

## Art and Design Curriculum

### Intent

At West Earlham Infant and Nursery School we endeavour to use art and design to stimulate children's natural creativity and imagination. Through the teaching of art and design we aim to inspire children to communicate and express their own ideas, thoughts and feelings and those of others. By learning key skills and techniques, children will be able to experiment, invent and create their own works of art. Art provides a way for children to understand and respond to the surrounding world. Exciting and stimulating experiences will promote children's understanding, interest, appreciation and enjoyment of all aspects of art and design. Art experience can also help to develop important life skills such as resilience, having a go and working out how to overcome adversity.

Art and Design at West Earlham Infant Nursery School will:

- Develop and stimulate children's creativity, ideas and imagination.
- Develop children's artistic skills, vocabulary, knowledge and understanding.
- Enable children to approach art with confidence and enjoyment.
- Support children to explore and use materials and processes in a variety of ways to communicate their ideas and feelings.
- Expose children to a wide range of artistic activities and processes, techniques, tools and materials.
- Teach children about a range of artists, craft makers and designers.
- Support children to evaluate and respect their own work and the work of others.
- Enable children to ask and answer questions about works of art.
- Develop children's ability to work cooperatively.
- Develop children's skills, attitudes and attributes that can support learning in other areas.

### Implementation

- The teaching and implementation of the art and design curriculum at West Earlham Infant and Nursery School follows the National Curriculum and in KS1 this is supported by using Suffolk County Council's, *Art and Design in Suffolk* scheme.
- In KS1 teachers plan and teach art linked to topics, enquiries and key events (e.g. Christmas, Diwali, Talk4Writing) using a variety of approaches that are matched to the abilities of the children.
- In KS1 learning is further enhanced by working with the Sainsburys Centre for Visual Arts, a local museum and art gallery.
- In addition, KS1 children take part in the Woodland School programme which offers further creative opportunities linked to the natural environment.
- In the EYFS we follow the Early Years Foundation Stage Statutory Framework.
- In the EYFS teachers set up an enabling environment where children explore their creativity both inside and outside with access to multiple media and materials. Our 'in the moment' planning approach in the EYFS enables teachers to demonstrate and teach skills and techniques associated with the things that children are doing and are interested in doing. This also includes developing children's gross and fine motor skills to ensure they can use appropriate tools and techniques.



<b>Our children will experience:</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<p>Story Cafes with an art and craft activity.            Christmas Decoration Day.            An art/science day in Year 2.            Collaboration with the SCVA for art related projects.            Collaboration with the Norfolk and Norwich Festival.</p> <p><b>Cross curricular opportunities:</b>            Links to history and geography when learning about different artists, designers and craft makers from around the world.            Science - observational drawings and woodland school.            Literacy - images and creations to support the children's understanding of an objective i.e finger painting Owl Babies to enforce their names and size differences.</p> <p><b>Visits/Visitors:</b>            Reception, Year 1 and Year 2 will visit the Sainsbury's Centre for Visual Arts (SCVA) once a year.</p>	<p>Learning themes:            Inspired by the children's interests, our natural environment, the stories we are reading and relevant festivals/celebrations.</p> <p>Continuous provision is developed to support children's learning in expressive arts and design throughout the school day across multiple indoor and outdoor areas.            See EYFS continuous provision plans.</p>	<p>Learning themes:            Signs of Autumn Celebrations            Chinese New Year            Farming            Life Cycles, Planting and Growing            Traditional Tales</p> <p>Continuous provision is developed to support children's learning in expressive arts and design throughout the school day across multiple indoor and outdoor areas.            See EYFS continuous provision plans.</p>	<p>Learning themes:            Christmas            Owl babies (T4W)            Bear Hunt (T4W)            How things grow            A trip down memory lane            Explorers            Three little pigs (T4W)</p> <p>The children will have access to different materials throughout the day which supports the art and design curriculum. These materials will also be available alongside activities, inside and out.            Year one are developing and providing continuous provision which includes mixed media and opportunities to create and design art and models. The children are also able to explore further enhancements of resources, based on adults following the interests of the children.</p>	<p>Learning themes:            The Great Fire of London            Christmas            Dragons            Art from around the World            The Olympics</p> <p>The children will have the opportunity to work with the SCVA to take part in art and design projects.</p> <p>The children have the opportunity to attend the Royal Norfolk Show to take part in SAW (Science, Art and Writing projects).</p> <p>Other opportunities to work with local initiatives where possible e.g. in 2020/21 The children will have the opportunity to have an artist teach them art in school through the Norfolk and Norwich Festival.</p>

Art and Design				
	Nursery	Reception	Year One	Year Two
	<b>Sharing Ideas</b>			
<b>Pro gres sion</b>		<p><b>Early Learning Goals – Expressive Arts and Design</b></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. <u>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</u></p> <p>Children <u>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.</u></p>	<ul style="list-style-type: none"> <li>● Share ideas about mark making using a variety of media.</li> <li>● Discuss the work of others, talk about their own work and show that they can suggest ways of improving it.</li> <li>● Use stories as a starting point, respond visually.</li> <li>● Respond to the work of an artist, by producing work in his/her style.</li> <li>● Work individually and begin to work collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>● Suggest ways of improving their work and modify it after discussion.</li> <li>● Say what they think and feel about their own work and the work of others.</li> <li>● Respond to the work of an artist, by producing work in his/her style and discussing similarities between his/her image and their own.</li> <li>● Work both individually and collaboratively.</li> </ul>
	<b>Drawing</b>			
<b>Pro gres sion</b>	<ul style="list-style-type: none"> <li>● Experiment with colours and marks.</li> <li>● Use lines to enclose a space, begin to use shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>● Use simple tools e.g. pens, pencils, and techniques competently and appropriately.</li> <li>● Create simple representations of</li> </ul>	<ul style="list-style-type: none"> <li>● Use a variety of different tools and surfaces.</li> <li>● Use drawing to communicate ideas.</li> <li>● Draw from imagination and</li> </ul>	<ul style="list-style-type: none"> <li>● Use a variety of tools and surfaces to create different effects.</li> <li>● Use drawing to communicate ideas and feelings.</li> <li>● Draw confidently from imagination</li> </ul>

	<ul style="list-style-type: none"> <li>● Realise tools can be used for a purpose.</li> <li>● Use simple tools e.g. pens, pencils, and techniques competently and appropriately.</li> <li>● Beginning to use representation to communicate, e.g. drawing a line and saying, 'That's me.'</li> <li>● Create simple representations of people and objects.</li> </ul>	<p>people and objects.</p> <p>Expressive arts and design Early Learning Goals.</p>	<p>observation.</p>	<p>and observation with added detail.</p> <ul style="list-style-type: none"> <li>● Begin to use drawing as a starting point for other work.</li> </ul>
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<b>Painting</b>				
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<b>Pro gres sion</b>	<ul style="list-style-type: none"> <li>● Experiment with colours and marks.</li> <li>● Explore colour and how colours can be changed.</li> <li>● Explore what happens when colours mix.</li> <li>● Capture experiences and responses with paint.</li> <li>● Choose particular colours to use for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore what happens when colours mix.</li> <li>● Capture experiences and responses with paint.</li> <li>● Choose particular colours to use for a purpose.</li> </ul> <p>Expressive arts and design Early Learning Goals.</p>	<ul style="list-style-type: none"> <li>● Use painting to communicate ideas.</li> <li>● Experiment with the application of paint through a range of brush strokes and painting media.</li> <li>● Mix paint to the required consistency.</li> <li>● Mix primary colours to make secondary colours and know that red, blue, yellow are called primary colours.</li> </ul>	<ul style="list-style-type: none"> <li>● Use painting to communicate ideas, feelings and meanings.</li> <li>● Explore ideas about shape, pattern and colour using different brush strokes and painting media.</li> <li>● Develop and use techniques of pattern making, colour mixing, and brush control.</li> <li>● Mix primary colours to make secondary colours, know all the colour names and which are primary and secondary.</li> <li>● Produce colour tints using white</li> </ul>
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				paint.
<b>Printing</b>				
<b>Pro gres sion</b>	<ul style="list-style-type: none"> <li>● Realise tools can be used for a purpose.</li> <li>● Use simple tools and techniques competently and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Use simple tools and techniques competently and appropriately.</li> </ul> <p>Expressive arts and design Early Learning Goals.</p>	<ul style="list-style-type: none"> <li>● Use objects and basic tools and equipment to print images.</li> <li>● Explore the use of different tools and surfaces for printing.</li> <li>● Make and use stencils to produce negative prints using dabbing and stroking.</li> </ul>	<ul style="list-style-type: none"> <li>● Make and use objects and basic tools and equipment to print images and patterns.</li> <li>● Make and use positive and negative stencils for printing using dabbing and stroking.</li> <li>● Understand that printmaking involves production of multiple versions of images.</li> </ul>
<b>Collage</b>				
<b>Pro gres sion</b>	<ul style="list-style-type: none"> <li>● Beginning to be interested in and describe the texture of things.</li> <li>● Experiment to create different textures.</li> </ul>	<ul style="list-style-type: none"> <li>● Experiment to create different textures.</li> </ul> <p>Expressive arts and design Early Learning Goals.</p>	<ul style="list-style-type: none"> <li>● Use cut and torn materials to create an image.</li> <li>● Develop overlapping and sticking skills.</li> <li>● Sort, select and identify materials according to texture.</li> </ul>	<ul style="list-style-type: none"> <li>● Cut and tear materials to create an image or pattern.</li> <li>● Collect, sort, select and identify materials choosing the most suitable to create an effect.</li> </ul>
<b>Textiles</b>				
<b>Pro gres sion</b>	<ul style="list-style-type: none"> <li>● Beginning to be interested in and describe the texture of things.</li> <li>● Experiment to create different</li> </ul>	<ul style="list-style-type: none"> <li>● Experiment to create different textures.</li> <li>● Select tools and techniques needed to shape, assemble and</li> </ul>	<ul style="list-style-type: none"> <li>● Explore simple over/under weaving, wrapping and knotting.</li> <li>● Embellish fabric using a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop weaving, wrapping and knotting techniques.</li> <li>● Embellish fabric using a variety of media including dip dye.</li> </ul>

	<p>textures.</p> <ul style="list-style-type: none"> <li>● Select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<p>join materials they are using.</p> <p>Expressive arts and design Early Learning Goals.</p>	<ul style="list-style-type: none"> <li>● Use simple joining processes such as tying and gluing.</li> </ul>	<ul style="list-style-type: none"> <li>● Join, position and manipulate materials with some independence.</li> </ul>
<b>3D</b>				
<p><b>Pro gres sion</b></p>	<ul style="list-style-type: none"> <li>● Use various construction materials.</li> <li>● Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>● Join construction pieces together to build and balance.</li> <li>● Understand that different media can be combined to create new effects.</li> <li>● Manipulate materials to achieve a planned effect.</li> <li>● Construct with a purpose in mind, using a variety of resources.</li> <li>● Use simple tools and techniques competently and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that different media can be combined to create new effects.</li> <li>● Manipulate materials to achieve a planned effect.</li> <li>● Construct with a purpose in mind, using a variety of resources.</li> <li>● Use simple tools and techniques competently and appropriately.</li> <li>● Select appropriate resources and adapt work where necessary.</li> <li>● Select tools and techniques needed to shape, assemble and join materials.</li> </ul> <p>Expressive arts and design Early Learning Goals.</p>	<ul style="list-style-type: none"> <li>● Use a range of modelling materials to make objects.</li> <li>● Join and manipulate materials for an intended purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a range of modelling materials squeezing, pinching and rolling to make objects.</li> <li>● Add colour, pattern and texture to objects.</li> <li>● Confidently join and manipulate materials for an intended purpose with increased control.</li> </ul>

	<ul style="list-style-type: none"> <li>• Select appropriate resources and adapt work where necessary.</li> <li>• Select tools and techniques needed to shape, assemble and join materials.</li> </ul>			
<b>Key Vocabulary</b>	Colour names, pencil, pen, crayon, paper, scissors, cut, glue, glue spreader, paint, paint brush, mix, tape, print, shapes, hard, soft, bumpy/smooth.	Additional colour names, pattern, clay, copy, join.	Primary colours, dark/light, thick/thin, texture, surface, lines, marks, shapes, brush stroke, dab, mixing, print, stencil, negative, dabbing, stroking, collage, weave, wrap, knot, tie, observe.	Secondary colours, mark maker, tools, media, display, arrange, viewpoint, tone, shade, sketch, tint, positive, negative, tearing, overlapping, space, dip dye, create, template, detail.
<b>Suggested Artists</b>			Andy Goldsworthy (Collage, 3D) Richard Long (Collage, 3D) Patrick Heron (Collage) Jasper Johns (Painting) Leonardo Da Vinci (Drawing, 3D) Francis Bacon (Painting)	Kandinsky (Painting) Anthony Frost (Painting) Henri Matisse (Collage) Bridget Riley (Collage) Kurt Schwitters (Collage) Henry Moore (3D) Vincent Van Gogh (Drawing, Painting) Andy Warhol (Printing, Painting, 3D)