



# Caversham Park Primary School

## Reception Curriculum

# Expressive Arts and Design: Art

### Key Knowledge:

- I know the names of colours
- I know the names of my primary colours
- I know that colours can be mixed to create different colours.
- I know the names of different art tools (paint, colouring pencil, brush, pencil, rubber, pastel, glue).
- I know that art can be created using a variety of forms (not just drawing and painting).
- I know that different materials can be combined to make artwork.
- To know famous artists, such as, Piet Mondrian, Vincent Van Gogh, Andy Goldsworthy and Frida Kahlo

### Key Skills:

- Use art to express my ideas, feelings and experiences.
- Plan my own pieces of artwork using the resources available to me.
- Select materials and resources according to my own plans.
- Choose colours for a purpose.
- I can experiment with tools, material and techniques.
- I can begin to use a variety of drawing tools, e.g. pencils, pastels, to draw things I observe and some things from memory.
- I can begin to use a range of materials to makes art etc, for example collage, natural materials or clay
- I can begin to build 3D shapes using construction items, e.g. Lego.
- I can make a simple pictures and pattern using printing tools, e.g. blocks, shapes, sponges, fruit.
- I can talk about my designs and identify strengths and areas for development.
- I can test out techniques and make changes to my work as necessary.
- I can re-create pieces of artwork / work in in the style of an artist.

### Vocabulary:

red, yellow, blue, white, black, paint, colouring pencil, brush, pencil, rubber, pastel, glue, clay, paper, build, pattern, print

### Literature:

'Too Much Glue' by Jason Lifebvre  
'The Dot' by Peter H Reynolds

### Enrichment:

- Visiting artist.
- Create artwork outside using natural material.
- Visit galleries and museums to generate inspiration and conversation about art and artists

### Adult Directed:

- Small group/whole class focused activities to teach key skills.
- Work together to create whole class projects.
- Discuss artwork on display around the classroom / school.

### Continuous Provision:

- Creative area with scissors, glue, recycled materials, paint etc
- Woodwork station
- Construction area with a variety of construction materials, e.g. mobile, knex.
- Malleable area.
- Adults in provision support children to develop their own artwork and use tools effectively.
- Painting easel.
- Chalk baord / whiteboard easel.
- Chalk baords in garden
- Drawing rolls in garden

### Enhanced Provision:

- Develop use of tools as appropriate, e.g. scissors (whole hand to traditional).
- Provide a range of materials for creating artwork, e.g. recycled materials, types of paint, pastels, fabric, clay
- Decorative materials - feathers, sequins etc
- Stamps, stickers, stencils, templates.
- Printing materials
- Collage materials including 'found' objects
- Opportunities to explore colour mixing in messy play - powder paint, spray bottles, pipettes of coloured water, potion making.

## Assessment (ELGs)

### Prime Areas:

Physical development - fine motor skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Communication & Language

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Personal, Social & Emotional Development

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

### Specific Areas:

Expressive Arts and Design - Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

## Progression Cycle A

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Name the colours</li> <li>• Use thick paint brushes / pencils to mark make.</li> <li>• hold a paintbrush using tripod grip</li> <li>• Begin to use simple drawing tools -pencil, chalk, chunky crayon</li> <li>• Experiment with different types of lines</li> <li>• Begin to draw enclosed spaces to represent objects and people.</li> <li>• Explore printing tools, e.g. blocks, shapes, sponges, fruit, rollers</li> <li>• know the names of different art tools (paint, colouring pencil, brush, pencil, rubber, pastel, glue).</li> <li>• Use shapes for printing to create pictures</li> <li>• begin to build 3D shapes using construction items, e.g. Lego.</li> <li>• Explore moulding with clay and playdough.</li> <li>• Learn about the work of famous artists, e.g Paul Klee.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively for drawing (tripod)</li> <li>• Choose colours for a purpose.</li> <li>• Use a variety of drawing tools (pencils, pastels, charcoal) to draw things I observe.</li> <li>• Begin to add more detail to drawings.</li> <li>• Begin to draw a variety of pictures, e.g. objects, landscapes, people.</li> <li>• Develop a variety of techniques for modelling materials, e.g. rolling, squashing, smoothing</li> <li>• Use tools to affect modelling materials for a purpose, e.g. playdough.</li> <li>• Create artwork using and combining a range of materials (including natural materials).</li> <li>• Use a range of tools to combine materials.</li> <li>• Identify pieces of artwork that I like..</li> <li>• Learn about the work of famous artists and say what I see.</li> </ul>	<ul style="list-style-type: none"> <li>• Name the primary colours</li> <li>• Experiment with mixing colours and explain how new colours have been made.</li> <li>• Create patterns / meaningful pictures when printing.</li> <li>• Imitate and create own simple repeating patterns</li> <li>• Begin to add detail to paintings using more precise tools e.g. thin paintbrushes.</li> <li>• Use a variety of drawing tools to draw things from memory.</li> <li>• Use a variety of artistic tools and effects to create own artwork</li> <li>• Talk about the work of famous artists</li> <li>• Say what I like/dislike about pieces of art work.</li> <li>• re-create pieces of artwork in the style of an artist.</li> </ul>

## Progression Cycle B

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Name the colours</li> <li>• Begin to use simple drawing tools -pencil, chalk, chunky crayon</li> <li>• Begin to recognise the primary colours</li> <li>• Experiment with mixing colours and explain how new colours have been made.</li> <li>• Use thick paint brushes / pencils to mark make.</li> <li>• Experiment with different types of lines</li> <li>• hold a paintbrush using tripod grip</li> <li>• Combine materials to make artwork</li> <li>• Learn about the work of famous artists, e.g Paul Klee, Mondrian, Kandinsky</li> <li>• know the names of different art tools (paint, colouring pencil, brush, pencil, rubber, pastel, glue).</li> <li>• <b>Begin to draw enclosed spaces to represent objects and people.</b></li> <li>• <b>Explore printing tools, e.g. blocks, shapes, sponges, fruit, rollers</b></li> <li>• <b>Use shapes for printing to create pictures</b></li> <li>• <b>Imitate and create own simple repeating patterns</b></li> <li>• <b>begin to build 3D shapes using construction items, e.g. Lego.</b></li> <li>• <b>Explore moulding with clay and playdough.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively for drawing (tripod)</li> <li>• Choose colours for a purpose.</li> <li>• Use a variety of drawing tools (pencils, pastels, charcoal) to draw things I observe</li> <li>• Experiment with different types of lines</li> <li>• Begin to add more detail to drawings.</li> <li>• Begin to draw a variety of pictures, e.g. objects, landscapes, people.</li> <li>• Identify pieces of artwork that I like..</li> <li>• Learn about the work of famous artists and say what I see.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a variety of techniques for modelling materials, e.g. rolling, squashing, smoothing</li> <li>• Use tools to affect modelling materials for a purpose, e.g. playdough.</li> <li>• Create artwork using and combining a range of materials (including natural materials).</li> <li>• Use a range of tools to combine materials.</li> <li>• <b>Create patterns / meaningful pictures when printing.</b></li> <li>• <b>Use a variety of drawing tools to draw things from memory.</b></li> <li>• <b>Use a variety of artistic tools and effects to create own artwork</b></li> <li>• Talk about the work of famous artists</li> <li>• Say what I like/dislike about pieces of art work.</li> <li>• re-create pieces of artwork in the style of an artist</li> </ul>

To be covered in provision

**Progression Cycle C**

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Name the colours</li> <li>• Use thick paint brushes / pencils to mark make.</li> <li>• hold a paintbrush using tripod grip</li> <li>• Begin to use simple drawing tools -pencil, chalk, chunky crayon</li> <li>• Experiment with different types of lines</li> <li>• Begin to draw enclosed spaces to represent objects and people.</li> <li>• Use natural materials to create artwork</li> <li>• Explore printing tools, e.g. blocks, shapes, sponges, fruit, rollers</li> <li>• know the names of different art tools (paint, colouring pencil, brush, pencil, rubber, pastel, glue).</li> <li>• Use shapes for printing to create pictures</li> <li>• begin to build 3D shapes using construction items, e.g. Lego.</li> <li>• Explore moulding with clay and playdough.</li> <li>• Learn about the work of famous artists, e.g Paul Klee.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively for drawing (tripod)</li> <li>• Use a variety of drawing tools (pencils, pastels, charcoal) to draw things I observe</li> <li>• Begin to add more detail to drawings.</li> <li>• Begin to create and draw a variety of pictures, e.g. objects, landscapes, people.</li> <li>• Choose colours for a purpose.</li> <li>• Develop a variety of techniques for modelling materials, e.g. rolling, squashing, smoothing, weaving</li> <li>• Use tools to affect modelling materials for a purpose, e.g. playdough.</li> <li>• Create artwork using and combining a range of materials (including natural materials).</li> <li>• Use a range of tools to combine materials.</li> <li>• Identify pieces of artwork that I like..</li> </ul>	<ul style="list-style-type: none"> <li>• Name the primary colours</li> <li>• Experiment with mixing colours and explain how new colours have been made.</li> <li>• Create patterns / meaningful pictures when printing.</li> <li>• Imitate and create own simple repeating patterns</li> <li>• Begin to add detail to paintings using more precise tools e.g. thin paintbrushes.</li> <li>• Use a variety of drawing tools to draw things from memory.</li> <li>• Use a variety of artistic tools and effects to create own artwork</li> <li>• Talk about the work of famous artists</li> <li>• Say what I like/dislike about pieces of art work.</li> <li>• re-create pieces of artwork in the style of an artist.</li> </ul>

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