

Key Vocabulary

- Touch, feel
- Hold
- Draw, write
- Colours
- Mix, change
- Different, same
- Like, don't like

Artists:

- Van Gogh
- Piet Mondrian
- Pollack



Forest School

- Mud splat
- Nature colour collage
- Exploring touch in the outdoors
- Mud kitchen potions and pies

Therapy (SALT/OT)

Fine motor- holding different tools

PODD, PECS & communication boards
for colours/ choice

Drawing

- Explores and experiments with a range of drawing materials through sensory exploration
- Knows that their movements can make marks and shows an interest in the effects
- Begins to draw representations to communicate (these may not always be visually similar to the thing they represent)
- Begin to use a variety of drawing tools on a variety of surfaces

Colour

- Explores and experiments with a range of colours through sensory exploration using a variety of resources
- Chooses particular colours for a purpose
- Experiments with changing colour in different ways
- Experimenting with and using primary colours, mixing (informally)
- Learn names of different tools that bring colour
- Use a range of tools to make coloured marks on paper (brushes, crayons, chalk, pens, objects rolled in paint)
- Give meaning to marks as they paint

Texture

- Explores and experiments with a range of textures through sensory exploration
- Notices a difference in textures, responding differently to them.
- Experiments to create different textures
- Handling, manipulating and enjoying using materials
- Intentionally combines different materials to create new effect



Websites or Apps

2 Paint a picture

Doodle buddy

Paint apps on interactive table

Outcomes (from the Early Learning Goal)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



Pre KS1

Art and Design

