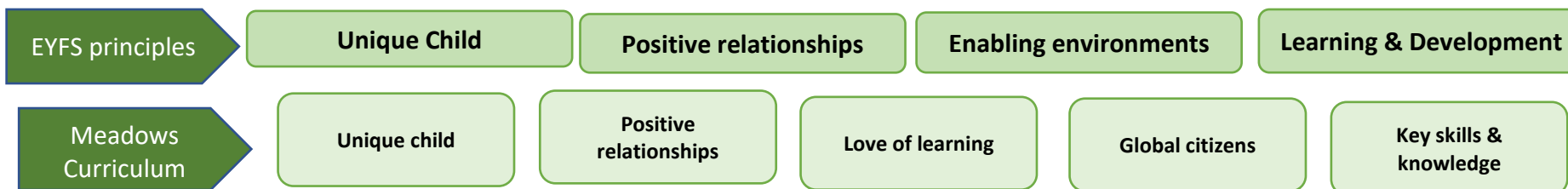


Meadows First School ART in the EYFS



Our Meadows curriculum drivers are built on the 4 principles from the EYFS framework and our wellbeing wheel. The rich opportunities in the EYFS provision and planned curriculum will enhance children's experiences, opportunities and vocabulary. There will be opportunities for children to explore their learning through play as well as through explicit teaching where appropriate. The enabling environment inside and outside will enhance learning opportunities in specific areas.

EYFS Area of Learning: (Expressive Arts & Design - EAD) National Curriculum subject links: Art

<p>I begin to: 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 materials to use to express them. explore different textures and materials 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 drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness etc. Explore colour and colour mixing.</p> <p>I am encouraged to: 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.</p>	<p>Early learning Goals: PD - Fine motor skills: 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> <p>EAD 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.</p>	<p>Support/ scaffolding: different surfaces to work on e.g., paving, floor, table top or easel give time for children to create before offering suggestions. Invite artists, musicians and craftspeople into the setting, Introduce children to the work of artists from across times and cultures. Encourage children to draw from their imagination Encourage children to notice features in the natural world. Draw from observation – such as in Forest School. Help them to define colours, shapes, texture and smells in their own words. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing</p>	<p>Focussed learning opportunities: Planned sequences of art delivered 1 week each term linked to theme Planned opportunities inside and outside Aut 1 marvellous Me, Sunflowers – paint drawing Aut 2 Mondrain Miro colour paint line Spring 1 printing (Chinese) Spring 2 Eric Carle texture collage Sum 1 & 2 G OKeefe big art - sculpture</p> <p>Where would you see this subject specific learning: Art area (inside/ outside), Forest School Outside area –tuff tubs/ larger scale collaborative opportunities Taught sessions (1 week per topic) (as well as above) Enrichment – such as BIG DRAW, Artsweek, artist in residence</p> <p>Resources, continuous and enhanced provision (rotation) long strips of wallpaper, papers of different sizes, textures and colours boxes, glue and masking tape scrap materials collage materials (papers, tissue, patterned, wallpaper etc) materials to add texture to paint such as flour/ sand/ grit transient art materials and loose parts (jewellery, wooden, seeds, lentils) trays for transient art materials, mirrors clay, malleable materials, wire, playdough, Modroc, papier mache paint (water colour, acrylic, powder) brushes of different sizes rollers, scrapers and tools to mark make and print charcoal, chalks, pastels crayons, felt tips, markers, wax crayons, pencils IWB and ipads – digital art interesting objects to draw from (eg unusual vases/ flowers/ old fashioned iron/ telephone) artists paintings/ sculptures for ideas (from different periods)</p>
<p>Subject specific vocabulary: Plan and introduce new vocabulary related to exploration of art and encourage children to use it. Paint, Primary colours, colour mixing, washes, texture, printing, colour, line, pattern, shape, dark, light, clay, sculpture, modelling, drawing, painting, portrait, landscape, chalk</p>			