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| **Resources** | **How is it organised and why** | **Link to EYFS / Research / C of EL** | **Adult Role** |
| * Large art easel * Painting aprons * Easy access paper storage unit * Large paper rolls * Storage boxes * Round table * A4 folder filled with plastic sleeves for displaying * Colour mixing reference display   **Transient art resources**   * Container of bottle caps * Baskets of pebbles * Basket of glass/crystals/ natural found objects * Natural textured objects: shells, cotton reels...   **Mark making**   * Oil pastels * Chalk * Washable paint- primary colours/ black and white/ skin tone paint (shades) * Water colours * Fine liners * Skin coloured markers * Charcoal * Graded art pencils * Sponges/ printing resources   **Surfaces**   * Large and small white paper * Coloured paper * Textured paper * Tissue/crepe paper * Clipboards and sketch paper   **Tools for creating**   * Hole punches * Scissors * Pencil sharpeners * Drying rack * Craft scissors   **Materials for constructing**   * Basket of soft items: plain and patterned fabrics, lace, rubber, string, fringing * Pots of metal and plastics, bottle tops, shiny things etc. * Bag of junk * Pipe cleaners   **Adhesives/ constructing**   * Twine * Masking tape * Sticky tape * Glue sticks * White glue   **Inspiration**   * 3D objects for visual reference * Picture of real paintings- Monet etc. | * Art easel positioned near sink * Squirt bottles half full of paint nearby * Plastic containers for water and paint pots * A selection of graded brushes labelled numerically * Paper storage unit with a variety of paper * 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 (outside the side door) * "work in progress" folder placed in a central position * Transient art resources in labelled containers near textured mat and velvet covered boards (stored to right of art sink) * Mark making resources in own area labelled with pictures and words * Materials for constructing in labelled baskets with spaces between them provoking reflection (and creative thought) * Area for displaying artwork to empower the children as artists. Encourage children to write their names on their artwork | * 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 linked to PSE * Willingly experiments with a variety of non-traditional mark making tools e.g. charcoal linked to EAD * Discovering structure, aesthetics and arrangement through using modelling resources linked to EAD * Giving meaning to marks linked to Literacy * Engaging in three-dimensional thinking linked to Maths * Inventing patterns linked to Maths * Learning new vocabulary in context (i.e.. art skills) linked to CL * Caring for resources appropriately and independently, linked to PSD * Making up stories, linked to EAD * Talking about the here and now, linked to CL * Thinking out loud, linked to CL * 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 & EAD * Engaging in symbol making, linked to Literacy * Writing name on own artwork linked to Literacy | * Ensure the quality and upkeep of materials. For example, check markers/ glue sticks are not dried up, etc. * 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 as they explore * Support children to discover about quantities and self-regulation. For example, demonstrating a suitable amount of paint to pour into a paint pot * 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: * *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 * *I wonder how you might make a …..?* * *Clarify design challenges with children ie..* * *will it break?* * *is too thin?* * Encourage children to revisit work * Encourage language linked to context: shading, gradient, etc |