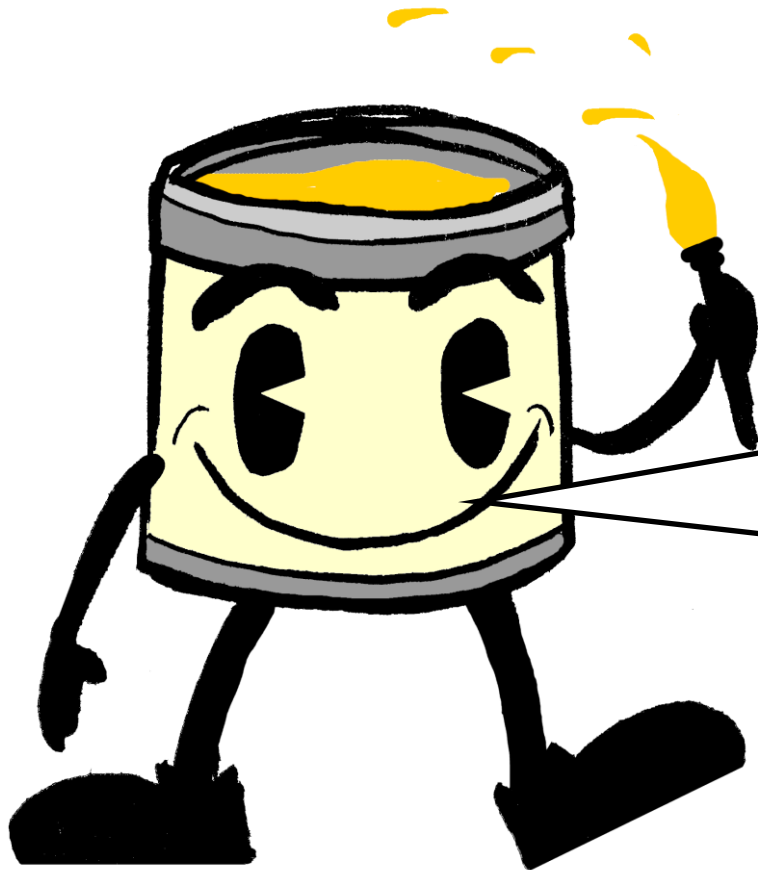


Art in the Early Years

What does an Artist look like in the EYFS?



I want to become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.

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<p>Characteristics of Effective Learning: <i>Playing and exploring</i> - children investigate and experience things and have a go; <i>Active learning</i> - children concentrate and keep trying if they encounter difficulties and enjoy achievements; <i>Creating and thinking critically</i> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime area of learning <i>PSE, CL</i> and <i>PD</i> underpin and are an integral part of all areas of learning.</p>							
<p>Expressive Arts & Design Educational Programme: 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.</p>							
<p>Intent: At Tenbury we inspire our children to unleash their inner artist. We develop their skills and proficiency using a range of media. The children will develop an appreciation of internationally renowned artists. They will evaluate and analyse others work and acquire a critical understanding of a range of artistic techniques. They will have hands on experiences that will enhance their skills and build their creativity.</p>							
Themes							
Learning Overview		We will use thick and thin paintbrushes to create different lines as we create our self-portraits. We will mix paints and explore which colours we can make as we create firework pictures. We will also explore the splatter art technique in our outdoor environment. We will shape and mould clay to make a diva lamp to celebrate Diwali. We will create natural/transient art inspired by artist Andy Goldsworthy. We will create a space drip painting inspired by Jackson Pollock.		We will use colour appropriately and make careful choices when colouring and drawing plants and animals. We will select which paintbrush we need to create different lines. We will recreate patterns using vegetables and include this in our artwork.		We will accurately mix paints to create a new colour and think about shades and tints. We will create a dotty art owl and woodland landscape scene using watercolours. We will create a snail collage inspired by Henri Matisse.	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Art Evidence in Floor Book We revisit knowledge and skills throughout the year	To use a variety of drawing tools and techniques - chalk, pencil, pastels, charcoal To draw with some detail, such as representing a face with a circle and including details (self-portraits). To explore transient art (art without glue) using a variety of resources both natural and man-made, inspired by Andy Goldsworthy	To explore colours and how to mix them To know that primary colours make secondary colours when mixed together To use the splatter art technique (firework picture) To know how to sculpt, shape and mould clay (Diva Lamp) To know about different forms . To explore the drip technique inspired by Jackson Pollock (balloons)	To explore textures and colour by creating a collage (Chinese dragon) To explore printing with wooden blocks, fruit and vegetables	To develop knowledge of colour mixing To use lines when doing observational drawing of a plant or animal To know how to use a variety of drawing tools and techniques - sketch (pencil, inks, and paint) To know how to sculpt, shape and mould salt-dough (fossils)	To return to and build on previous learning, refining ideas and developing their ability to represent them. To explore the dotty art technique (pointillism) (owl animal painting using cotton bud) To add white or black paint to alter the shade or tint when using watercolours (woodland scene)	To use a thin paintbrush to add detail . To use lines when doing observational drawing of a mini-beast. To explore the work of Henri Matisse and recreate a collage of 'The Snail'.	
Art Sticky Skills & Knowledge Skills and Knowledge children need to know by the end of every half-term.	I can use a variety of drawing tools to create marks.	I know that when I mix two colours it makes a different colour. I know that materials can be joined / mixed to create interesting effects.	I know that artists create works of art. I know how to use a paint brush and palette	I know how to match the colours I see to what I want to represent.	I know a variety of artist techniques that I can use in my own artwork. . transient . splatter . drip . dotty	I can talk about what I see in a picture or piece of art. I know how to use paint tools with care and precision.	

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Key vocabulary	express, feelings, draw, technique, pastels, detail, transient, natural art, artist	colour, mix, primary, secondary, splatter, sculpt, shape, mould, clay, form	collage, texture, drip, palette	observation, draw, sketch, pencil, ink, paint, line, print, block, pattern	refine, represent, shade, tint, detail, thin, care, precision
Our Curriculum Goal	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.				
ELG (End of the year only)	Creating with Materials <ul style="list-style-type: none"> 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. Make use of props and materials when role playing characters in narratives and stories. 				
During KS1, children will learn	During KS1, children will learn <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 				

EYFS art knowledge and skills linking to year 1					
Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, pencils, crayon, pastels)	Texture (clay, sand, stone, natural materials)	Form (3D work, clay, dough, boxes, paper sculpture)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Suggested artists Techniques
Begin to use a variety of drawing tools and techniques Draw with some detail, such as representing a face with a circle and including details. Use lines when doing observational drawings	Explore colours and how to mix them Know that primary colours make secondary colours when mixed together Explore tints and shades and when these should be used.	Explore and experiment with different textures Safely use and explore a variety of materials. Explore transient art (art without glue) using a variety of resources both natural and man-made, inspired by Andy Goldsworthy Explore textures by creating a collage	Handling, feeling, enjoying and manipulating materials Shape and model Experiment with different forms.	Rubbings Print with variety of objects and colours Explore printing with wooden blocks, fruit and vegetables	Andy Goldsworthy - natural art Jackson Pollock - drip Splatter Henri Matisse - collage

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Our art journey through the year



To use a variety of drawing tools and techniques – chalk, pencil, pastels, charcoal
To draw with some detail, such as representing a face with a circle and including



To explore transient art using a variety of resources both natural and man-made inspired by **Andy Goldsworthy**



To explore colours and how to mix them
To know that primary colours make secondary colours
To use the splatter art technique



To know how to use a variety of drawing tools and techniques – sketch, pencil, inks, and paint
To use lines when doing observational drawing of a plant or animal



To explore printing with wooden blocks, fruit and vegetables



To add white or black paint to alter the shade or tint when using watercolours
To use a thin paintbrush to add detail.

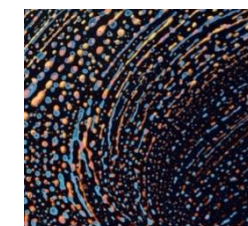


To explore textures and colour by creating a collage Chinese dragon



To create a snail collage inspired by **Henri Matisse**

To know how to sculpt, shape and mould clay
To know about different forms.



To explore the drip technique inspired by **Jackson Pollack**



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- Explore colour and colour mixing
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Experimenting with water colours
- Draw with complexity and control. Eg features on a face
- Looking at different artists for inspiration
- Using natural resources to create pictures from loose parts
- Show different emotions in their drawings and paintings.
- Autumn leaf printing and rubbings
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Using drawings to represent ideas like movement and loud noises
- Collage and mixed media using different materials

Key Vocabulary

Draw

Lines

Sculpt

Model

Shape

Paint

Colour mixing

Primary

Collage

Print

Colour

Patterns

natural

Artists

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Continuous Provision

Our 'CHILD LED' Art journey through the year

Through our continuous provision, children have the opportunity to explore and use a variety of resources that enable them to develop their artistic skills. Our provision includes: natural resources, paint area (paint, brushes, sponges, rollers, blocks, paper) drawing area (pencils, crayons, chalk, pens, whiteboards, paper, card), play dough, plasticine, clay, forming tools, sand trays, stencils, collage materials, scissors and glue.

Communication, and Language (Prime Area)		
0/3	3/4	R
	Use a wider range of vocabulary.	Learn new vocabulary.
Generally focus on an activity of their own choice.	Understand 'why' questions, like: "Why have you used crayons"?	Articulate their thoughts and ideas in well formed sentences.
Recognise and point to objects if asked about them.	Use talk to organise themselves and their play: "I'm going to cut the pieces and then stick them on".	Use new vocabulary in different contexts.
Ask simple question about 'who', 'what' and 'where'. 'What can I use'?		Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Physical Development (Prime Area)		
0/3	3/4	R
Explore different materials and tools.	Choose the right resources to carry out their own plan.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: brushes, pencils, crayons, play-dough tool.
	Use large muscle movements to paint and mark make.	
Use large and small motor skills to do things independently. (brushes, pencils, crayons, play-dough tools)	Match their developing physical skills to tasks and	

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	activities.	
Develop manipulation and control.	Choose the right resources to carry out their own plan.	
	Use one handed tools and equipment for example making snips with scissors.	
	Use a comfortable grip with good control when handling pens and pencils.	
	Show a preference for a dominant hand.	

Personal, Social, Emotional Development (Prime Area)		
0/3	3/4	R
Notice and ask questions about differences.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Show resilience and perseverance in the face of challenge.
		Express their feelings

Mathematics (Specific Area)		
0/3	3/4	R
Notice patterns and arrange things in patterns	Talk about and identifies the patterns around them.	Continue copy and create repeating patterns. E.g. leaf, stick, stone, feather, leaf, stick, stone, feather (Transient art)
	Select shapes appropriately e.g. a triangle for a roof, circle for a wheel.	
	Combine shapes to make new one.	
	Extend and create A, B, A,B patterns e.g. stick, leaf, stick, leaf	

Knowledge of The World (Specific Area)		
0/3	3/4	R
Explore materials with different properties.	Use all their senses in hands-on exploration of natural materials.	Explore the natural world around them.
Explore natural material, indoors and out.	Explore collections of materials with similar and/or different properties.	Describe what they see, hear and feel whilst outside

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Explore and respond to different natural phenomena in their setting.	Talk about what they see, using a wide vocabulary.	Understand the effect of changing seasons on the natural world around them.
	Explore how things work (scissors, glue)	
	Talk about the differences between materials and changes they notice. (e.g. mixing paint)	

Literacy (Specific Area)		
0/3	3/4	R
Add some marks to their drawing which they give meaning to. E.g. drawing a spider with legs.		
Enjoy drawing freely.		

Expressive Arts and Design (Specific Area)		
0/3	3/4	R
Explore paint using fingers as well as other parts of their body, as well as brushes and other tools.	Explore colour and colour mixing	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Explore different materials using all of their senses	Explore different materials freely to develop their ideas about how to use them and what to make.	Create collaboratively, sharing idea, resources and skills.
Express ideas and feelings through mark making and sometimes giving meaning to the marks they make.	Draw with increasing complexity and detail. E.g. representing a face with a circle.	
Use their imagination as they consider what they can do with different materials.	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	
Make simple models that express their ideas (clay sculpture)	Use drawing to represent movement or loud noises.	
	Show different emotions in their drawing and paintings.	

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