



Summerville Primary School

EYFS ART Curriculum

Unlike other year groups, who follow the National Curriculum, children in Early Years settings follow the Early Years framework. At Summerville we also follow the EYFS Development Matters document, which although is non-statutory, provides excellent guidance on designing and delivering an effective early years' curriculum.

The EYFS Development Matters objectives which have direct links to the KS1/KS2 National Curriculum for ART are:

NO (Nursery Objective) RO (Reception Objective)

Personal, Social & Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them NO
- Show resilience and perseverance in the face of challenge RO

Physical Development NO (Nursery Objective) RO (Reception Objective)

- Use large muscle movements to wave flags and streamers and paint and make marks NO
- Choose the right resources to carry out their own plan NO
- Use one handed tools and equipment, for example, making snips in paper with scissors NO
- Use a comfortable grip with good control when holding pens and pencils NO
- To develop their motor skills so that they can use a range of tools competently, safely and confidently RO
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on a floor RO
- Develop overall body strength, balance, co-ordination and agility RO

Expressive Art and Design

- Explore different materials freely in order to develop their ideas about how to use them and what to make NO
- Develop their own ideas and then decide which materials to use to express them NO
- Join different materials and explore different textures NO
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects NO
- Draw with increasing complexity and detail, such as representing a face with a circle and including details NO
- Use drawings to represent idea like movement or loud noises NO
- Show different emotions in their drawing and paintings, like happiness, sadness, fear, etc. NO
- Explore colour and colour mixing
- Explore, use and refine a variety of artistic effects to express their ideas and feelings RO
- Return to and build on their previous learning refining ideas and developing their ability to represent them RO
- Create collaboratively, sharing ideas, resources and skills RO

Early Learning Goals NOT FOR PLANNING, FOR ASSESSING AT THE END OF RECEPTION

Physical development: fine motor skills

- Hold pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

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

In order to create a smooth transition between our Early Years and Key Stage 1, we have linked the Framework and National Curriculum subjects so that it is clear to see how we build upon the firm foundations built in our EYFS unit. In the table below, examples are given of EYFS activities under the Development Matters objectives and how they link to the KS1/KS2 National Curriculum Science objectives.

	Across the academic year	Autumn Term	Spring Term	Summer Term
ART PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT PHYSICAL DEVELOPMENT EXPRESSIVE ARTS AND DESIGN	<p>Children will have frequent opportunities for outdoor play and exploration</p> <ul style="list-style-type: none"> • Opportunities to draw with mixed media, colouring pencil, chalk, paper, chalking on flagstones • Mark making with water and paintbrushes • Access to natural materials to mark make with like mud and sticks, one handed tools in sand area • Opportunity to explore natural resources and materials freely e.g shells, stones, pebbles, bark to develop their own ideas and decide which materials to use to express them • Interesting stimulus to draw from like trees, flowers, buildings • Opportunity to explore and experience different weather conditions as stimuli for developing ideas <p>Children will have frequent opportunities for indoor play and exploration</p> <ul style="list-style-type: none"> • Malleable area 	<p><u>Autumn A: Marvelous Me</u> <i>Examples of the activities and how they link to the NC ART include:</i></p> <ul style="list-style-type: none"> • Self portraits using mixed media – pencil, painting and adding emotions and detail. • Looking at significant artist Picasso (KS1 and KS2 significant artist link) • Drawings of our families and people who are important to us. • Exploring seasons – Autumn, leaf rubbing and printing, leaf collage • Drawing toys from the past. • Harvest – drawings, picture and paintings of fruit, wheat and vegetables. • Fruit printing – patterns in the fruit. <p><u>Autumn B Topic: Light and Dark</u> <i>Examples of the activities and how they link to the NC ART include:</i></p> <p>Nursery – C made stained glass rockets based on book ‘Whatever Next’. Made rocket models using junk modelling, marbling techniques with paint.</p> <p><u>Halloween</u> The children pumpkin printing, observational drawings of pumpkins and different squashes.</p> <p><u>Diwali</u> The children made clay Diwali lamps using pinch pots and created texture using print and modelling. Mixing colours to paint Diwali lamps</p>	<p><u>Spring A Topic: Brr... It’s Cold in Here</u> <i>Examples of the activities and how they link to the NC ART include:</i></p> <ul style="list-style-type: none"> • Colour mixing with cold colours • Making colours lighter and darker like pale blue and dark blue. • Mixed media painting like painting with paint and icing sugar. • Re-visit Picasso and how cold colours are used to create mood. • Explore how to make paintings and collage to show how colour reflects mood. • Create images of the natural world and cold climates and animals who live there. <p>Chinese New Year</p> <ul style="list-style-type: none"> • Using water-based ink and Chinese brushes to mark make. • Create large scale Chinese dragons using junk modelling. • Teaching techniques for joining materials. <p><u>Spring B Topic: Superheroes/people who help us</u></p>	

- Opportunity to work with playdough, clay, plasticine to create textures, model and sculpt

Painting area

- Colour mixing
- Primary colours
- Adding light and dark
- Use mixing pallets, watercolour paints, pump dispensers and pipettes
- Resources including natural objects to print, finger paint
- To create art with loose parts found and natural resources or junk modelling

Creative area

- Collage/junk modelling area, access to a range of materials such as, card, corrugated card, shiny papers, feathers
- Access to different fixings such as glue, tape, paper fasteners, hole punches, scissors
- Mark making area using pencils, felt tips, coloured pencils

Bonfire Night

The children created pictures by mixing colour and adding textures using collage skills. Looked significant artist – Kandinski and Delaunay to investigate how colours reflect mood. Colour mixed powder paint on large scaling by colour mixing and colour splashing.

Christmas

The children made Christmas decorations and cards. Made clay pieces and painted them.