

Planning Activities 22nd April – 10th May (Painting and Making Room)

Activity	Lollypop Art	Artist inspired shape paintings/printing	Lego	Mark making with water
Resources	Lollypop sticks, matchsticks, string, pipe cleaners, straws, glue (PVA and stick)	Examples of artists' work, paper, paint, thick and thin brushes, shape sponges, cutters, lids, boxes (any items the children select to print or paint with)	Lego trolley, mats, mini-figures (Differentiate with use of Duplo where appropriate)	Buckets, brushes of different thicknesses
Focused Curriculum	Expressive Arts and Design - To explore different materials freely, to develop their ideas about how to use them and what to make. To develop their own ideas and then decide which materials to use to express them	Expressive Arts and Design - to paint with increasing complexity and detail. To develop ideas and decide which resources to use to express them. To create closed shapes and begin to use these to represent objects.	Physical Development - to develop fine motor control and co-ordination. Mathematics - opportunities to talk about shapes and their properties, use of number names in play e.g. when talking about which sized piece is needed.	Physical Development - to use large muscle movements to paint/mark make on large surfaces (encourage vertical as well as horizontal, helping children to stimulate large shoulder and arm movements and to cross the midline of their bodies.)
Other possible curriculum links	Communication and Language -To talk about what they have made; to use descriptive language to describe what they are making Understanding of the World - to talk about the different materials and their properties.	Mathematics - to identify and name shapes in the artists' work. To talk about shapes using informal and mathematical language.	Expressive Arts and Design - To make imaginative and complex 'small worlds' with blocks and construction kits. Literacy - to add a storyline to play, drawing on experiences of stories shared previously. Communication and Language - To develop complex stories using small world equipment	Literacy - to make marks showing variation in shape and form.
Language and Questioning	Explore the range of materials. How will you use them? What could you make? What will you need? Would it help you to... Recap on previous work on sticking, glue types, cutting, joining. Straight, curved, hard, soft, thick, thin, join, connect, stick, cut, snap, tear, rip, collage, material,	Look at the examples of artwork. What do you notice? How do you think the artist has made the pictures? Which do you like? Provide a range of materials for the children to create their own shape pictures. What's your plan? What will you need? How will you...? Recap on previous work on printing, colour mixing, brush thickness where appropriate. Artist, paintings, shape names, side, corner, straight, flat, round, curved, design, printing, sponge, brush, thick, thin,	Introduce the Lego. Have you played with this before? Do you have it at home? What would you like to build with it? How can I help? Do you need any characters? Model making up storylines using the models the children make, encouraging them to make up their own. Lego, pieces, fit, join, connect, size, long, short, wide, narrow, build, tower, house, playground, city, character, story, beginning, middle, end.	Invite the children to mark make using water and brushes in outside area. Comment on the marks they make - e.g. I can see you've made circles, short lines, long lines, zig zags. Your lines are thicker, wider, thinner than... I wonder why that is? Encourage the children to perform large movements e.g. to paint the shed as well as smaller movements. Can you write your name with the water? Paint, mark make, up, down, around, across, small, large, short, long, circle, round, curved, straight, movements, strokes,
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to explore the resources For most children to use and talk about the materials they choose to create their collage/picture. For some children to plan and carry out their design using a range of techniques (applying previous learning). 	<ul style="list-style-type: none"> For all children to explore the paint. For most children look at the artists' work and to print/paint using the resources provided to make a shape picture or pattern. For some children to talk about the artists' work and plan their own shape picture, carefully selecting resources to achieve their plan. 	<ul style="list-style-type: none"> For all children to explore the Lego/Duplo. For most children to build with a purpose in mind. For some children to add a storyline to their play. 	<ul style="list-style-type: none"> For all children to use large movements to make marks with the water. For most children to make marks that show variation in shape and form. For some children to talk about the marks they have made.