*Foundation Stage Art and Design Activities*

*Learning Activities*

*Related Media*

The following suggestions for work with media, materials and processes can be used in isolation or in combination.  Each child will work in a unique way.  Some find satisfaction in the physical sensation of the materials alone, spending many sessions familiarising themselves with them.  Others quickly develop the confidence to work with the materials to express their individual ideas and feelings.  It is important to remember that whatever the response, the process is as important as the product.  Adults should not intervene in the learning process in order to predetermine the outcome.

**Exploring the possibilities of mark making and drawing through:**

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* making marks with a variety of drawing materials, for example, biro, pencils of

different lead types ranging from hard (HB), to soft (2B), charcoal pencils, crayons, pastels, fluorescent and metallic crayons, coloured pencils, chalks etc.

* drawing on a range of papers (grounds) varying in colour, shape and size
* working on an easel, floor or tabletop
* making marks and impressions with fingers and different tools in wet sand, mud/wet

clay

* creating lines which make up shapes and images using materials such as: cord, rope,

hoops, sticks etc.

**Discovering the properties of paints through:**

* exploring different consistencies of paints through adding water, PVA, sawdust etc.
* using a range of tools to apply paint to surfaces, and exploring the marks which can

be made, for example with: brushes, fingers, sponges, combs

* developing manipulative control in the use of paints through holding and loading a

brush with paint

* exploring colour through examining the results of accidental colour mixing and

talking about the outcome

* covering surfaces with painted patterns, shapes, lines and colours and enjoying the

decorative effects which can be produced

* finding ways to represent and respond to a range of experiences and stimuli

**Printmaking with paint and ink to make textures, repeated random and regular patterns and pictures through:**

* object printing with found materials, fruit, vegetables etc.
* tabletop monoprinting
* block printing with clay or plasticine

**Extending picture and pattern making opportunities to textile and collage techniques by:**

* introducing the use of scissors to develop cutting skills
* using different types of glues such as PVA, glue sticks, pastes etc.  to stick down

papers, light card, found materials, plastics, fabrics

* using a range of techniques to shape and change papers and card, such as tearing to

create different shapes and sizes, crumpling, layering to create texture

* exploring the different textural qualities, patterns and colours of fabrics and wools
* using fabrics and other materials to create collage work
* adding paper and/or fabric and other materials to paintings and drawings

**Investigating the properties of malleable materials such as clay, dough and plasticine through:**

* pulling, twisting, rolling, flattening, thumping etc.
* using various tools such as hands or sticks to model, shape, cut
* texturing and smoothing surfaces
* drawing into clay, and dough or plasticine

**Developing a sense of spatial awareness through the use of 3-D and other materials by:**

* working with large boxes, cardboard rolls and tubes, construction toys, etc.  to

shape, rearrange and create environments to support imaginative play

* examining how things are put together and on occasions taking them apart
* working with found materials on a range of scales, to develop manipulative skills
* investigating ways of using various materials to make stable structures
* experimenting with different ways to stick or join materials, for example: using

adhesives, paste, PVA, gummed paper, masking tape, sellotape, elastic bands etc. to make structures

* working with sand: to pour, smooth, flatten, pattern, texture and mould
* Explore digital imagery when viewing pictures, animations and text on screen