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Art and Design Curriculum

<table>
<tr>
<td colspan="3">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.</td>
<td colspan="2">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 by using the Art and Design in Suffolk scheme.
● In KS1 learning is further enhanced by working with the Sainsburys Centre for Visual Arts, a local museum and art gallery.
● 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.</td>
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<td>Our children will experience:
Story Cafes with an art and craft activity.
Christmas Decoration Day.</td>
<td>Nursery
Learning themes:
Inspired by the children's interests, our natural</td>
<td>Reception
Learning themes:
Signs of Autumn
Celebrations</td>
<td>Year 1
Learning themes from the Art and Design in Suffolk scheme:</td>
<td>Year 2
Learning themes from the Art and Design in Suffolk scheme:</td>
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Collaboration with the SCVA for art related projects. **Cross curricular opportunities:** Links to history and geography when learning about different artists, designers and craft makers from around the world. Science - observational drawings. Literacy - images and creations to support the children's understanding of an objective. **Visits/Visitors:** Collaboration with the SCVA for art related projects.	environment, the stories we are reading and relevant festivals/celebrations. 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.	My Healthy Body Chinese New Year People Who Help Us Signs of Spring Life cycles Looking after the environment Life in other countries Planting and growing, Traditional Tales 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.	Autumn 1 - Drawing - explore a range of different mark makers and experiment with lines to create controlled drawings. Autumn 2 - 3D - use natural materials and clay to create 3D art. Spring 1 - Collage - create pieces of art which follow the techniques and styles of famous artists who use collage. Spring 2 - Paint - explore the use of thick and thin paint to explore texture. Summer 1 - Print - explore direct print making with a variety of objects, create a layered print image. Summer 2 - Textiles - investigate weaving and exploring ideas using different pieces of fabric.	Autumn 1 - 3D - explore and represent symbolism in response to Aboriginal art and produce 3D decorated forms. Manipulate clay to produce coils and forms, use clay to make imaginative forms. Autumn 2 - Collage - investigate and use collage materials and processes to communicate ideas about line, shape and colour. Work with others to develop large scale responses. Spring 1 -Drawing - mark making in response to music and other media. Spring 2 - Paint - identify key features and similarities in different artists' work, create paintings inspired by these artists and techniques. Summer 1 - Print - learn about stencils and direct prints and use them to create tiles, imprints and marks. Summer 2- Textiles - explore rubbings, relief block prints and card wraps. Use a variety of resources to create a piece of work made up of different colours, textures, patterns and shapes.

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Art and Design				
	Nursery	**Reception**	**Year One**	**Year Two**
Sharing Ideas				
Progression		**Early Learning Goals – Expressive Arts and Design.** Creating with Materials Children at the expected level of development will: - 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. **Early Learning Goal - The Natural World** - Explore the natural world around them, making observations and drawing pictures of animals and plants.	• Share ideas about mark making using a variety of media. • Discuss the work of others, talk about their own work and show that they can suggest ways of improving it. • Use stories as a starting point, respond visually. • Respond to the work of an artist, by producing work in his/her style. • Work individually and begin to work collaboratively.	• Suggest ways of improving their work and modify it after discussion. • Say what they think and feel about their own work and the work of others. • Respond to the work of an artist, by producing work in his/her style and discussing similarities between his/her image and their own. • Work both individually and collaboratively.
Drawing				
Progression	• Experiment with colours and marks. • Use lines to enclose a space, begin to use shapes to represent objects.	• Use simple tools e.g. pens, pencils, and techniques competently and appropriately. • Create simple representations of people and objects.	• Use a variety of different tools and surfaces. • Use drawing to communicate ideas. • Draw from imagination and observation.	• Use a variety of tools and surfaces to create different effects. • Use drawing to communicate ideas and feelings. • Draw confidently from imagination and observation with added detail.

	● Realise tools can be used for a purpose. ● Use simple tools e.g. pens, pencils, and techniques competently and appropriately. ● Beginning to use representation to communicate, e.g. drawing a line and saying, 'That's me.' ● Create simple representations of people and objects. ● Show different emotions in drawings.	● Draw the natural world (including animals and plants) from observation. ● Use artistic effects to express feelings. Expressive Arts and Design Early Learning Goals. Understanding the World Early Learning Goal.		● Begin to use drawing as a starting point for other work.
Painting				
Progression	● Explore paint using fingers as well as brushes. ● Experiment with colours and marks. ● Explore colour and how colours can be changed. ● Explore what happens when colours mix. ● Capture experiences and responses with paint. ● Choose particular colours to use for a purpose.	● Explore what happens when colours mix. ● Capture experiences and responses with paint. ● Choose particular colours to use for a purpose. Expressive Arts and Design Early Learning Goals.	● Use painting to communicate ideas. ● Experiment with the application of paint through a range of brush strokes and painting media. ● Mix paint to the required consistency. ● Mix primary colours to make secondary colours and know that red, blue, yellow are called primary colours.	● Use painting to communicate ideas, feelings and meanings. ● Explore ideas about shape, pattern and colour using different brush strokes and painting media. ● Develop and use techniques of pattern making, colour mixing, and brush control. ● Mix primary colours to make secondary colours, know all the colour names and which are primary and secondary. ● Produce colour tints using white paint.

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Printing				
Progression	• Realise tools can be used for a purpose. • Use simple tools and techniques competently and appropriately.	• Use simple tools and techniques competently and appropriately. Expressive Arts and Design Early Learning Goals.	• Use objects and basic tools and equipment to print images. • Explore the use of different tools and surfaces for printing. • Make and use stencils to produce negative prints using dabbing and stroking.	• Make and use objects and basic tools and equipment to print images and patterns. • Make and use positive and negative stencils for printing using dabbing and stroking. • Understand that printmaking involves production of multiple versions of images.
Collage				
Progression	• Beginning to be interested in and describe the texture of things. • Experiment to create different textures.	• Experiment to create different textures. Expressive Arts and Design Early Learning Goals.	• Use cut and torn materials to create an image. • Develop overlapping and sticking skills. • Sort, select and identify materials according to texture.	• Cut and tear materials to create an image or pattern. • Collect, sort, select and identify materials choosing the most suitable to create an effect.
Textiles				
Progression	• Beginning to be interested in and describe the texture of things. • Experiment to create different textures. • Select tools and techniques needed to shape, assemble and join materials they are using.	• Experiment to create different textures. • Select tools and techniques needed to shape, assemble and join materials they are using. Expressive Arts and Design Early Learning Goals.	• Explore simple over/under weaving, wrapping and knotting. • Embellish fabric using a variety of media. • Use simple joining processes such as tying and glueing.	• Develop weaving, wrapping and knotting techniques. • Embellish fabric using a variety of media including dip dye. • Join, position and manipulate materials with some independence.

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3D				
Progression	• Use various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Join construction pieces together to build and balance. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. • Construct with a purpose in mind, using a variety of resources. • Use simple tools and techniques competently and appropriately. • Select appropriate resources and adapt work where necessary. • Select tools and techniques needed to shape, assemble and join materials.	• Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. • Construct with a purpose in mind, using a variety of resources. • Use simple tools and techniques competently and appropriately. • Select appropriate resources and adapt work where necessary. • Select tools and techniques needed to shape, assemble and join materials. Expressive Arts and Design Early Learning Goals.	• Use a range of modelling materials to make objects. • Join and manipulate materials for an intended purpose.	• Use a range of modelling materials squeezing, pinching and rolling to make objects. • Add colour, pattern and texture to objects. • Confidently join and manipulate materials for an intended purpose with increased control.

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Key Vocabulary	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.
Suggested Artists			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)