



Art & Design

EYFS – Areas of Learning

Expressive Arts & Design – 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.
- Make use of props and materials when role playing characters in narratives and stories.

Physical Development – Fine Motor Skills

- Use a range of small tools, including scissors, paintbrushes and cutlery.
 - Begin to show accuracy and care when drawing.

National Curriculum – Key Stage 1 Subject Content

- 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 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Pre-School</u>	Nursery Rhymes 	Traditional Tales 	Into the Woods 	People Who Help Us. 	A Bugs Life 	Splash! 
<u>Reception</u>	Traditional Tales 	Bits & Bobs! 	A Long Time Ago... 	New Life 	Animals Around the World 	What a Wonderful World 



Layered Learning <i>Opportunities, Experiences & Vocabulary covered in EYFS to prepare children for learning in KS1</i>		
KS1 NC Content	Pre-School	Reception
<ul style="list-style-type: none"> to use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> Children have free access to the Malleable Area in the classroom. Adults model how to use playdough in creative ways to make models/representations. Children have free access to a range of materials including blocks, lego, loose parts etc. Children are encouraged to build towers by stacking blocks. They explore how to build stable towers & adults talk to them about why some towers fall down. As part of learning opportunities based on Old McDonald, children learn to use wooden blocks to create walls & enclosed spaces for different farm animals. 	<ul style="list-style-type: none"> Children explore a range of different ways of enhancing materials; scrunching, twisting, folding, rolling etc. Children design & make houses for the ducklings. Linked to the story Whatever Next, children make junk model rockets. They learn how to build a model which replicates something in the real world. They use loose parts & give meaning to their models. Children experience using plasticine to create Dinosaur Fossils. They learn how to manipulate, roll, cut & twist the material. When creating & making, adults encourage children to make simple evaluations of what they have made. They question them to encourage children to think about how they can improve their creations.
<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> Children learn to draw simple faces with some features. They make marks by drawing lines & circles. Children draw simple representations of a range of people, animals & objects. They practise observational drawings and are encouraged to draw what they see. They are also encouraged to draw simple things from memory. Children have access to pre-made paint freely. They are able to explore painting using brushes, their hands & 	<ul style="list-style-type: none"> Throughout the year, children continue to practice drawing pictures of people. They begin to add detail to these drawings (limbs, additional facial features etc.) Children explore drawing a range of everyday objects & living things. Children learn how to hold a paintbrush effectively & use it to make marks and simple representations. They learn to use thin paintbrushes to add detail. Children learn to mix primary colours to make secondary colours. They also use paint to colour match a specific colour/shade and they add white or black paint to alter shades.



	<p>fingers & they are encouraged to name the colours as they do.</p> <ul style="list-style-type: none"> • Children have opportunities to use thick & thin paintbrushes – they are encouraged to hold these using a comfortable grip so that they can use them effectively. • Children explore colour mixing. Adults talk to them about what happens as they mix primary colours to make secondary colours. 	
<ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> • Children learn the simple technique of printing. They print with a range of materials including; blocks, sponges, fruit & vegetables. • Children use to learn glue sticks & spatulas independently. • Children explore the texture of a range of different objects. Adults model language like; smooth, bumpy etc. • Children have free access to a well stocked Creative Area. They are able to add different materials (tissue paper, feathers, pompoms, sequins etc.) to develop creations. 	<ul style="list-style-type: none"> • Children learn to use colours for a particular purpose. • Children develop their cutting skills. Adults support children's scissor grip & support children to cut straight & curved edges. • Children use glue sticks & PVA glue independently • Children learn to join two items using glue, tape, ribbon & string. They are encouraged to decide and describe which way of joining two items would be best depending on materials etc. • Children to continue to develop the technique of printing. They experience printing with small resources (sponges, fruit, shapes etc.) Linked to the story Supertato, children print with potatoes. • Linked to their learning on Elmer, children explore collage.
<ul style="list-style-type: none"> • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices 	<ul style="list-style-type: none"> • During Spring 1, children create outdoor art using natural materials. They look at the work of Artist James Brunt for inspiration. • During Summer 2, the topic in Pre-School is Splash! Children explore & create work inspired by the Artist Joan Mitchell. 	<ul style="list-style-type: none"> • Children complete Halloween inspired art based on the Artist Yayoi Kusama. • Children explore the work of the Artist Bridget Riley. • When learning about animals in the jungle, children explore the work of Artist Robin Brooks.



and disciplines, and making links to their own work..

- When exploring collage, children explore the work of Illustrator Eric Carle.
- Linked to Holi, children explore the work of Artist Jackson Pollock.
- Children explore the work on Artist Gustav Klimt.
- Children create Autumn collages in the style of Artist Andy Goldsworthy.



- Can draw a simple face/person
- Begins to add detail to drawings of people (limbs, additional facial features etc.)



- Creates detailed drawings of a wide range of subjects
- Can draw a range of everyday objects /living things



- Adds white or black paint to alter shades





- Can hold a paintbrush effectively & use it to make marks and simple representations.
- Can use thin paintbrushes to add detail





- Prints with small resources (sponges, fruit, shapes etc.)



