

Subject: ART in the EYFS at Brookside Primary School

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| <p>The EYFS art curriculum at Brookside Primary school</p> <p>We want to teach children to be able to develop and nurture their creativity in the EYFS. We want children to have confidence to try new media, materials and techniques in art. We want our children to be critical thinkers in art, reflecting on their own work and the work of other artists. Children will show confidence to talk about art, drawing on their experiences and thoughts e.g. comparing artists or media.</p> | <p>How we teach art in the EYFS at Brookside Primary School....</p> <p>We teach art through hands on, exploratory learning. Children have opportunities to access independent creatives activities in both classrooms and in the outside area. For example, children explore sculpture in the playdough, junk modelling and construction area. Children have opportunity to paint and draw daily in the creative areas. Children also work alongside adults in the EYFS to develop key skills in art e.g. using different tools and ways of mark making.</p> | <p>Our rationale for our EYFS art curriculum...</p> <p>Children entering our EYFS need lots of opportunities to develop early fine motor control and therefore we spend time on mark making activities and introducing children to different ways of making marks. We also develop scissor control and children expressing ideas freely. As we move through the EYFS we focus more on different artistic techniques. Children will develop their understanding of drawing, digital art, creative craft, sculpture, painting and printing ready to lay the foundation for their learning in KS1.</p> |
| <p>We are artists through....</p> | | |
| <p>Physical Development:</p> <p>3 / 4 year olds:</p> <ul style="list-style-type: none"> - Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. <p>Reception: - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop overall body-strength, balance, coordination and agility. | <p>Expressive Arts and Design:</p> <p>3 / 4 year olds:</p> <ul style="list-style-type: none"> - Explore different materials freely, in order 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 including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. | |

ELG: PD: Fine Motor Skills: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
-Begin to show accuracy and care when drawing.

- Explore colour and colour mixing.

Reception: - Explore, use and refine a variety of artistic effects to express their ideas and feelings.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

- Create collaboratively, sharing ideas, resources and skills.

ELG: Creating with materials:

- 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.

By the end of the EYFS we would like children to....

Be confident artists; expressing their thoughts and ideas freely through a range of creative activities. Children should be able to talk about their work and be able to reflect on what they have done. Children will be keen to explore creatively, in a variety of different ways. Children will have explored a variety of art forms which they will understand more deeply in Key Stage One. .

| | Drawing | Painting | Printing | Creative Crafts | Sculpture | Digital Art |
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| EYFS | <p>Use simple tools and techniques competently and appropriately.</p> <p>Experiment to create different textures.</p> <p>Create simple representations of events, people and objects.</p> | <p>Use simple tools and techniques competently and appropriately.</p> <p>Explore what happens when colours are mixed.</p> <p>Choose a colour for a particular purpose.</p> <p>Experiment to create different textures.</p> | <p>Use simple tools and techniques competently and appropriately.</p> <p>Experiment to create different textures.</p> | <p>Use simple tools and techniques competently and appropriately.</p> <p>Combines a range of mediums to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Experiments to create different textures.</p> <p>Constructs with a purpose in mind.</p> | <p>Use simple tools and techniques competently and appropriately.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Constructs with a purpose in mind.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Combines a range of mediums to create new effects.</p> | <p>Use tools competently and appropriately.</p> |

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| Year 1/2 | <p>Experiment with different mark marking using a variety of different mediums.</p> <p>Control the types of marks made with a variety of mediums.</p> <p>Layer different mediums.</p> <p>Create light and dark tones.</p> <p>Create patterns and textures.</p> <p>Observe and draw shapes.</p> | <p>Experiment with different mark marking using a variety of paint brushes.</p> <p>Control the types of marks made with a paintbrush.</p> <p>Explore the colour wheel and mix and name the primary and secondary colours.</p> <p>Mix the colour brown.</p> <p>Create tints by adding white.</p> <p>Create tones by adding black.</p> <p>Use colour to create different moods.</p> <p>Observe and paint a picture.</p> | <p>Print with a variety of mediums eg. natural objects, sponges etc.</p> <p>Experiment with different printing techniques eg. pressing, rolling, rubbing and stamping.</p> <p>Create repeating patterns.</p> <p>Create repeating patterns with rotation.</p> <p>Create compositions with a variety of prints.</p> | <p>Explore a range of paper crafts including collage and weaving.</p> <p>Use a range of media eg. photocopied material, fabric, plastic, tissue paper, magazines etc.</p> <p>Experiment with a range of media eg. cutting, tearing, over lapping, layering etc.</p> | <p>Manipulate clay in a variety of ways eg. Rolling, kneading and shaping.</p> <p>Experiment with different mark marking using a variety of tools.</p> <p>Construct and join clay effectively by scoring and using slip.</p> <p>Design and create for a purpose.</p> | <p>Experiment and assemble objects to create patterns and compositions.</p> <p>Photograph the compositions.</p> <p>Review and edit compositions eg. cropping.</p> |

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| Year 3/4 | <p>Create light and shade with a range of techniques including hatching, cross hatching, stippling, scribbling and shading.</p> <p>Experiment with different grades of pencil for different tones textures.</p> <p>Observe and draw simple objects.</p> <p>Show facial expressions and body movement in drawings.</p> | <p>Explore the colour wheel further and mix and name the tertiary colours.</p> <p>Mix and match colours.</p> <p>Use a range of brushes to create different effects.</p> <p>Explore a range of paints.</p> <p>Create a background using a wash.</p> <p>Use shading to create mood and feeling.</p> | <p>Create a print in a specific style.</p> <p>Print with 2 colours.</p> <p>Design a simple stencil and copy to foam board.</p> <p>Print onto different materials eg, paper, fabric, stone</p> | <p>Explore a range of ceramic including mosaic tiles.</p> <p>Incorporate other materials to add interest and texture eg. shells, glass pebbles.</p> | <p>Make informed choices about 3D techniques chosen.</p> <p>Show an understanding of shaped, space and form.</p> <p>Use a variety of materials including manmade and natural materials.</p> | <p>Experiment with stop motion animation software eg. iMovie</p> <p>Design and create a stop motion animation storyboard with a set and figure.</p> <p>Photograph, assemble and export a stop motion animation.</p> <p>Review, edit and adapt a stop motion animation.</p> |

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| Year 5/6 | <p>Explore two-point perspective.</p> <p>Use line, tone and shape to draw buildings/cityscapes with detail and perspective.</p> <p>Explain why they have combined different tools to create their drawing.</p> <p>Explain why they have chosen specific drawing techniques.</p> | <p>Identify and use primary, secondary, complimentary and contrasting colours and use more specific colour language.</p> <p>Use a wide range of techniques.</p> <p>Explain why they have chosen specific painting techniques.</p> | <p>Print with multiple colours.</p> <p>Design and create an accurate print design that meets a given criteria.</p> <p>Create a printing block using lino.</p> <p>Add further detail to the block and overprint with another colour.</p> <p>Make decisions about the effectiveness of their design.</p> | <p>Use tools precisely.</p> <p>Explore a range of textiles including sewing, applique and embroidery.</p> <p>Practise making patterns on fabrics using batik/tie dye.</p> <p>Design and create a final product.</p> <p>Make decisions about the effectiveness of their design.</p> | <p>Design a sculpture.</p> <p>Create a model.</p> <p>Mould and manipulate foil and Mod Roc to a desired shape.</p> <p>Describe the qualities involved in modelling, sculpture and construction.</p> | <p>Explore typography and</p> <p>Map ideas on a grid.</p> <p>Adapt, extend and justify their work.</p> |