

Art EYFS Curriculum Map

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.

Give children an insight into new musical worlds. Invite musicians to play music with children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

In the EYFS settings at St Peter’s Brafferton we have a carefully planned curriculum to ensure that children’s art skills are enriched using a variety of child-initiated and adult-directed activities. Children are exposed to a range of art, pattern and ways to manipulate tools and resources

Art Strands			
	Draw and Sketchbooks	Surface and Colour	Working in 3D
End point 2–3-Year-old	<p>When holding crayons, chalks etc, makes connections between their movement and the marks they make.</p> <p>Use large and small motor skills</p> <p>Starts to make marks intentionally and giving some meaning to marks</p>	<p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours, using their fingers and body parts</p> <p>Explore paint using fingers and other parts of their bodies as well as brushes and tools</p>	<p>Explore a range of materials and tools – showing increasing control</p> <p>Explore different materials, using all their senses</p> <p>Make simple models which express their ideas</p>
End point 3–4-year-olds	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Join different materials and explore different textures.</p> <p>Make imaginative and complex small words with blocks and construction kits</p>

Reception (DM and ELG)	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. 	<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. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<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. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Reception ideas across all 3 strands	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Share their creations, explaining the process they have used. 		

How is Art taught in Helperbees?

Themes across the 2 year rolling program as our inspiration	<p>Helperbees Autumn Year A (Traditional tales, Animals, Festivals)</p> <p>Helperbees Spring Year A (Dinosaurs, changes and seasons)</p> <p>Helperbees Summer Year A (transport and vehicles and books/authors)</p> <p>Helperbees Autumn Year B (Nursery rhymes, farms)</p> <p>Helperbees Spring Year B (Adventure and families)</p> <p>Helperbees Summer Year B (Animals and under the sea)</p>	
Possible lines of enquiry or activities you may see in our provision	<p>2-3 Year old's Drawing and Painting Introduce tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Using hands and feet to mark make/paint. Notice patterns with a strong contrast and start to make intentional marks – sometimes giving meaning to them.</p> <p>Printing Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc. Explore paint using my fingers and hands. Explore the marks made by rolling objects in paint such as marbles and small world cars.</p> <p>3D Experiences Plasticine, play dough, clay, adult supervised tearing, folding and glueing Explore dough squeezing, patting, stretching and rolling it. Make simple models that express ideas using construction toys.</p> <p>Collage Various materials for collage, textured papers, scrap paper etc and use different senses to explore the texture.</p>	<p>3-4 year olds Drawing and Painting Introduce tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Mixing primary colours. Using hands and feet to mark make/paint</p> <p>Printing Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc. Making patterns.</p> <p>3D Experiences plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and glueing. Collage Various materials for collage, textured papers, scrap paper etc. Using made and natural materials: leaves etc. Using different types of glue, PVA, glue sticks, flour & water mix Collaboration on large scale collages Revisit and refine skills e.g. cutting, sticking, mixing colours</p>

How is Art taught in Reception?

<p>Themes to provide inspiration</p>	<p style="text-align: center;">Themes and possible lines of enquiry</p> <p>Reception Autumn Year A (All about me & festivals)</p> <p>Reception Spring Year A (People who help us & spring and plants)</p> <p>Reception Summer Year A (Dinosaurs and around the world)</p>	<p>Reception Autumn Year B (Toys in the past)</p> <p>Reception Spring Year B (Transport and spring)</p> <p>Reception Summer Year B Amazing animals and seaside)</p>
<p>Possible lines of enquiry or activities you may see in our provision</p>	<p>Drawing and Painting Introduce tools for mark making inside and outside of the setting and on a large scale and small scale, felt pens, crayons, chalks, paint brushes with paint and water. Observational drawing Use thick and thin brushes including small implements: cotton buds and fingertips. Name the primary colours and explore how to mix colours to create new colours. Refine drawing skills so that they can represent objects with increasing skill. Explore drawing on different surfaces and on different types of paper.</p> <p>Printing: Printing with blocks, cut vegetables or natural objects: leaves, cones etc. Making repeating patterns including colour patterns. Opportunities to choose and mix colours independently. Take rubbings from objects such as leaves. Refine printing skills to create works that show greater control.</p> <p>3D Experiences (Plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and glueing. Papier Mache-small /large scale models Refine ability to create forms using dough or clay – representing objects with increasing skill. Exploring with a wide range of ‘junk modelling’ and natural materials, making simple forms. Apply simple decorations to a sculpture.</p> <p>Collage and Textiles Various materials for collage, textured papers, scrap paper etc. colour, design, texture, form and function. Using made and natural materials: leaves etc. Collaboration on large scale collages. Weaving materials. Thread to create a representation of an object (e.g. a caterpillar) Refine ability to create collages with increasing skill. Introduce the children to work of artists Form ideas and use various media based on the work of artists. Revisit and refine skills e.g. cutting, sticking, mixing colours</p>	
<p>What Art looks like in Year 1</p> <p>(See progression map for Art Strands)</p>	<p>Year A</p> <p>Explore and Draw</p> <ul style="list-style-type: none"> • To understand that artists find inspiration for artwork from their environment. • How can I be inspired by my environment? • To explore different drawing exercises to record the things collected. • How can I use a range of materials to explore mark making? • How can I reflect on my drawings? <p>Exploring watercolour</p>	<p>Year B</p> <p>Spirals</p> <ul style="list-style-type: none"> • To create drawings using your wrists elbow, shoulders, hips. • To create a “snail drawing” on white cartridge paper or black sugar paper using chalk and oil pastels. • To personalise or make our own sketchbooks • To apply our spiral explorations to observational drawings of shells. • To display the work made through the half term and talk about outcomes. <p>Simple printmaking</p> <ul style="list-style-type: none"> • To identify how we can use our hands and feet to create prints of patterns.

	<p>To identify properties of watercolour</p> <p>To identify and discuss the work of artists who use watercolour</p> <p>To use watercolour to work towards developing an image</p> <p>To display and reflect on our work</p> <p>Stick Transformation</p> <ul style="list-style-type: none"> • How can I be inventive with materials? • How can I reimagine a familiar object? • To use my sketchbooks to generate and test ideas. • To use a variety of materials to transform my object, thinking about form and colour. • To cut materials with simple tools and fasten materials together to construct my sculpture. • How can I reflect on the work created throughout the half term? 	<ul style="list-style-type: none"> • To explore the artwork of Favianna Rodriguez/Karen Lederer • To identify how you can use textured objects to make prints. • To identify how you can make a relief print using a 'plate' • To display the work made through the half term and talk about outcomes. <p>Playful making</p> <ul style="list-style-type: none"> • To identify what sculpture can be through discussion and drawing. • To explore current sea creature sculpture • To use materials to take creative risks, discover and invent without working towards a predefined outcome. • To display the work made through the half term and reflect on the outcomes
<p>What you may see in provision or the routines of the day</p>	<ul style="list-style-type: none"> - Freely accessible art area with joining tools, junk modelling, colourful resources, range of media and paper to form their creations - Creative projects displayed - Some adult directed activities that practice skills or enhance the current topic - Books including fantastic illustrations/famous artist - Images of important art pieces to support learning 	