

Expressive Arts and Design: Art

Intent

In Early Years we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:

- Providing children with opportunities to explore and experiment with different media and materials
- Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
- Allowing children to use their own imagination to be uninhibited artists



Implementation

Art is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

- We use planned themes and capitalise on unplanned moments that present themselves to talk about line, shapes, colour, form and texture.
- We study two local/famous artists in each year group to provide children with opportunities to learn about different techniques and styles. This provides a stimulus for the development of their own artistic style whilst learning to appreciate and form opinions about different types of art.
- We deliver half termly observational drawing sessions where drawing skills are modelled and taught. This learning is then reflected within the provision where children have opportunities to practise and refine these skills. For each theme, we have identified the artistic knowledge and skills that we will teach taken from the Statutory Framework supported by Development Matters 2021, ensuring that knowledge and skills are regularly revisited. We cover the following themes/topics:

This is Me: through this topic FS1 children will learn about lines and shapes through portraits. They will learn about form through sculpture of their own Colour Monster, looking at Lorien Stern and her playful, colourful ceramics. She works on things she considers scary or sad and transforms them with colour.

If you go down to the Woods Today: Children in REY will look at the Artist Pollock - abstract expressionist widely known for his technique of pouring or splashing liquid paint on to a horizontal surface. Children will use this technique to express their feelings.

Seasons/Celebrations/Festivals: through these themes, FS1 children will learn about the American artist, Georgia O'Keeffe. She is best known for her paintings of flowers on a large scale.

Tales from around the World: FS2 will learn about African Art Tinga Tinga, a unique and visually stunning painting style that was developed in the second half of the 20th century in Tanzania, East Africa.

Children in FS2 Rothko, abstract painter famous for colour field paintings that depicted irregular, rectangular regions of colour

Ei-Ei-Oh: REY - will learn about Monet in this topic– Three Billy Goats Gruff – The footbridge.

Sunshine and Sunflowers: through this topic, FS1 children will learn through about the artist Van Gogh and about using bright, vibrant colours and look closely at sunflowers exploring their colour, shape and texture.

Even though we follow these key experiences, there is flexibility within these plans to allow for spontaneous events and activities and for when we might need to adapt our implementation depending on the children's current needs or interests.

In addition to Art being taught as a discrete subject, opportunities are also provided for children to express their own creative ideas by exploring, experimenting and combining materials to create different effects. Creative areas, inside and outdoors, are resourced with a wide range of tools, media and materials and are organised in a way that encourages children to be independent in their choices and decisions. We recognise and use the links between Art and gross and fine motor development and provide vertical surfaces and large areas where children can stand enabling them to have greater stability and more control over the tools they are using.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate children in the application of their artistic knowledge and skills.

Skills 2-3 years

- Start to make marks intentionally, saying who or what is it they have drawn
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools (Pollock)
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make
- Use paint in the style of Jackson Pollock to create Bonfire Night/Fireworks pictures.
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials - Create a minibeast collage (Matisse)
- Use their imagination as they consider what they can do with different materials.
- Make simple models, which express their ideas.

Skills 3-4 years

- 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 a comfortable grip with good control when holding pens and pencil (PD)
 - Draw a self-portrait
 - Draw a wild animal
- Use drawing to represent ideas like movement or loud noises
 - Bonfire Night/Fireworks pictures
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
 - Paint a Colour Monster
- Use large-muscle movements to wave flags and streamers, paint and make marks (PD)
- Explore colour and colour mixing
 - Paint a traditional tale character
 - Paint a pumpkin in the style of Yayoi Kusama
 - Paint a poppy in the style of Georgia O'Keeffe for Remembrance Day
 - Paint sunflowers by observation (Van Gogh)
- Join different materials and explore different textures.
- Use one-handed tools and equipment, for example, making snips in paper with scissors (PD)
 - Sculpt a 3D clay Colour Monster (Lorien Stern)
 - Mould their own face with clay
 - Create an Autumnal collage (Picasso)
- Choose the right resources to carry out their own plan (PD)
- 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

Skills 4-5 years

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 - Draw a self-portrait or their family including some details e.g. arms and legs (Rembrandt)
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD)

materials to use to express them

- Children's autonomy at the workshop and painting easel

Impact

By the end of Foundation Stage children will be able to:

- Draw themselves to include head, body, arms, legs and facial features
- Create 2D and 3D representations
- Combine different materials to create different textures
- Control and manipulate different tools
- Express their own ideas
- Use different techniques
- Mould and sculpt
- Express their imagination and creativity
- Share and talk about their creations
- Explain the processes they use
- Talk about famous artists
- Make different tones and shades of colours
- Draw different types of lines and shapes with control

Early Learning Goals

Expressive Arts and 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.

Links to Key Stage One National Curriculum

Children should be taught

- 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.