



Art and Design Environment Planning Aged Reception

Resources	How is it organised and why	Link to EYFS / Research / C of EL	Adult Role
<ul style="list-style-type: none"> Art easels Painting aprons Easy access paper storage unit Basket of pegs on top Wide floor space available Large paper rolls (large scale constructions) Storage drawers Large low clay table – A4 folder filled with plastic sleeves <p>Transient art resources</p> <ul style="list-style-type: none"> – Container of bottle caps Baskets of pebbles Basket of glass/crystals/ natural found objects <p>Mark making</p> <ul style="list-style-type: none"> Oil pastels Chalk Washable paint- primary colours/ black and white/ skin tone paint (shades) Water colours Fine liners Skin coloured markers Chinese ink Chinese brushes Rice paper Charcoal Food dye <p>Surfaces</p>	<ul style="list-style-type: none"> Art easels positioned near sink Squirt bottles half full of paint nearby Plastic containers of paint pots A selection of graded brushes labelled numerically Paper storage unit with a variety of paper Basket of large pegs on top Hooks at child height to hang painting aprons Paper towels and sponges for spillages on a tray near easel labelled with picture and words Drying rack located close by "work in progress" folder placed in a central position Transient art resources in labelled containers near textured mat and velvet covered boards 	<ul style="list-style-type: none"> Selecting tools and surfaces (paper) linked to PD Responding imaginatively to materials linked to EAD Engaging in the process of reflecting, record, and revisiting work, linked to PSE Using tools (scissors, hole punch, sharpeners) with increasing control linked to PD -Gaining an awareness of the connections, similarities and differences between people Willingly experiment with a variety of non-traditional mark making tools e.g. charcoal linked to EAD Discovering structure, ascetics and arrangement through using clay linked to EAD Appreciating and experimenting with sustainable products such as clay linked to UW Engaging in three-dimensional thinking linked to Maths Inventing patterns linked to Math Learning new vocabulary in context (i.e.. clay making) linked to CLL 	<ul style="list-style-type: none"> Ensure the quality and upkeep of materials. For example, blunt scissors and dried up markers are not conducive with creativity. Encourage respect by putting lids on markers and allowing children enough time to clean up/pack away Collaborate with children to display their work in meaningful, attractive ways that convey their efforts, intention and ideas Allow time to become attuned to children and really experience the joy of conversing and connecting with them in verbal and nonverbal ways Create alongside children, building on each other's ideas and creative thoughts Introduce and discuss well noted paintings (e.g. Monet, Picasso). Use visual thinking strategies to discuss works of art: <ul style="list-style-type: none"> What's going on in this picture? What do you see? What makes you say that? What more can we find? How does this painting make you feel? What shapes can you see? What techniques were used? View children as producers rather than consumers of art Engage in active listening before asking questions Use questions to extend and deepen knowledge <ul style="list-style-type: none"> I wonder how you might make a? Clarify design challenges with children ie.. <ul style="list-style-type: none"> will it break is too thin will it be okay to clean



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<ul style="list-style-type: none"> – Large and small white paper – Coloured paper – Textured paper – Tissue/crepe paper – Rice paper – Corrugated cardboard – Scrolls – Clipboards and sketch paper <p>Tools for creating</p> <ul style="list-style-type: none"> – Hole punch – scissors – Pencils sharpeners – Drying rack – Scissors <p>Materials for constructing</p> <ul style="list-style-type: none"> – Basket of soft items: plain and patterned fabrics, lace, rubber, string, fringing – A tin of metal and plastics, bottle tops etc. <p>Adhesives/ constructing</p> <ul style="list-style-type: none"> – Twine – Masking tape – Sticky tape – Washy tape – Glue sticks – White glue – Wallpaper paste <p>Inspiration</p> <ul style="list-style-type: none"> – 3D objects for visual reference – Picture of real paintings- Monet etc. – Ink blot paintings 	<ul style="list-style-type: none"> – Chinese brushes hanging from smallest to largest labelled – Chinese ink and rice paper in a labelled tray nearby. A reference folder of ink paintings for inspiration – Mark making resources in one area labelled with pictures and words – Materials for constructing in labelled baskets with spaces between them provoking reflection (and creative thought) – The sculpture studio is a permanent, important part of this area – The area is covered in protective- easy wipe- vinyl flooring – – The clay space has pictures of volcanoes/ earth, pottery for inspiration – Display bowl/platter filled with real objects provides inspiration in the clay/sculpture area – Low shelf in sculpture area allows children to 	<ul style="list-style-type: none"> – Caring for resources appropriately, linked to PSD – Making up stories, linked to EAD – Talking about the here and now, linked to CLL – Thinking out loud, linked to CLL – Observing, offering feedback, and appreciating the work of peers, linked to PSE – Learning about quantities and self-regulation through dispensing paint/ liquids, linked to Maths & PSE – Engaging in observational drawing of authentic objects, linked to EAD & PSE – Discovering new techniques and "discipline" knowledge, linked to EAD & PSE – Appreciating art theory, linked to CL&L & EAD <p>Engaging in symbol making, linked to literacy</p>	<ul style="list-style-type: none"> – Introduce strategies to create with clay – Encourage children to revisit work – Provide large mounds of clay for cooperative clay sculptures – Language linked to context – Armature – slab – Coil – Slurry – Wedging – Pounding – Moulding
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Sculpture <ul style="list-style-type: none">– clay– Damp cloths– Spatulas– clay tools– Wooden boards– Labels– Mirrors– Display platter– Real items– Airtight plastic containers– Natural textured objects: shells, cotton reels...	<p>put unfinished pieces of "work in progress". Container of damp cloths nearby</p> <p>-Clay materials for imprinting and texture placed on shelf in front of silhouettes</p>		
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