

Continuous Provision Plan – Creative Area



Development Matters – Ages and Stages	Vocabulary	Look, listen, note
Three to Four Year olds • Explore different materials freely, 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. • 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	<u>Adults to introduce vocabulary (see vocabulary pyramid for progression)</u> Roll, model, pat, press, squeeze, squash, twist, pinch, stretch, push, pull, rolling pin, smooth, rough, sculpt, sculpture, mould, build, attach, bend, fold, model, texture, paint, draw, mix, join, mark, dab, cut, press, stick, thread, print, explain, invent, creation, design, plan, evaluate, measure, Names of equipment – box, scissors, glue, paper,	How do the children react to the feel of malleable material? How do they let us know if they like the feeling, smells etc? Can they grasp it? Which hand? Can they share tools? Do they make marks in the material? With fingers? Hands? Tools? Can they use any tools independently? Can they fill/empty containers? Do they like malleable

- 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. Early Learning Goals - 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.	feathers, lolly pop sticks, string, wool, straws, card, sequins, pom poms, felt tips, crayons, pencils, tape, paintbrush. 2-D 3-D shape names Colour names	play? How do they let us know? Can they mix colours? Can they give meaning to marks they make? Can they talk through the plan they are executing?
Intended experiences	Permanent resources	Enhanced resources
Measuring amounts Manipulating materials – prodding, poking, pinching, squeezing, stretching, pulling, cutting, rolling, shaping, mashing, pressing Handling small tools safely and effectively Use talk to describe feel, texture, smell, shape etc Explore texture shape, space & form Make sculptures Explore effect of adding other materials eg. water Create patterns and pictures using different media. Use and explore a variety of resources, techniques and equipment in 2D and 3D Making choices and decisions Express themselves through exploring, making and designing using a range of media and materials Using their own ideas Working collaboratively and talk through their ideas Have time to enjoy and explore resources	Open access storage Aprons / protective clothing Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, string, wool, ribbon, tissue, lollipop sticks, old catalogues, etc. Variety of different paper types and sizes – card, wrapping paper, greeting cards, crepe paper, shiny paper Range of junk modelling materials – yoghurt pots,	Topic/interest/seasonal related specific resources

Develop ideas, techniques and skills which focus on the process rather than the product Experiment with collage materials Developing cutting and joining skills Manipulate equipment and tools Model making Using resources purposefully expressing real life experiences Making props and resources to support and extend their imaginative play Painting and printing techniques Make lists, labels, signs Explore colour, texture, shape and patterns Make representations of their ideas and experiences Develop hand-eye coordination and fine motor skills Combining resources to create pictures, models, patterns etc. Problem solving Colour mixing Preparing and selecting resources	foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc. Painting and printing materials – , sponges, ready mix paint, different size and shape brushes. Mark Making Equipment – Pencils, pens, paints, brushes, crayons. Joining equipment – Sellotape, glue, scissors, hole punch, string, paper fasteners Malleable Area – dough, cutters, rolling pins, spoons, bowls, mats, natural materials.	
Characteristics of effective learning		
<u>Playing and Exploring</u> • I can make choices to explore different materials and paints. • I can plan and think ahead about what I want to create and how I will achieve it. • I can choose my resources independently. • I can create and draw things that I am interested in. • I can explore natural materials and resources from my environment to create with. <u>Active Learning</u> • I can keep trying when things are difficult.		

- I can begin to correct my mistakes.
- I can play and explore in the creative area freely and talk about what I am doing.

Creating and Thinking Critically

- I can sort materials.
- I can review my progress as I try to achieve a goal and check how well I am doing.
- I can solve real problems.
- I can feel confident about coming up with my own ideas.
- I can make more links between my ideas.
- I can concentrate on achieving something that is important to me.
- I can give my attention to tasks and ignore distractions with increasing control.

Continuous Provision – Common Play Behaviours Area: Creative Area/Physical Development						
Behaviour	Painting / Exploring Colour	Cutting	Drawing	Collage	Joining	Printing
High-level	Making desired colours using colour mixing Making shades and tints Use techniques and colour for purpose Fine brushes Select appropriate size brush for task.	Use scissors accurately, make objects smaller then cut round lines, move paper around as cut. Cut a range of materials e.g. cardboard boxes. Cut irregular shapes e.g. around tighter curves,	Selects appropriate media and techniques to achieve a specific goal. Accurate drawing people with details. Diagonal lines, crosses	Select and combine a variety of art techniques e.g. concertina folding, scrunching, layering.	Hole punch and treasury tags String Staplers Split pins Stitch Nails Knots Design, select and evaluate Test out best join.	Select objects with a purpose in mind. Uses taught techniques to create own stamp. Use different stamps to create desired effect.
Mid-level	Use a range of resources	Correct grip to cut	Represents objects	Overlaps and	PVA glue sticks	Uses stencils to

	to create a paint effect e.g. cocktail sticks, lollipop sticks, finger brushes, pipe cleaners, feathers etc. . . Medium sized brushes.	continuous lines and curved lines. Cutting string, wool, masking tape.	seen, remembered or imagined. Head, legs, arms, basic facial features on a person. Circle, square,	overlays to create different effects.	on object, cotton buds, spreaders, squeezzy bottles Cellotape, paper clips, elastic bands, stapler, Join with control.	make own rubbings. Print using found materials – large and small. Repeating patterns.
Emergent	Explore paint and colour mixing using hands, fingers, large paint brushes.	Snips in paper Unconventional grip Tearing	Simple mark making on different paper using pencils, pastels, chalk and paint. Chunky mark making tools.	Uses cutting, sticking to explore different materials from the collage basket.	Glue on fingers Glue stick Wrapping masking tape. Cut and glue things together.	Use pre-made stamper to print. Print using hands and fingers.

