



EYFS Curriculum Pathway – Art

Our EYFS Curriculum Pathway to KS1 builds on pupils' past knowledge and prepares them well for the learning that is to come in KS1.

The most relevant early years outcomes for Art are taken from the following areas of learning:

- Expressive Arts and Design

Our approach to the Art Curriculum in Early Years Foundation Stage

From the beginning of a child's learning journey at Ryton Federation they are encouraged to use and play with resources which allow them to explore **space, colour, shape, patterns and tools**. They are encouraged and taught how to **draw, collage, shape and sculpt dough and clay, make models using a range of materials and tools, use fabric and print**. All classrooms have continuous access to well resources dough areas, paint tables/easels, junk modelling, craft table where children are encouraged to explore in a holistic way, exploring materials, ideas and techniques. Practitioners are aware that drawing, painting, mark making, making are physical and mental activities in which the mind and body are involved.

Children are encouraged to think and play creatively when using our open-ended resources such as small mirrors, baskets of reclaimed and natural materials, musical instruments, fabrics, scarves, and construction blocks. Larger equipment outdoors provides similar opportunities but on a larger scale. Staff skilfully plan for, provide for and teach children's next steps in the moment. Some skills must be taught such as colour mixing, drawing, vocabulary, colour choices, how to combine certain media, make a particular craft, how to use new tools, how to refine a skill, about local/great artists and how to appreciate art.

When making celebration cards or crafts we think about which skill the children will be using, taught/able to practise and ensure that children have an opportunity for self-expression and personal preference within this remit. A lot of the teaching has explicit links to other areas of the curriculum. New skills, techniques and art knowledge taught explicitly as a class, group or 1:1 in the moment. Working in a child-led way we build skills and enjoyment. Children are encouraged to value the process of art making alongside the product at the end.

As part of plan-do-review children are given the confidence to share exploration, thoughts and appreciate and respect that others might have different experiences or opinions. Staff believe that every individual has the power to create and make, manipulate and contribute to the world for the enjoyment of their own self and others.

Art		
Art Forms	A Unique Child * Bold statements are key to the art form	What this looks like at Ryton Federation
Painting	<p>To explore colour and how colours can be changed.</p> <p>To explore what happens when they mix colours.</p> <p>To begin to be interested in and describe the texture of things</p> <p>To experiment to create different textures.</p> <p>To understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To select the appropriate resources and adapt work where necessary.</p> <p>To create simple representations of events, people and objects.</p> <p>To choose particular colours to use for a purpose.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children explore colour mixing independently. There are palettes on which to mix paint and children are introduced to and have access to ready-made, powder and water colour paints. By having explored a range of paints children can develop preferences and make informed choices.</p> <p>They are taught how to mix their own powder paints and this provides opportunities to develop talk around the consistency and effectiveness of the paint they are using. By developing children’s independence in this way they are responsible for making decisions about which consistency of paint will work best which stands them in good stead for future learning. (links to UtW – change) We add texture to the paint such as sand and glue etc. to create different textures and finishes.</p> <p>They are taught about colour mixing using prime colours through stories and in group activities, solving real problems and they are then able to practise and explore this in play. Children are encouraged to explore what happens when they add white and black to colours. This links explicitly to the KS1 programme of study and provides children with the language and experiences required to succeed in KS1.</p> <p>Our staff are aware of the importance of young children having opportunities to use gross motor skills as a precursor to developing the fine-motor skills which are needed for mark making and writing. The children are free to use the range of chalks to draw, write, and leave messages outside on blackboards and on the ground. They enjoy ‘painting’ with water on the blackboard surface, creating patterns and transient images, and writing their names. The practitioners provide a range of resources for the children to use when they are designing with water, including sprays, rollers, and large brushes and children are taught how to use these. This helps children to realise that they have autonomy when creating and teaches them that creativity is valued. Staff create painting areas in the garden area, covering surfaces with plastic sheeting and providing large sheets of paper or fabric for painting on. The children often choose to</p>

		<p>work collaboratively on group paintings, exploring colour, texture, movement and design as they work.</p> <p>When children know about colours and have explored the concept we talk with the children about use of colour and colour choices in our work, this is often linked to feelings and emotions through stories and illustrations which children attempt to recreate. We try where possible to work in a cross curricular way linking art skills and knowledge with other curriculum areas E.g. investigating change when colour mixing/mixing paint in Understanding the World, being inspired by stories, craft books (fiction and non-fiction – instructional texts) and artists (the greats in art history) to make, create and explore techniques and ideas.</p>
Collage	<p>To begin to be interested in and describe the texture of things</p> <p>To experiment to create different textures.</p> <p>To understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To select the appropriate resources and adapt work where necessary.</p> <p>To create simple representations of events, people and objects.</p> <p>To choose particular colours to use for a purpose.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children are encouraged to use the loose parts in each classroom to create transient art both inside and outside. This allows the children to practise arranging without the commitment of sticking. Children copy and create patterns. (Mathematical play)</p> <p>Children have access to pre-cut shapes of paper, crepe, fabrics, wool, ribbon etc to make and practise collage skills in continuous provision. As children become able to cut and tear we encourage them to practise those skills to create their own shapes.</p> <p>Children are taught the skill of cutting and have a range of scissors available including crinkle scissors. We have spring scissors, helping hand scissors, left handed scissors and we teach children how to use these safely and effectively. Children are also taught how to tear carefully to make a planned shape to use in collage work.</p> <p>We teach children how to use glue – Pritt and PVA. This involves teaching children where to apply, how much to apply and how to use the spreader, wipe off the excess etc. This is left for children to explore and experiment with, allowing children to learn through first-hand creative exploration about the properties of different glues.</p> <p>Collage relies on the ability to sort and arrange and children are taught about similarities and</p>

		<p>differences of collage materials in terms of colour and texture to encourage children to make choices about the collage pieces they use.</p> <p>Children explore texture in play through sensory play, small world environments and investigating real objects. Children are encouraged to explore with all of their senses. Children are supported to mix and make potions and food outside in the mud kitchen, exploring cause and effect and creating new textures and smells. We use the natural world to explore artistically E.g. natural pigment art using leaves and petals giving children the idea that the world is filled with elements they can manipulate and transform.</p> <p>After many opportunities to explore cutting and sticking. Children are encouraged to think about the what they would like the final product to be/look like and make a plan about how to arrange the pieces and which pieces they will use.</p>
Sculpture	<p>To select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>To begin to be interested in and describe the texture of things</p> <p>To experiment to create different textures.</p> <p>To understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To select the appropriate resources and adapt work where necessary.</p> <p>To create simple representations of events, people and objects.</p> <p>To choose particular colours to use for a purpose.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through</p>	<p>Children play with the idea of sculpture in construction, playdough and junk model areas. When they are ready they are introduced to new techniques as a class, small groups or in the moment.</p> <p>Children are taught the techniques to join materials – not just how to use glue but how to fold, flange, use paper clips, treasury tags, split pins, stitch, wrap, notch, wedge, insert, slot, etc to attach materials to one another when necessary.</p> <p>Children are taught how to enhance sculpture by fringing, colouring, label, bend, cut, hole punch, crumple, etc. How to use tools in the playdough to create different effects, textures and patterns.</p> <p>Children sculpt with art straws, paper, dough, food, foil, clay, boxes, plastic pots, tubes, lids, blocks, pompoms, poly noodles, pipe cleaners and construction kits.</p>

	<p>design and technology, art, music, dance, role play and stories.</p>	
<p>Drawing</p>	<p>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects</p> <p>To begin to be interested in and describe the texture of things</p> <p>To experiment to create different textures.</p> <p>To understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To select the appropriate resources and adapt work where necessary.</p> <p>To create simple representations of events, people and objects.</p> <p>To choose particular colours to use for a purpose.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Younger children enjoy the sensory element of art before they learn how to use the media and materials and are able to plan to use it. It is here when they explore lines, shapes and marks such as dots, line thickness, direction, enclosed shapes, the effect of pressure and other pre-writing shapes.</p> <p>Children are taught how to use and hold pens, pencils, chalk etc. and are taught how to draw. Children are often keen to have a go but sometimes this is a learning opportunity and a staff member shows them step by step, they are directed towards a book which they can copy/follow or seek out an iPad to watch a step by step tutorial.</p> <p>We challenge and teach children to draw still life E.g. flowers, fruit, shells and other items of natural beauty to capture feelings or change. This is often linked to cross curricular work and inspired by stories or other learning. When learning about shapes we look at shapes in the environment and consider how we can draw people/ objects using the shapes we know and observation techniques.</p> <p>Children are taught investigate a range of media. They are introduced to oil pastels and other media and materials as enhancements to the continuous provision. We talk with the children about the benefits and disadvantages of different types of media E.g. chalks are not as useful as felt pens and pencils for detailed work and encourage children to think creatively and make their own choices which are valued by staff.</p> <p>We encourage and teach children how to carefully colour (their own work) and create patterns using drawing tools.</p>

<p>Print</p>	<p>To explore colour and how colours can be changed. To explore what happens when they mix colours.</p> <p>To begin to be interested in and describe the texture of things</p> <p>To experiment to create different textures.</p> <p>To understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To select the appropriate resources and adapt work where necessary.</p> <p>To create simple representations of events, people and objects.</p> <p>To choose particular colours to use for a purpose.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>We teach children how to print, using hands, feet, fingers and other items such as blocks and rollers initially using paint and stamps in Nursery.</p> <p>We encourage children to explore this independently through continuous provision but also introduce new items to print with to enhance provision and create different textures or effects e.g. bubble wrap, foam, marbling ink, bottle bottoms.</p> <p>We encourage children to print with 2D and 3D to support their understanding of shape and make patterns and look at patterns on wallpaper, gift wrap, fabric and repeating patterns to create their own patterns whilst developing their understanding and concept of shape.</p> <p>We teach children how to press, roll, rub, stamp and when they explore these techniques children refine and develop their fine motor manipulation skills.</p> <p>As children move into KS1 they are well prepared for future learning having had the experience to explore printing for pleasure, develop their own preferences and knowledge of the process of printing and have ideas of how to achieve planned effects.</p>
<p>Textiles</p>	<p>To begin to be interested in and describe the texture of things</p> <p>To experiment to create different textures.</p> <p>To understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To select the appropriate resources and adapt work where necessary.</p> <p>To create simple representations of events, people and objects.</p>	<p>As the children’s manual dexterity develops they become interested in using fabrics, papers, wool, foil, ribbons and cellophane and encourage them to weave outdoors on a larger scale before bringing it inside on a smaller scale.</p> <p>We use threading boards and shapes to support other learning and develop dexterity. We show children how they can hole punch and thread to practise the technique. Some children who show such skill and are taught to practise basic sewing we use hessian, wool and large plastic needles. Children are taught how to thread the needle and shown how it can be used as a pattern/joining technique.</p>

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Digital Media	<p>To understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To select the appropriate resources and adapt work where necessary.</p> <p>To create simple representations of events, people and objects.</p> <p>To choose particular colours to use for a purpose. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children are taught how to use Smartnote to paint and create images on the IWB.</p> <p>Children are able to take and manipulate photographs using the ipad and relevant software. Green screen images are also introduced and children are able to use this to explore photography.</p>
Artists	<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children are introduced to local and great artists of the past to inspire and introduce new techniques.</p>