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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
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