



Art and Design MTP – EYFS Autumn

Theme: Drawing Skills

Expressive Arts and Design	Wk.	Coverage of Knowledge and Skills	Key Vocab	Activity Outline
<p>Three and Four Year Olds:</p> <p>Physical Development</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	1	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	Circle Nature Paintbrush Drawing Tracing	<p>FLOORBOOK LESSON</p> <p>LO: To find circles in our environment</p> <p>Go on a nature walk or set up various items around the classroom that have circles on them. Provide each child with a paintbrush, once they find a circle then they need to go over it (using the paint brush). FYI, the paintbrush should be clean, children could use water to see their marks.</p> <p>Take pictures of the circle items found. This activity will need to be split, so pictures can be printed, and the next activity can be set up.</p>
	2	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	Circle Nature Paintbrush Drawing Tracing	<p>FLOORBOOK LESSON</p> <p>LO: To draw circles</p> <p>Print off the circle images found from last lesson.</p> <p>Using the images of the items from last lesson, children then need to either cut out the circles that they spotted and stick them onto a piece of sugar paper, children can then draw circles</p>
	3	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	Surfaces Drawing Patterns	<p>LO: To draw on different surfaces</p> <p>Bark drawing – provide each child with a piece of paper and a crayon, the children then need to lie their paper onto the bark and draw onto this.</p> <p>What do they notice happening? Are there any patterns forming?</p> <p>The children could then find a range of surfaces to draw onto. Concrete, bricks etc.</p>



- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.

Reception

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination, and agility.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

ELGs

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.

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- Draw with increasing complexity and detail, such as representing a face with a circle and including details.

- Create collaboratively, sharing ideas, resources and skills.

- Begin to show accuracy and care when drawing.

- Share their creations, explaining the process they have used.

- Drawing
- Observe
- Look at
- Draw
- Colour

LO: To observationally draw

Suggest some collection ideas for children to choose from. Here are some suggestions for collections (alternatively, have a range pre-selected for the children to choose from).

- Favourite colours
- Favourite things
- Things I like
- Things which I have a story about
- Things which remind me of...

Once children have decided on the theme of their collection, give them time to collect between 5-10 objects. Once they have picked up their items they can start to arrange them in a box. Encourage students to be creative with their compositions. They may want to have objects interact with each other, arranged into a shape, or have some objects stand and others lie down.

Invite children to create observational drawings or paintings of the objects together in the box. Children may want to stand up whilst they draw so that they can see everything in their box.



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- Draw with increasing complexity and detail, such as representing a face with a circle and including details.

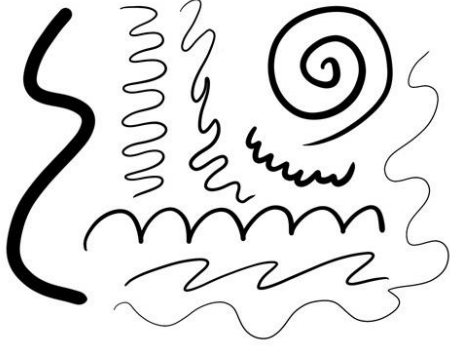
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

LO: To explore different lines and thicknesses.

Show the children when you press harder with a pencil, it produces a harsher line compared to when you press lightly with a pencil.

Allow the children chance to do this themselves in their sketchbooks.



<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. <p>Expressive Arts and Design Creating with Materials</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		
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