



Long Term Continuous Provision Plan For: Painting Easel

Enabling Environments: <i>what adults could provide</i>	Positive Relationships: <i>what adults could do</i>	Characteristics of Effective Learning
<ul style="list-style-type: none"> • Make materials easily accessible at child height, to ensure everybody can make choices. • Give time for children to pursue their learning without interruption to complete activities to their satisfaction and to return to activities. • Provide activities that are challenging but achievable. • Provide activities that give children the opportunity and motivation to practise and manipulate skills. • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practice. • Provide a place where work in progress can be kept safely. 	<ul style="list-style-type: none"> • Recognise that children's interest may last for short or long periods and that their interest and preferences may vary. • Teach children to use and care for materials and then trust them to do so independently. • Teach children the skills they need to use equipment safely. • Introduce vocabulary to enable children to talk about their observations and experiences. • Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky etc. • Talk about what is happening, helping children to think about cause and effect. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Names of materials and equipment, e.g. brush, printer, stamper, roller, charcoal etc. • Imaginative/descriptive language - when children are talking about creative work e.g. pattern, print, mark, paint, dab, shade, colour, splash, spray, spatter, press etc. • Vocabulary associated with line and shape - round, curved, bendy etc. • What are you going to make? • What do the objects/posters/photographs show us? • What colours can you see? / What textures can you feel? • What did you use to make your painting, printing? • How did you ...? • What do you think about your ...? • Why did you choose to use that colour/shape/brush? 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Engaging in open ended activity • Showing a 'can do' attitude <p>Active Learning - motivation</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something-not just an end result <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> • Thinking of ideas • Changing strategy as needed

Painting Easel Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none">• Gives meaning to marks• Experiments with colour mixing• Holds a paintbrush correctly• Talks about what they have painted	<ul style="list-style-type: none">• Uses colour for a purpose• Creates representations of people, objects and events from their own experiences• Creates representations of the work of famous artists	<ul style="list-style-type: none">• Paints with good control• Uses their own ideas to create paintings• Combines different media• Develops a storyline based on their paintings