as they play? Are the pupils able to use the tools with confidence? Are the pupils able to use the natural objects to create their own landscape scene? Are they able to use their imagination to create a scene that is different from your example? Do the pupils have the fine motor skills needed to work with smaller natural objects? Are they able to use a glue spreader to competently stick down the objects? Can the pupils make observations of the sculpture artists' work and talk about the things they like and dislike? Are the pupils able to create a realistic design for their sculpture? Are the pupils able to use the paintbrushes effectively? Do the pupils talk about the colours they have chosen? Can they name them correctly? Do the pupils show an interest in colour mixing to create a desired colour? Can they follow their plans? Do the pupils reflect upon their designs or make comments about what they like and dislike about their finished work?