



FULFEN PRIMARY EYFS CURRICULUM DESIGN

National Curriculum Subject	Art
Key Stage 1	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• 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 Educational Programme	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to 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.</p>
INTENT	<p>We aim to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning in Key stage 1 and beyond.</p> <p>In Early Years we encourage children to express their thoughts, ideas and inner feelings as artists by:</p> <ul style="list-style-type: none">• Providing children with opportunities to explore and experiment with different media and materials.• Encouraging children to be inventive and imaginative, allowing them to express their creativity in ways that are personal to them.

**Knowledge
(What we want
children to know)**

In Early Years we want the children to know:

Colour

- The names of primary and secondary colours
- How to mix different colours
- How to make different tones and shades of colours.

Line

- There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, thick, thin, wavy, zig zag.
- How to draw different types of lines
- The difference between a continuous and a broken line
- How to join lines to create shapes to make a picture.

Shape

- Shapes are made from lines that are joined together.
- Lines and shapes create representations.

Form

- 2D representations are flat and 3D representations are solid.
- How 3D representations can be created using e.g. malleable materials, junk modelling
- How to use different materials to express my ideas.
- Malleable materials can be moulded into different shapes.

Texture

- Materials have different textures.
- Texture can enhance and add interest.
- Texture can engage the senses.
- Combining materials can create different textures.

<p style="text-align: center;">Skills: (What the children are learning to do)</p>	<p>Children are learning to:</p> <ul style="list-style-type: none"> • Manipulate and control tools • Make decisions and choices • Observe • Imagine • Connect ideas • Explore • Experiment • Combine • Shape • Mould & Sculpt • Mix • Draw • Paint • Pull • Tear • Fold • Cut • Join • Stick • Roll • Explain • Review
<p>IMPLEMENTATION</p>	<p>Art is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.</p> <p>We use planned themes and unplanned moments that present themselves to talk about line, shapes, colour, form, and texture. We deliver observational drawing sessions where drawing skills are modelled and taught. This learning is then reflected within the provision where children have opportunities to practise and refine these skills.</p> <p>In addition, opportunities are also provided for children to express their own creative ideas by exploring, experimenting and combining materials to create different effects.</p> <p>Creative areas are resourced with a wide range of tools, media and materials and are organised in a way that encourages children to be independent in their choices and decisions.</p> <p>We recognise and use the links between Art and gross and fine motor development and provide vertical surfaces and large areas where children can stand enabling them to have greater stability and more control over the tools they are using.</p> <p>In the continuous provision, adults promote children’s creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate children in the application of their artistic knowledge and skills.</p>

Key Vocabulary	pencil, crayon, felt, line, colour, straight, circle, shape names, portrait, cut, stick, punch, pull, brush, paint, mix, dip, collage, join, construct, pretend, imagine, dark, shade, light, hard, soft, tone	
EYFS Topics/themes:	Pre-School	Reception
	Ourselves Celebrations Happily Ever After People Who Help Us Holidays Plants and Animals Seasons	Marvellous Me Let's Celebrate It's a Wonderful World Once Upon a Time All Creatures Great and Small Holidays Commotion in the Ocean
IMPACT	<p>By the end of Foundation Stage children will be able to:</p> <ul style="list-style-type: none"> • Draw themselves to include head, body, arms, legs and facial features. • Create 2D and 3D representations. • Combine different materials to create different textures. • Control and manipulate different tools. • Express their own ideas. • Use different techniques. • Mould and sculpt. • Express their imagination and creativity. • Share and talk about their creations. • Explain the processes they use. • Use props and materials in their role play. • Make different tones and shades of colours. • Draw different types of lines and shapes with control. 	

Early Learning Goals	<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher;• Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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Find further information on how Art is taught at Fulfen Primary School on this page: [Art & Design](#)