

| Creative Area               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Link to Development Matters | Birth to Three Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Three to Four Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Early Learning Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                             | <p>Use large and small motor skills to do things independently</p> <p>Enjoys drawing freely.</p> <p>Add some marks to their drawings, which give meaning to.</p> <p>Create marks for their name.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Explore natural materials.</p> <p>Explore materials with different properties.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks.</p> <p>Explore different materials using all of their senses.</p> <p>Manipulate and play with different materials.</p> | <p>Learn new vocabulary.</p> <p>Talk about their feelings.</p> <p>Use one handed equipment, for example, making snips with scissors.</p> <p>Use a comfortable grip with pens and pencils.</p> <p>Show a preference for hand dominance.</p> <p>Talk about the identify of patterns.</p> <p>Use informal language like 'pointy, spotty, blobby'.</p> <p>Use all of their senses on hands on exploration of natural materials.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin</p> | <p>Use new vocabulary throughout the day.</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>Develop their small motor skills so they can use a range of tools confidently.</p> <p>Continue, copy and recreate repeating patterns.</p> <p>Explore the natural world around them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, form and function.</p> <p>Share their creations, explaining the process that they have used.</p> <p>Make use of props and materials when roleplaying characters in narratives and stories.</p> |

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|                       | Use their imagination as they consider what to do with materials.<br>Make simple models to express their ideas.                      |                                          | to use these shapes to represent objects.<br>Draw with increasing complexity and detail.<br>Use drawing to represent ideas like movement and loud noises.<br>Show different emotions in their drawings and paintings.<br>Explore colour mixing. |                                     |                                                                                                                                                                                                        |                                         |                                                          |                                  |
| Skills Developed      | Mark making with a range of tools                                                                                                    | Collage with a range of materials        | Create with junk modelling (Combining materials)                                                                                                                                                                                                | To draw with increasing complexity. | To plan, design and execute an idea                                                                                                                                                                    | To sculpt using a variety of materials. | To research and explore a significant artist (Van Gough) | To use joins / folds to combine  |
| Enabling Environments | Feathers<br>Sticks<br>Kitchen Utensils                                                                                               | Pompoms<br>Cut up leaves<br>Cut up paper | Junk modelling<br>Tape<br>Wool<br>Bottles<br>Corks,<br>Milk bottle lids                                                                                                                                                                         | Sharp pencils<br>Shade examples.    | Planning and design sheets.<br>Manakins<br>Fabric                                                                                                                                                      | Clay tools<br>Boards                    | Images of key images (Sunflowers / Stary night)          | Toilet rolls tubes<br>Split pins |
| Specific Vocabulary   | Verbs – draw, scribble, paint, colour, dot, rub, mark, cover, mix, spread, cut, stick<br><br>Adjectives –light, dark, bright, shiny, |                                          |                                                                                                                                                                                                                                                 |                                     | Verbs –press, print, roll, drag, scrape, splatter, stamp, smudge, flick, swirl, trace,<br><br>Adjectives – thick, thin, smooth, rough, sticky, slippery, colourful, curvy, straight, wavy, messy, neat |                                         |                                                          |                                  |

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|                                                             | <p>Nouns – pencil, crayon, chalk, pastel, paintbrush, sponge, stick, feather, string, comb, fork, toothbrush, cotton ball, marker, pen, stamp, glue stick, water, paper,</p> <p>Drawing – line, dot, circle, cross, squiggle, wave, pattern,</p> <p>Colours – red, blue, yellow, green, orange, purple, pink, brown, black, white, grey</p>                                                                                                                           | <p>Nouns – roller, cotton bud, card, fabric</p> <p>Drawing – dash, curve, zigzag, spiral, design, print, outline, shade, texture</p> <p>Colours – light, dark, bright, dull, mix, blend, combine, change, match, primary, secondary</p>                                                                                                                                                                                                                                                                                                                                                                                |
| Potential Questioning linked to BLANK levels of questioning | <p>● <b>Level 1 – Naming / Matching / Identifying</b><br/>(Focus: understanding the here and now — what they can see and touch)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• What are you making?</li> <li>• What colour is this paint?</li> <li>• Can you show me the glue?</li> <li>• Who is in your picture?</li> <li>• What shape is that?</li> <li>• Can you find another brush?</li> <li>• What can you see in your picture?</li> </ul> | <p>● <b>Level 3 – Reorganising / Predicting / Explaining</b><br/>(Focus: reasoning about relationships, predicting outcomes, and explaining choices)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Why did you choose that colour?</li> <li>• What might happen if you added more water to the paint?</li> <li>• How could you make your picture bigger?</li> <li>• What would happen if we used a different kind of paper?</li> <li>• Why do you think your model keeps falling over?</li> <li>• What could we use instead of glue?</li> <li>• How could we make it look more real?</li> </ul> |
|                                                             | <p>● <b>Level 2 – Describing / Recalling</b><br/>(Focus: describing features, noticing functions, talking about what's happening or happened)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• What are you using this for?</li> <li>• How did you make that shape?</li> <li>• What happens if you mix these colours?</li> <li>• How does the clay feel?</li> <li>• Which materials did you use?</li> </ul>                                       | <p>● <b>Level 4 – Justifying / Problem Solving / Thinking Beyond the Immediate</b><br/>(Focus: abstract reasoning, hypothesising, and evaluating)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• How is your picture different from your friend's?</li> </ul>                                                                                                                                                                                                                                                                                                                                    |

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|  | <ul style="list-style-type: none"> <li>• Tell me how you made your model.</li> <li>• Which colour did you choose for the sky?</li> </ul> | <ul style="list-style-type: none"> <li>• What could you do next time to make it even better?</li> <li>• Why do you think artists sometimes change their ideas?</li> <li>• How could you show your feelings in your artwork?</li> <li>• If you were an artist, what would you like people to think about your picture?</li> <li>• How might you use these materials in a new way?</li> <li>• What do you think will happen if we display your art outside?</li> </ul> |
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