What an artist looks like in the EYFS

Characteristics of Effective Learning: Playing and exploring – children investigate and experience things and have a go; Active learning – children concentrate and keep trying if they encounter difficulties and enjoy achievements; 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 area of learning PSE, CL and PD underpin and are an integral part of all areas of learning.

Expressive Arts & Design Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regula 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.

Intent: At Much Birch we inspire our children to unleash their inner artist. We develop their skills and proficiency using a range of media. The children will develop an appreciation of internationally renowned artists. They will evaluate and analyse others work and acquire a critical understanding of a range of artistic techniques. They will have hands on experiences that will enhance their skills and build their creativity.

Themes	**A1 – Let's Discover- Myself, Autumn** **A2 – Stories and Celebrations**		**Sp1 -Transport** **Sp2 – Excellent Eggs**		**S1 – Changes** **S2 - In a land far away…**	
Learning Overview	We will use thick and thin paintbrushes to create different lines as we create our self-portraits. We will mix paints to make autumn colours and explore which colours we can make as we create firework pictures. We will also explore the splatter art technique in our outdoor environment. We will shape and mould clay/play dough to make a diva lamp to celebrate Diwali. We will create Kandinsky's circles using paint and pastels.		We will use colour appropriately and make careful choices when colouring and drawing animals. We will select which paintbrush we need to create different lines. We will create a space drip painting inspired by Jackson Pollock. We will recreate patterns using vegetables and include this in our artwork.		We will accurately mix paints to create a new colour and think about shades and tints. We will create a dotty art (Aboriginal art) Australian painting and seaside landscape scene using watercolours.	
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Art Evidence on Tapestry and learning journals We revisit knowledge and skills throughout the year	To use a variety of **drawing** tools and techniques – **chalk, pencil, pastels, charcoal** To draw with some detail, such as representing a face with a circle and including details (self-portraits). To use a range of materials to make **'transient art' inspired by Andy Goldsworthy.**	To explore **colours** and how to **mix** them To know that **primary colours** make **secondary colours** when mixed together To use the **splatter art technique** (firework picture) To know how to **sculpt, shape and mould play dough or clay** To know about different **forms.** To learn about **artist Kandinsky and replicate his 'circles'.**	To explore **textures** and **colour** by creating a **collage** (Chinese lantern) To explore the **drip technique** inspired by **Jackson Pollock** (space painting)	To develop knowledge of **colour mixing** To explore **printing** with wooden blocks, fruit and vegetables To use **lines** when doing **observational drawing** of an animal. To know how to use a variety of drawing tools and techniques – **sketch (pencil, inks, and paint)**	To return to and build on previous learning, **refining** ideas and developing their ability to represent them. To use **lines** and consider **appropriate colours** when **observational drawings of plants.**	To add white or black paint to alter the **shade or tint** when using **watercolours** (seaside scene) To use a **thin paintbrush** to add **detail.** To know how to **sculpt, shape and mould salt-dough** (fossils) To explore the **dotty art technique (aboriginal art).**
Art Sticky Skills & Knowledge Skills and Knowledge children need to know by the end of every half-term.	I can use a variety of drawing tools to create marks.	I know that when I mix two colours it makes a different colour. I know that materials can be joined / mixed to create interesting effects.	I know how to use a paint brush and palette.	I know how to match the colours I see to what I want to represent.	I know a variety of artist techniques that I can use in my own artwork. . transient . splatter . drip . dotty	I can talk about what I see in a picture or piece of art. I know how to use paint tools with care and precision.

		I know that artists create works of art.				
Key vocabulary	express, feelings, draw, technique, pastels, detail, transient, natural art, artist	colour, mix, primary, secondary, splatter, sculpt, shape, mould, clay, form	collage, texture, drip, palette	observation, draw, sketch, pencil, ink, paint, line, print, block, pattern	refine, represent, shade, tint, detail, thin, care, precision	
Our Curriculum Goal	To become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.					
ELG **(End of the year only)**	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. • Make use of props and materials when role playing characters in narratives and stories.					
During KS1, children will learn	**During KS1, children will learn** • 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.					

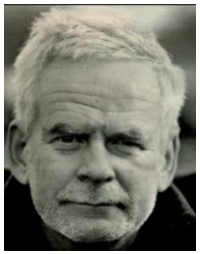
EYFS art knowledge and skills linking to year 1					
Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	**Colour (painting, ink, pencils, crayon, pastels)**	**Texture (clay, sand, stone, natural materials)**	**Form (3D work, clay, dough, boxes, paper sculpture)**	**Printing (found materials, fruit/veg, wood blocks, press print, lino, string)**	**Suggested artists Techniques**
Begin to use a variety of drawing tools and techniques Draw with some detail, such as representing a face with a circle and including details. Use lines when doing observational drawings	Explore colours and how to mix them Know that primary colours make secondary colours when mixed together Explore tints and shades and when these should be used.	Explore and experiment with different textures Safely use and explore a variety of materials. Explore transient art (art without glue) using a variety of resources both natural and man -made, inspired by Andy Goldsworthy Explore textures by creating a collage.	Handling, feeling, enjoying and manipulating materials Shape and model Experiment with different forms.	Rubbings Print with variety of objects and colours Explore printing with wooden blocks, fruit and vegetables	Andy Goldsworthy – natural art Kandinsky – concentric circles Jackson Pollock – drip Splatter Picasso- play dough faces, self-portraits

Our art journey through the year



To use a variety of drawing tools and techniques – chalk, pencil, pastels, charcoal
To draw with some detail, such as representing a face with a circle and including details.





To explore transient art using a variety of resources both natural and man - made inspired by
Andy Goldsworthy





To explore colours and how to mix them
To know that primary colours make secondary colours
To use the splatter art technique



To know how to use a variety of drawing tools and techniques – sketch, pencil, inks, and paint
To use lines when doing observational drawing of a plant or animal



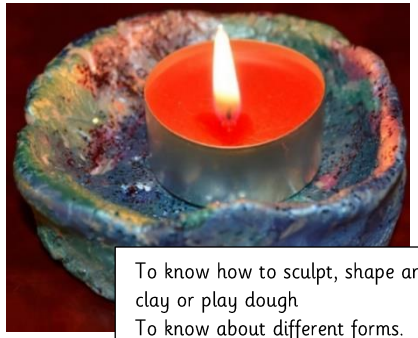


To explore printing with wooden blocks, fruit and vegetables

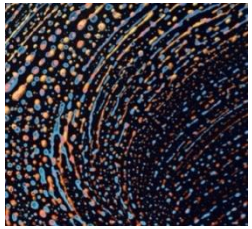


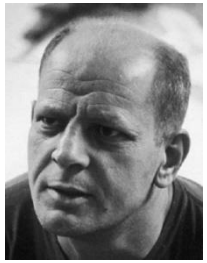


To explore textures and colour by creating a collage Chinese dragon or lantern.

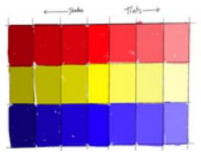


To know how to sculpt, shape and mould clay or play dough
To know about different forms.





To explore the drip technique inspired by
Jackson Pollack





To add white or black paint to alter the shade or tint when using watercolours
To use a thin paintbrush to add detail.

To explore 'Aboriginal art' and create dot paintings



Explore colour and colour mixing.

Experimenting with water colours.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Autumn leaf printing and rubbings (Links to printing)

Draw with complexity and control.
E.g features on a face.

Collage and mixed media using different materials

Using natural resources to create pictures from loose parts.

Show different emotions in their drawings and paintings.

Looking at different artists for inspiration.

Use drawings to represent ideas like movement and loud noises.