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| In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are:* **playing and exploring** - children investigate and experience things, and ‘have a go’;
* **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements;
* **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the prime areas of learning **(PSE, CL, PD)** underpin and are an integral part of children’s learning in all areas. |
| **EYFS Art Skills** |
| **Drawing**Explore mark making.Experiment with drawing lines.Use 2D shapes to draw. | **Painting**Develop skill and control when painting.Paint with expression. | **Craft, Design, Materials, and Techniques**Learn a range of materials and techniques such as clay sketching, printing and collage. | **Form**Learn about form and space through making sculptures and developing language. | **Colour**Remember the primary coloursKnowinghow to mix them to create secondary colours.Create shades of a colourChoose and justify colours for purpose | **Line**Use, express and experiment with line for purposeUse appropriate language to describe lines. | **Pattern**Understand patterns in nature, design and make patterns in a range of materials | **Tone**Understand what tone is and how to apply this to their own work. | **Texture**Use materials to create textures |
| **EYFS Art Knowledge** |
| **Autumn All About Me / Autumn/ Harvest**  |
| Painting* To paint a self-portrait using expression.
 | Colour* To create shades when painting different autumn leaves.
* To choose and justify colour when drawing emergency services uniform.
* To know how to mix colours when creating rangoli patterns.
 | Craft, Design, Materials, and Techniques* To learn about a range of materials (clay) when making a Christmas tree decoration.
 | Line* To use, express and experiment with line when drawing harvest vegetables.
 | Drawing-* To explore mark making with a range of tools.
* To experiment with drawing lines when drawing observational self-portrait.
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| **Spring Around The World / Traditional Tales** |
| Craft, Design, Materials, and Technique* To print using broccoli.
* To create a landscape collage based on Megan Coyle.
 | Line* To use appropriate language to describe line when decorating an easter egg.
 | Painting-* To develop skill and control when painting outside and using fingers.
* To respond to music when painting.
 | Drawing* To use 2d shapes to create a rocket.
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| **Summer Spring and Growth / The Farm** |
| Craft, Design, Materials, and Technique* To Learn a range of material and techniques such as collaging
 | Pattern* To find patterns in nature
 | Form* To create an animal sculpture.
 | Texture * To use materials to create texture when making an animal collage.
 | Tone* To understand what it is and how to apply it to a tonal painting of the sky.
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| **Key Vocabulary** |
| Colour, painting, design, materials, form, line, pattern, tone, texture  |
| **Link to Year 1:**  |
| The Aims♣ Produce creative work, exploring their ideas and recording their experiences. ♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques.♣ Evaluate and analyse creative works using the language of art, craft and design.♣Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms | Subject Content * To use a range of materials creatively to design and make products.
* To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.
* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
* 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.
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