



Bunwell Primary School EYFS Art Plan 2021-2023



In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS Expressive Arts and Design Educational Programme (Statutory)

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.

EYFS Expressive Arts and Design (Art) Skills

Mark making and drawing	Colour	Texture	Form (3D work)
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<ul style="list-style-type: none"> • Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). • Selects coloured drawing implements for a purpose. • Uses drawing tools to make marks, lines and curves. • Draws accurate representations of people and objects. To talk about their own and others' work. 	<ul style="list-style-type: none"> • Can recognise and name different colours. • Understands that when colours are mixed, new colours are created. • Can select and create different colours. • Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. • Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). • Can work from direct observation and imagination. 	<ul style="list-style-type: none"> • Enjoys playing with and using a variety of textiles and fabric. • Can decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. • Has a go at threading a needle. • Shows experience in simple weaving: paper, twigs. • Shows experience in collage: layering fabric/paper, adding different textiles and media. 	<ul style="list-style-type: none"> • Explores malleable media such as clay, salt dough, playdoh and sand. • Can impress and apply simple decoration. • Can cut shapes using scissors and other modelling tools. • Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. • Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. • Can choose own resources and tools.
<ul style="list-style-type: none"> • Provide opportunities to work together to develop and realise creative ideas. Reflect with children on how they have achieved their aims. • Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. 			
<ul style="list-style-type: none"> • Provide a range of materials and tools and teach children to use them with care and precision. • Promote independence, taking care not to introduce too many new things at once. • Encourage children to notice features in the natural world and discuss their responses to what they see. • Help them to define colours, shapes, texture and smells in their own words. • Try to visit galleries and museums to generate inspiration and conversation about art and artists. 			
<p>Development Matters</p> <p>Nursery</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different textures</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>			

Show different emotions in their paintings like happiness, sadness, fear etc

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.

Vocabulary

Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, print, art, techniques

ELG: Creating with Materials (Statutory)

Children at the expected level of development will:

- 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.

Autumn 1 2021		Autumn 2 2021	
Dinosaurs		Autumn/Winter/Celebrations	
<ul style="list-style-type: none"> • What colours and objects will I choose? • What will these materials represent? • How do I use shapes to represent people and objects? 		<ul style="list-style-type: none"> • I can think carefully about the colour choices I need to make • Can I thread a needle and sew with support? 	
Spring 1 2022		Spring 2 2022	
Growing		Growing – Georgia O’Keeffe	
<ul style="list-style-type: none"> • What colours do I need to make ... • How do I use shapes to represent people and objects? • How can I add detail to my drawings? (e.g. a face) 		<ul style="list-style-type: none"> • How can I change colours? • What colours do I need to make ... • How do I keep my brushes clean when colour mixing? • What effects can I make with my colour choices? • Can I use textures to create an effect? 	
Summer 1 and 2 2022			
People who help us			
<ul style="list-style-type: none"> • Can I manipulate materials? (such as clay, play doh) • Can I use tools effectively? • Can I use textures to create an effect? • Can I make a collage? What materials can I use? 			

Autumn 1 2022	Autumn 2 2022
Everyday life <ul style="list-style-type: none"> • How can I show emotions in my painting? • What colours and objects will I choose? • What will these materials represent? • How do I use shapes to represent people and objects? • How do I draw with increasing detail? (e.g. a face) 	Light and Dark – Van Gough (starry night), Kandinsky (colours) <ul style="list-style-type: none"> • What techniques can I use to show that my painting is in the day or the night? • What colours do I need to make ... • How do I keep my brush clean when colour mixing? • Can I thread a needle and sew with support?
Spring 1 2023	Spring 2 2023
Pirates – Georgia O’Keeffe Seashells <ul style="list-style-type: none"> • What tools can I make lines and curves with? 	Ticket to Ride <ul style="list-style-type: none"> • Can I weave with support? What materials can I use to weave?
Summer 1 2023	Summer 2 2023
Nature Detectives – Andy Goldsworthy, Choucair <ul style="list-style-type: none"> • What colours do I need to make ... • How do I keep my brush clean when colour mixing? • What natural materials can I use to make a sculpture? 	Once upon a time – Van Gough (Sunflowers) <ul style="list-style-type: none"> • How can I change colours? • Which colours do I need to make ... • How do I keep my brush clean when colour mixing? • What effects can I make with my colour choices?