

Art in EYFS

Playing and Exploring - The children may initiate activities.

Active learning - The children may begin to organise others with a "We need a ... have you got a ..." attitude.

Creating and thinking critically - The children may begin to critique other's work and comment upon how it makes them feel.

Playing and Exploring - The children may show curiosity about (for example) a particular art work or artist.

Active learning - The children may show an enthusiasm for artistic activities within the provision.

Creating and thinking critically - The children may make choices about colours, shapes and the variety of ways they wish to represent their experiences.

EYFS Art links to Intent

Leading Teams



Independence



Confidence



Real Life



Choices



Depth



Playing and Exploring - Throughout the EYFS the children will be independently accessing a variety of medias.

Active learning - The children may find a media they like and continuing to enjoying achieving their outcomes with this media.

Creating and thinking critically - The children may use their chosen media to create a piece independently that represents a link to them and what they like or enjoy.

Playing and Exploring - The children may show curiosity about shapes and colours they may have seen at home.

Active learning - children may create art work to meet their own enjoyment.

Creating and thinking critically - Children may find a variety of ways to replicate experiences they have had.

Playing and Exploring - children may explore and experience many art forms including plasticine, clay, pens, paints, collage materials.

Active learning - Children may make the choice of which materials they like and transfer their knowledge between those materials.

Creating and thinking critically - The children may choose colours that represent feelings and emotions accurately for example a bright red heart to show allot of love.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing <ul style="list-style-type: none"> • Pencils • Charcoal • Inks • Pastels 	-Begin to use a variety of tools for drawing and represent their ideas. - Draw with increasing complexity and detail such as a face as a circle and include details. - Create closed shapes with continuous lines. These shapes then represent objects.	-Use drawings to tell a story - Begin to show accuracy and care when drawing.	-Extend the variety of drawing tools. -Discuss the use of light and shadow (link to science) -Observe anatomy -Observe patterns	-Observe and draw landscapes. -Draw a way of recording feelings or experiences.	-Experiment with a variety of tools including pencils and chalks. -Close observations of anatomy or landscapes.	- Understand the concepts of Scale and proportion. - Understand the concept of perspective.	-Accurate drawings of people particularly faces. -interpret the texture of a surface.	-Effect of light on objects and people from different directions.

Colour <ul style="list-style-type: none"> • Painting • Inks • Dye • Textiles 	<ul style="list-style-type: none"> -Uses Primary colours. -Explores mixing colours (not formal). -Use a range of tools to make coloured marks on page. 	<ul style="list-style-type: none"> -Name all of the primary colours. -Find collections of colour. -Mixing, choosing colours 	<ul style="list-style-type: none"> -Mix primary colours to get secondary colours. -Apply colour with a variety of different brush sizes. 	<ul style="list-style-type: none"> -Make as many tones of one colour as possible (by adding white). 	<ul style="list-style-type: none"> -Make colour wheels. -Apply colour using dotting, scratching and splashing 	<ul style="list-style-type: none"> -Colour to reflect mood. -Know how to tint, tone, shade. 	<ul style="list-style-type: none"> -Use colour for purposes. -Know what hue is and how to create it. 	<ul style="list-style-type: none"> -Explore the use of texture in colour.
Texture <ul style="list-style-type: none"> • Textiles • Stones • Clay • Sand • Plaster • Collage • Batik 	<ul style="list-style-type: none"> -Decorate a piece of fabric and choose different materials for creations 	<ul style="list-style-type: none"> -Show experience with simple weaving. -Enjoy playing with a variety of textiles. 	<ul style="list-style-type: none"> -Begin to identify different types and textures of fabric and materials for collage. 	<ul style="list-style-type: none"> -Begin to identify different forms of textiles. -Match and sort fabrics and threads for colour, texture, length, size and shape. 	<ul style="list-style-type: none"> -demonstrate experience in looking at fabrics from other countries (Scotland:tartan, Wales:wool) 	<ul style="list-style-type: none"> -Record textile explorations in a sketchbook. 	<ul style="list-style-type: none"> -Design, plan and decorate a fabric piece. 	<ul style="list-style-type: none"> -Recognise different forms of textiles and express opinions on them.
Form <ul style="list-style-type: none"> • 3D work 	<ul style="list-style-type: none"> -Manipulate rigid and malleable 	<ul style="list-style-type: none"> -Building and destroying rigid and 	<ul style="list-style-type: none"> - Construction using rigid 	<ul style="list-style-type: none"> -Replicate patterns and textures in a 	<ul style="list-style-type: none"> -Plan and develop ideas on form. -Shape and form 	<ul style="list-style-type: none"> -Experience surface patterns / 	<ul style="list-style-type: none"> -Discuss own work and work of 	<ul style="list-style-type: none"> -Discuss and evaluate

<ul style="list-style-type: none"> • Clay • Wire • Paper sculpture • Mod roc 	materials.	malleable materials.	materials.	3-D form	malleable and rigid materials.	textures	other sculptors.	own work and that of other sculptors.
Printing <ul style="list-style-type: none"> • Found materials • Fruit/veg • Wood blocks • Lino • String 	-Rubbings, rollers and stamps	-Rubbings, rollers and stamps	-Print with a growing range of objects.	-Recording textures and patterns.	-Recording textures and patterns.	-Modify and adapt print	-Design Prints	-Explore printing techniques by various artists.
Pattern (line and shape) <ul style="list-style-type: none"> • Paint • Pencils • Textiles • Clay • Printing 	-Symmetry -Simple repeating patterns.	-Repeating patterns	-Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning	-Natural and manmade patterns	-Patterns in the environment	- Tessellation	-Create own abstract pattern to reflect personal experience	-Create own abstract pattern to reflect personal experience
Exploring and developing	-Represent their own ideas, thoughts and feelings	- Use and refine a variety of artistic effects to	-Talk about the choices they have made ie tools, media	-Develop and record ideas. -Show confidence in working	-Explain reasons for their ideas.	-Explain their ideas as they work. -Begin to	-Use creative thinking to develop an initial idea.	- Confidently use the vocabulary appropriate

work	<p>through art.</p> <ul style="list-style-type: none"> - Use drawing to represent ideas such as movements or loud noises. - Show different emotions in paintings and drawings (happiness, fear etc). 	<p>express their ideas and feelings.</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used. -Create collaboratively sharing ideas, resources and skills. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		creatively.		use the language appropriate to the chosen style of art.		to the chosen style of art.
	-Review their own ideas,	-Review their own ideas, thoughts and	-Describe some of the art	-Compare ideas and approaches in	-Compare ideas and approaches in their own	-Compare ideas and approaches	-Use appropriate language	-Use specific vocabulary

Evaluating Work	thoughts and feelings through art.	feelings through art.	techniques they have used in their work ie collage, painting, printing. -Talk about what they might change in their own work.	their own work and others'.	work and others'.	in their own work and others' and the changes they would make to a piece of art.	when comparing ideas and approaches of their own work to others'. -Describe how they feel about others' art work and how this may influence their own work.	when comparing ideas and approaches of their own work to others'. -Describe how they feel about others' art work and how this may influence their own work. -Reflect on the ways in which their imaginative work has developed from a range of starting points.
Suggested	Barbara Hepworth	Picasso Bridget Riley	Wassily Kandinsky Piet	Andy Goldsworthy Paul Klee	Antony Gormley Prehistoric paintings in	LS Lowry Vincent van Gogh	Paul Nash Henry Moore	Banksy Roy Lichinstein

Artists			Mondrian		Lascaux	Giuseppe Arcimboldo David Hockney	Peter Thorpe Frida Kahlo	Steve Brown
Vocabulary	Brush Paint Blue Red Yellow	Primary Colours Thick Thin Light Dark	Secondary Colour Broad Fine Bright Pointed Sharp	Tone Warm Cold Shade Background Foreground Middleground	Watery Intense Opaque	Scale Proportion Perspective Tint Figure	Hue Portrait Abstract Stippled Splattered	Graduated Diffused Poised Inanimate