

Art and Design – EYFS – KS1



| <p><b>ELG 16</b><br/><b>Creating with Materials</b></p>   | <p><b>How this is achieved in EYFS</b></p>  | <p><b>Key Vocabulary to be developed in EYFS</b></p>   | <p><b>Art and Design KS1</b></p>   |
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| <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> | <ul style="list-style-type: none"> <li>• Model naming and describing materials.</li> <li>• Teach pupils to stretch, squash, roll, tear, scrunch and join materials.</li> <li>• Model imaginative construction.</li> <li>• Explain choices of materials and shapes.</li> <br/> <li>• scissor use and safety</li> <li>• cutting tape safely on and off a cutter the different types of fixing and which to use in different scenarios, including different types of glue and tape correct use of cutlery safe use of hole punches, staplers, trowels, hammer, hand drills, hand vice and saw.</li> <br/> <li>• finger painting and using other body parts to paint, modelling how to press and lift (not smudge)</li> <li>• how to use rollers, sponges, brushes and different types of paint</li> <li>• correct paint brush grip</li> <li>• how to mix colours (primary to secondary and shades – black and white)</li> <li>• model using colours for different purposes</li> <br/> <li>• mark making with different media, e.g. chalks, water, pens, pencils, crayons and in different materials such as shaving foam, sand, paint, mud</li> <li>• model conversations about what you are making marks for, drawing to represent ideas / assigning meaning to marks</li> <li>• drawing different lines, e.g. straight, wavy, zig zag</li> <li>• how to draw accurately through observation</li> <li>• how to make lines darker / lighter</li> </ul> | <ul style="list-style-type: none"> <li>• Material</li> <li>• Wood</li> <li>• Foil</li> <li>• Fabric</li> <li>• fixing</li> <li>• trowel</li> <li>• drill</li> <li>• vice</li> <li>• saw,</li> <li>• split pins</li> <li>• safety equipment</li> <li>• match</li> <li>• technique</li> <li>• watercolour</li> <li>• powder</li> <li>• grip</li> <li>• detail</li> <li>• dark</li> <li>• light</li> <li>• thick</li> <li>• thin</li> <li>• observe</li> <li>• clay</li> <li>• papier mâché</li> <li>• twist</li> <li>• stretch</li> <li>• flatten</li> <li>• texture</li> <li>• lighter</li> <li>• darker</li> <li>• shade</li> <li>• art gallery</li> </ul> | <p>Art and Design</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p>Design Technology</p> <p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,</p> |

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Key texts:



- how to sculpt different shapes modelling vocabulary, e.g. roll like a ball, roll out like a sausage, stretch, twist, flatten, pull, squeeze, stick together
- model making simple items describing what you have made and the process
- the names for a range of different colours
- the names of textures through modelling using senses and using the correct vocabulary
- how to create texture by mixing things with paint and glue
- explain why different textures could be used for different purposes
- what an artist, an art show and an art gallery are (through structured story times)
- model expressing opinions about different pieces of art
- teach pupils stem sentences and the correct vocabulary to express opinions, e.g. I like/ dislike because ...
- model how to talk about shape, colour, pattern and texture in art
- the names of different artists
- model explaining what you have made, what you used and why, including colours
- vocabulary to enable pupils to name different materials and fixings
- how to share what they have created with others using precise language. I have made a xxx by xxx.
- how to give their peers feedback on what they have done using stem sentences, e.g. I like xxx because ...

- opinion
- because
- texture
- pattern
- shape
- All common colours
- materials
- fixings
- better
- proud
- idea

information and communication technology.

Make

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

Explore and evaluate a range of existing products.

Evaluate their ideas and products against design criteria.

Technical knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable.

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.