



Art EYFS Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

In EYFS, children will have lots of opportunities to draw and paint, both in the indoor and outdoor provision. Children will have access to a range of drawing and painting tools including felt tips, crayons, pencils, colouring pencils and chalks, as well sponges, forks, sticks and rollers. They will also have an array of different surfaces to draw and paint on. These may include paper, card, tissue paper, cardboard, fabrics, chalk boards and white boards etc. Children will be encouraged to draw and paint from their imagination and adults will be on hand for support and challenge if needed. Stimulus related to their interests and topics will be placed tactically within the environment to encourage further exploration of skills and techniques.

They will also have the opportunity to experience printing, both in the provision and as part of small focus tasks. They will begin to understand what a print is, and that it provides us with a copy or copies. They will experiment with creating rubbings using different objects e.g. leaves, bricks and coins. They will be able to print using objects they have found, as well as using their body parts. They will print onto different surfaces and textures too!

Children in EYFS will also experience the creation of sculpture! They will be able to freely explore different malleable materials including clay, salt-dough, playdough, wire, straws, pipe cleaners etc and manipulate these in different ways. They will experiment with cutting, forming, bending and joining 3D shapes using scissors, particularly in our junk modelling area. They will be shown how to join materials through the use of glue, tape, staples and string.

Children will be encouraged to reflect on the artwork they produce, sharing their pieces to the class, parents and teachers. They will be supported to articulate their ideas, thoughts, and feelings, sharing their processes.

They will be given the opportunity to explore a range of artists and will be inspired to develop their techniques further. They will learn what an artist is and how they have changed our world today!

What do we already know?

Children may have come from other EY settings and may have some understanding of/ know how to...

- Use different tools to draw and paint – felt tips, crayons, sponges
- Make marks through drawing and painting on different surfaces – playground floor, chalk board, paper, whiteboard
- Hold pencils to write name / draw pictures
- Hold paintbrushes to mark make
- Draw/ paint things related them or their imagination
- Draw / paint themselves/ things that are special to them
- Create work from old boxes / recycled materials and join using tape / glue
- Manipulate playdough to create different things/ forms

EYFS Art- Drawing, Painting, Printing & Sculpture

Development matters EYFS curriculum objectives

We are artists through...

Physical development

3 / 4-year-olds:

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- 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.

Reception:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- 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

Expressive Art and Design

3 / 4-year-olds:

- 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.
- Join different materials and explore different textures.
- 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, 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.

Specific unit objectives

Drawing

- To experiment drawing using a range of different materials e.g. crayons, pencils, chalk.
- To explore drawing basic lines and shapes e.g. circles, squares and triangles.
- To explore drawing on different surfaces e.g. cotton, paper, sand, water.
- To draw things from imagination and observation.

Painting

- To learn how to hold and control a paintbrush.
- To learn how to wear a painting apron.
- To experiment with what paint can do.
- To explore using a variety of painting tools e.g. brushes, sponges, tissue, string, fabric.
- To explore what happens when colours are mixed together, experimenting to discover 'new' colours.

Sculpture

- To explore using different malleable materials e.g. clay, salt-dough, playdough, wire.
- To experiment with cutting, forming and joining familiar 3D shapes using scissors comfortably.
- To join materials together e.g. glue, tape, staples, string.

Printing

- To experiment with rubbings e.g. leaf, brick or coins.
- To print using a variety of found objects and body parts e.g. hands and feet.
- To imprint onto a range of textures e.g. newspaper, coloured paper.

Whole class Sketchbook- (objectives to cover all year)

- To understand that their artwork can be recorded on paper or physically.

Knowledge- (objectives to cover all year)

- To look at different works of art.
- To talk about how works of art make them feel, highlighting areas that interest them.

Reflection- (objectives to cover all year)

- To describe their work to others using words, describing their thoughts and ideas.

Key vocabulary and understanding for concept connectors

Drawing: drawing, crayons, pencils, chalk, sand, water, cornflour, paint, lines, circles, squares, triangles, imagine

Painting: paint brush, sponge brush, paint, colour mixing

Sculpture: malleable, materials, rolling, pinching, kneading, recyclable, joining, glue, tape, staples, string, cut, shapes, scissors, shape cutters, hole punch

Printing: print, rubbing, objects, pattern, hand, feet, fingers, materials

Key Questions

- Can they draw/ paint basic lines and shapes?
- Can they draw/ paint on different surfaces?
- Can they manipulate malleable materials?
- Can they print with found objects?
- Can they explore what happens when colours are mixed?
- Can they talk about their artwork?
- Can they talk about an artist's artwork?

Key Artists

Yayoi Kusama, Henri Matisse, Henri Rousseau, Alma Thomas, Frida Kahlo, Edward Tingatinga, Pablo Picasso