



Henbury View First School

Art in EYFS



Expressive arts and design: the development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



Aims

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Use a range of small tools, including scissors paintbrushes and cutlery
- Begin to show accuracy and care when creating art in a range of different media

Mastering Techniques



- Children should have experience of and experiment with a range of drawing materials, Including the use of ICT
- Materials should include: drawing in sand, cornflour, shaving foam, water on walls, stick in earth etc. A variety of pencils, pens, crayon, and chalk
- Children should be able to manipulate materials with appropriate grip and have increasing control of line and shape



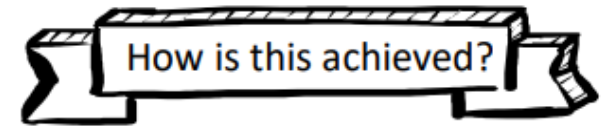
- Children should experiment and explore – through play- with a variety of painting and printing materials
- To include the different application of paint such as splattering, smearing, painting, dotting etc; the creation of simple patterns and effects such as texture
- To include painting and printing with found objects such as forks, sticks, vegetables, etc.
- Naming colours



- Children should have experience of and experiment with a range of materials, to create 3D forms
- Materials could include: Playdough, construction, junk modelling, salt dough, found objects (including natural objects)
- Children should be able to manipulate materials to create a planned effect; evaluate their 3D form; change and modify it



- Print using a range of materials such as corks, string, leaves, fruit and vegetables, experimenting with the creation of repeating patterns
- Children to create relief rubbings with a variety of tools and surfaces evaluating the effects and discovering patterns
- Print onto paper



- Drawing self –portraits
- Creating and exploring 3D art forms such as sculpture via playdough and clay
- Drawing and painting pictures of their family
- Transient art – Art without Glue using a variety of resources both natural and man-made
- Painting drawing etc Inspired by seasons, theme of dark and light.
- Artwork inspired by class readers; books from home
- Creating art inspired by famous artists
- Designing and creating a house for an animal
- Child-led activities accessing continuous provision
- Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, brusho inks, wool, material
- Outdoor art using a range of mark making materials such as paint rollers and different sized brushes
- Craft Area enables children to self -select resources that they need/want to test out including masking tape and glue to join



Artist, Paint, Paintbrush, Pencil, Draw, Self Portrait, Sculpture, Glue, Dark, Light, Colour, Mix, Colours (primary) (secondary)

- Nursery**
- Explore colour and colour mixing.
 - Explore different materials freely, to develop their ideas about how to use them and what to make
 - Develop their own ideas and then decide which materials to use to express them
 - Join different materials and explore different textures
 - Create closed shapes with continuous lines and begin to use these shapes to represent objects
 - Draw with increasing complexity and detail, such as representing a face with a circle and details
 - Use drawing to represent ideas (movement, noises)
 - Show different emotions in their drawings and paintings

Formal Elements

Colour: Describe what is meant by colour; Name and identify the primary colours; Explore mixing colours, understanding that when I mix colours, it creates a new colour

Pattern: Make and predict repeating patterns

Texture: Describe how different materials feel

Line: Create different lines using a variety of media; Use simple language to describe the lines they create

Shape: Name different shapes; Identify shapes within the environment

Form: Make 3D sculptures using a variety of media

Tone: Identify things that are light and dark

- Year 1 Contexts**
- Drawing: Kandinsky
 - Painting: Van Gogh
 - Printing: Warhol

Develop their small motor skills so that they can use a range of tools competently

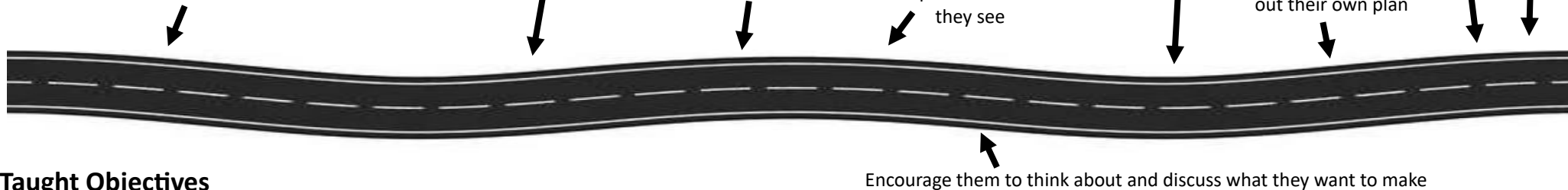
Provide a range of materials and tools and teach children to use them with care and precision, promoting independence

Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see

Provide opportunities to work together to develop and realise creative ideas

Choose the right resources to carry out their own plan

Reflect on how they have achieved their aims



Taught Objectives

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Drawing</u> I know a line is made by a 'dot' that moves <u>Sculpture</u> I know that an object will look different from different angles I know that texture describes the way an object feels to the touch	<u>Drawing</u> I know that lines can create shapes I know that when a line meets up with where it started, this make a shape <u>Painting</u> I know what is meant by colour	<u>Drawing</u> I know that there are many different characteristics of line (including solid, dotted, straight, curved, zigzag) <u>Sculpture</u> I know that different materials/objects can be combined and arranged to create new forms I know that malleable materials can be manipulated	<u>Drawing</u> I know that different media create different types of mark <u>Painting</u> I know that primary colours are colours that cannot be made by mixing other colours together I can name the primary colours I know that when I mix colours, it creates a new colour	<u>Drawing</u> I know that sometimes I want to draw what I can see, and sometimes what I think, feel or imagine	<u>Drawing</u> I know that sometimes I want to draw what I can see, and sometimes what I think, feel or imagine <u>Painting</u> I know that the way I apply paint (e.g. fingers, paintbrush, sponge, splatter) will alter the effect it creates

Taught throughout the year, linked to context: Printing: I know that paint can be applied to objects and 'printed' onto paper; I know that I can use different objects and materials to make a print; I know that different surfaces and objects have different textures