

Information for Subject Leader: Art

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This document has statements from the Birth to 5 documents, which is used at Windy Nook Primary School to facilitate the delivery of the Early Years Curriculum Framework and the Early Learning Goals in the EYFS statutory framework. The Early Years Curriculum develop Knowledge and skills for art within the National Curriculum.

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

<h1>Art</h1> <p>The most relevant statements for art are taken from the following areas of learning:</p> <ul style="list-style-type: none"> Physical Development Expressive Arts and Design (main link) 	
<p>Nursery Year Physical Development Range 4</p>	<p>Moving & Handling</p> <ul style="list-style-type: none"> Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools Holds mark-making tools with thumb and all fingers
<p>Range 5</p>	<ul style="list-style-type: none"> Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves, or ribbons
<p>Nursery Year Expressive Arts and Design Range 4</p>	<p>Creating with materials</p> <ul style="list-style-type: none"> Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas
<p>Range 5</p>	<ul style="list-style-type: none"> Continues to explore colour and how colours can be changed Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose

Reception Year Physical Development Range 5 Range 6	Moving & Handling <ul style="list-style-type: none"> Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters independently Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
Reception Year Expressive Arts and Design Range 5 Range 6	Creating with materials <ul style="list-style-type: none"> Continues to explore colour and how colours can be changed Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

ELG Physical Development	Statutory ELG: Fine Motor Skills Children at the expected level of development will: <ul style="list-style-type: none"> - 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, paint brushes and cutlery - Begin to show accuracy and care when drawing.
ELG Expressive Arts and Design	Statutory ELG: Creating with Materials Children at the expected level of development will: <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.

Art explicitly taught at Windy Nook Primary School Early Years

Nursery - Cycle A

Autumn 1 <ul style="list-style-type: none"> Self-portraits Artists: Pablo Picasso – linked to portraits Autumn 2 <ul style="list-style-type: none"> Clay -Diwali lamps Pattern – Rangu Firework crafts Christmas crafts 	Spring 1 <ul style="list-style-type: none"> Experimenting with colour/shades- linked to space topic/sky colours 3D modelling of satellites Artists: Van Gogh's Starry Night painting. Spring 2 <ul style="list-style-type: none"> Observational drawing of animals and collage art Mother's Day craft 	Summer 1 <ul style="list-style-type: none"> Worm art -string painting Mud painting Collages linked to books of week Summer 2 <ul style="list-style-type: none"> Father's Day cards 3D modelling for vehicles Printing with vehicles (toy cars etc)
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Nursery - Cycle B

Autumn 1 <ul style="list-style-type: none"> Purposeful mark making and DT Self-portraits <p>Artist: Pablo Picasso – linked to portraits</p> Autumn 2 <ul style="list-style-type: none"> Clay -Diwali lamps Pattern – Rangu Firework crafts Christmas crafts 	Spring 1 <ul style="list-style-type: none"> Experimenting with colour/shades- linked to Secretes of Winter book Collage- people who help us Spring 2 <ul style="list-style-type: none"> Observational drawing of sunflowers Mother's Day craft <p>Artist: Van Gough – Linked to Sunflowers</p>	Summer 1 <ul style="list-style-type: none"> Leaf printing/leaf art Mark making with sticks in paint and sand Collage-Stick and Stone Summer 2 <ul style="list-style-type: none"> Father's Day cards 3D modelling for vehicles Printing with vehicles (toy cars etc)
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Reception Year

Autumn 1 <ul style="list-style-type: none"> Purposeful mark making and DT Learning how to use DT tools Self portraits Family drawings Collage – In and outdoor <p>ARTIST FOCUS: Andy Goldsworthy – linked to sculpture and collage using natural resources. Alma Thomas</p> Autumn 2 <ul style="list-style-type: none"> Craft linked to Autumn Printing <p>Observational painting – Poppies (Art stimulus - artist Georgia O'Keefe)</p> <ul style="list-style-type: none"> Christmas crafts Diwali Craft <p>ARTIST FOCUS: Alma Thomas</p>	Spring 1 <ul style="list-style-type: none"> Creating a spider & web <ul style="list-style-type: none"> Weaving the web Folding paper in different ways Winter painting on foil. Exploring colour and shades of colour. Creating shades by adding black or white. Chinese New Year craft <ul style="list-style-type: none"> making dragons Chinese lanterns Easter craft / artwork Spring 2 <ul style="list-style-type: none"> Observational drawing - spring Constructing and creating with a purpose: Mother's Day cards. Printing – Tulip paintings <p>ARTIST FOCUS: Claude Monet</p>	Summer 1 <ul style="list-style-type: none"> Constructing and creating with a purpose: Father's Day cards. Observational drawing – minibeads Modelling Clay craft – creating minibeads. Minibeads craft / artwork Exploring symmetry in artwork. <p>ARTIST FOCUS: Matisse – Cut outs Book Focus: Matisse's Magical Trail by Tim Hopgood</p> Summer 2 <ul style="list-style-type: none"> Pirate craft / artwork Design and make: <ul style="list-style-type: none"> Pirate hats Eye patches Telescope Treasure boxes A flag
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What Art looks like at Windy Nook Primary School Early Years

- Through art, children are encouraged to use and play with resources which allow them to explore space, colour, shape, patterns, and tools. They are taught techniques and processes to develop skills helping children to mark make, draw, paint, stamp, collage, shape and sculpt.
- All classrooms have continuous access to a well-resourced continuous provision in the painting area, craft table and through junk modelling. In these areas children are encouraged to explore in a holistic way, exploring materials, ideas, and techniques.
- Adults skilfully plan for, provide for, and teach children's next steps in the moment. Some skills must be taught such as colour mixing, drawing, vocabulary, colour choices, how to combine certain media, make a particular craft, how to use new tools, how to refine a skill, about local/great artists and how to appreciate art.
- When making celebration cards or crafts, we think about which skill the children will be using, taught/able to practise and ensure that children have an opportunity for self-expression and personal preference within this remit. A lot of the teaching has explicit links to other areas of the curriculum.
- When adults introduce techniques, processes, and materials to children, they encourage an ongoing dialogue where both adult and children describe what they are doing and explain the choices you have made. Adults avoid prescribing the finished result and encourage children to make their own choices.
- Children are offered regular enhancements on the continuous provision based on taught techniques, and processes. They are encouraged to explore and develop their own technique and skills, building on what adults have modelled.
- New skills, techniques and art knowledge taught explicitly as a class, group or 1:1 in the moment.
- Adults build on children's interests, enhancing the continuous provision. This often leads to creating amazing inventions or making marks on paper that represent for them an experience or something they have seen.
- Adults encourage children to choose and use materials and resources in an open-ended way helps them to make choices and to have confidence in their own ideas.
- Adults support children in the creative process, asking open questions such as 'Can you tell me about it?', 'that looks interesting', to help children reflect, evaluate, and improve their work.
- Children are encouraged to value the process of art making alongside the product at the end.

Mark Making & drawing

- Younger children enjoy the sensory element of art before they learn how to use the media and materials and plan to use it. It is here when they explore lines, shapes, and marks such as dots, line thickness, direction, enclosed shapes, the effect of pressure and other prewriting shapes.
- Children are taught how to use and hold pens, pencils, chalk etc. and are taught how to draw. Children are often keen to have a go but sometimes this is a learning opportunity and adults show them step by step, they are directed towards a book which they can copy/follow or seek out an iPad to watch a step-by-step tutorial.
- We challenge and teach children to draw still life e.g. flowers, fruit, shells and other items of natural beauty to capture feelings or change. This is often linked to cross curricular work and inspired by stories or other learning.
- When learning about shapes we look at shapes in the environment and consider how we can draw people/ objects using the shapes we know and observation techniques.
- Children are taught investigate a range of media and its uses, benefits, and disadvantages of different types of media, for example, chalks are not as useful as felt pens and pencils for detailed work.

Painting

- Painting offers opportunities to explore, experiment and communicate ideas through colour and mark-making, using a variety of materials and tools. We encourage the children to:
 - use a range of senses to explore and describe the colours, properties and processes involved within this creative experience
 - observe and discuss changes in the properties of the paint as it becomes wet, dry, flaky, or solid
 - describe textures and techniques - for example, 'thick', 'thin', 'wet', 'dry' and 'dribble', 'splatter' and 'drip'
 - talk about their choices of colour, techniques, paper
 - talk about changes in paint, and cause and effect.
- We provide a well-planned and resourced continuous provision and provide a range of paints, paper, materials, tools which allows children to be self-sufficient, able to select, use and return resources independently. Children are taught and expected to:
 - select their own apron from accessible pegs
 - select and attach their paper or material of choice when using easels
 - use mark-making tools to put their own name on a painting
 - put the completed artwork on an accessible drying rack
- Children are encouraged to explore what happens when they mix prime colours and how colours can be changed, including what happens when they add white or black to colours, making shades of the same colour. Choosing and mixing colours is exciting for young children and an activity that supports children's decision-making and powers of observation.
- In the reception class children are introduced to the colour wheel and shade pallets.
- Children enjoy 'painting' with water on outdoor surfaces, creating patterns and transient images, and writing their names. Adults provide a range of resources for the children to use when they are designing with water, including sprays, rollers, and large brushes and children are taught how to use these.

Printing

- We teach children how to print, using hands, feet, fingers, and other items such as blocks and rollers. Children explore this through continuous provision but also introduce new items to print with to enhance provision and create different textures or effects e.g. bubble wrap, foam, marbling ink, bottle bottoms.
- Children print to support their understanding of shape and patterns. Children look at patterns on wallpaper, gift wrap, fabric, and repeating patterns to create their own patterns whilst developing their understanding and concept of shape.
- We teach children how to press, roll, rub, stamp and when they explore these techniques children refine and develop their fine motor manipulation skills.

Textiles and collage

- Children are encouraged to use natural resources and loose parts to create transient art both indoor and outdoor. This allows the children to practise arranging without the commitment of sticking. Children copy and create patterns. Children use paper, crepe, fabrics, wool, ribbon to make and practise collage skills.
- Children are also taught how to cut and tear using a range of tools, including helping hand scissors, left-handed scissors, and crinkle scissors. Children are also taught how to tear carefully to make a planned shape to use in collage work. We teach children how to use glue – Pritt and PVA. This involves teaching children where to apply, how much to apply and how to use the spreader and wipe off the excess.
- Children use threading boards and shapes to support other learning and develop dexterity.
- Children learn how they can use hole punches and threads to create weaving or basic sewing.

- Children are also taught simple folding paper and weaving techniques.

Sculpture & 3D form

- Children play with the idea of sculpture in construction, playdough, and junk model areas.
- Children are introduced to new techniques as a class, small groups or in the moment. Children are taught the techniques to join materials – not just how to use glue but how to fold, flange, use paper clips, treasury tags, split pins, stitch, wrap, wedge, insert & slot, to attach materials. Children are taught how to enhance sculpture by fringing, colouring, label, bend, cut, hole punch, crumple, etc.
- Children explore tools in the playdough to create different effects, textures, and patterns.
- Children sculpt with art straws, paper, dough, food, foil, clay, boxes, plastic pots, tubes, lids, blocks, pompoms, pipe cleaners and construction kits.

Studying Artists

- Children are introduced to artists of the past to inspire and introduce new techniques. Through studying artists, we aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
 - In the Nursery 2-year cycle children learn about artists Mondrian, Van Gogh
 - In the Reception year children learn about artists Andy Goldsworthy, Alma Thomas, Claude Monet & Henri Matisse.

Subject Lead Notes

Key messages for EYFS and Art and Design

- Children are encouraged to explore freely
- Children are encouraged to explain process of art (beginning of vocabulary)
- Respond in a way that suits them. They can be inspired by taught aspects and then interpret and change if they wish
- Emphasis placed on the process of making art just as much as the end product

Holistic development and learning

Enabling environments foster holistic approaches to early development and learning, recognising that different aspects are constantly connected in a child's experiences. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind. As a child encounters objects, events and other people, all spheres of development and learning are in action at the same time, as in the example below of two children who are experimenting with water and a construction using tubing and plastic sheets



From Birth to 5 Document

Holistic development and learning

"Every child is a unique child who is constantly learning" says the EYFS principle, emphasising that each everyday experience is an occasion for holistic development and learning, as seen in this example of a toddler enjoying his snack.



From Birth to 5 Document

Key to understanding the age ranges:

A Unique Child

When referring to the guidance for the Areas of Learning and Development, it is important to start with what is observed and understood about the individual child.

A typical progression in development and learning has been grouped into broad ranges in the column for A Unique Child. This is intended to support knowledge of a general pattern of child development.

Practitioners can identify a range that most closely describes the child's development and learning, and then consider the suggestions for adults within that range (or earlier ranges) to plan to support continued progress.

The guidance can also help to identify when children may need additional support, by referring to the key provided here which links the ranges to typical age spans.

In summative assessments, comparing best-fit judgements of ranges with typical age spans can help identify whether children are roughly on track, or are progressing more slowly or quickly. This information can be useful for leaders and managers in planning for the continual improvement of practice and provision in the setting.

RANGE 1

BIRTH - 6 MONTHS

6 - 12 MONTHS

RANGE 2

12 - 18 MONTHS

RANGE 3

18 - 24 MONTHS

RANGE 4

24 - 36 MONTHS

RANGE 5

36 - 48 MONTHS

RANGE 6

48 - 60 MONTHS

60 - 71 MONTHS

Children develop and learn at their own rates, and in their own ways. The guidance on possible development trajectories should not be taken as necessary steps, nor assumed to be in a particular order, for individual children. The guidance should not be used as a checklist. The age links overlap Ranges because these are not fixed age boundaries but suggest a typical range of development.

From Birth to 5 Document

