



Art and DT in the Early Years at Whitleigh Primary School

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (**Personal, Social and Emotional Development, Communication and Language and Physical Development**) underpin and are an **integral part** of children's learning in all areas.

Statutory Educational Programme:

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.

Statutory ELG (used as an assessment at the end of the Summer Term in Reception)

Creating with Materials

Children at the expected level of development will:

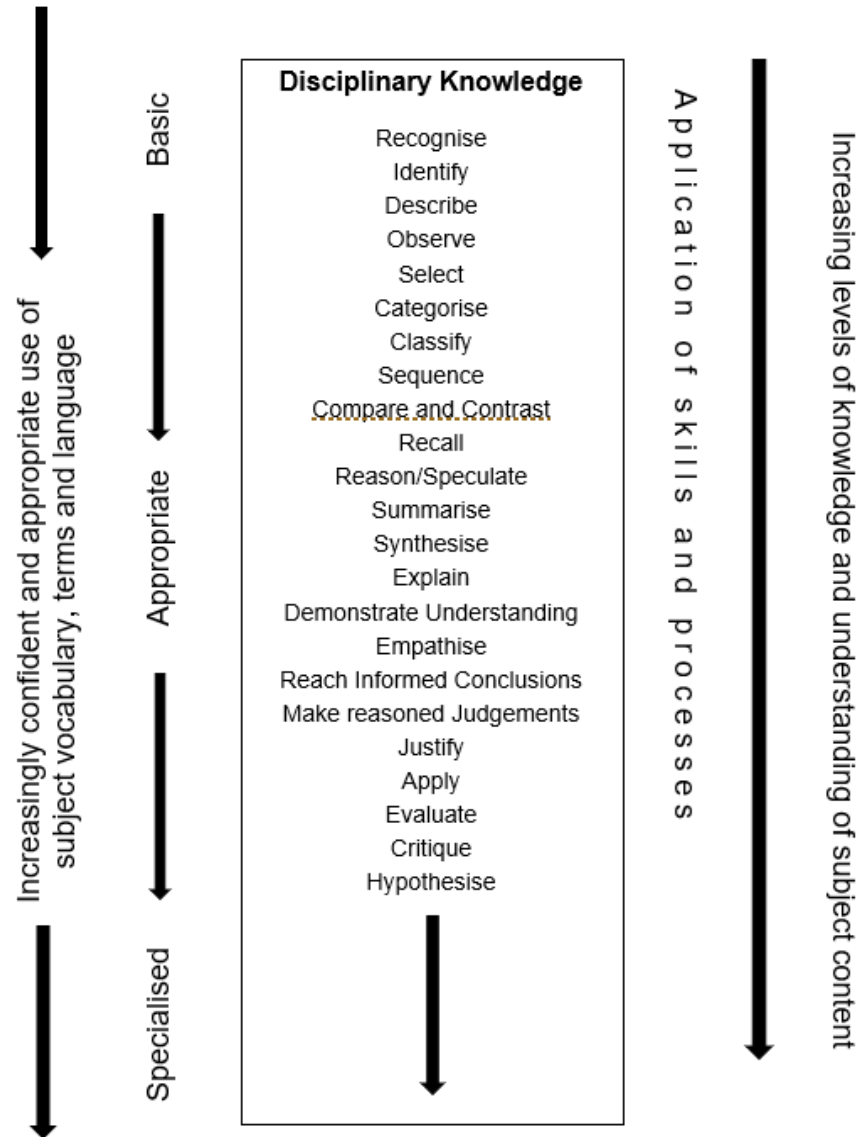
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

At Whitleigh Primary School we have an expectation that Art and DT will be embedded within the youngest of our children. We believe that Art and DT in the Early Years is not easier than other areas of the school. Children are being challenged proportionate to their age and stage of their learning journey. What underpins Art and DT in the Early Years is a strong emphasis on the 'big ideas' (concepts). We strongly believe that early familiarity with these concepts will help in the future.

"In the Early Years, we teach the concepts, skills and language of working artistically and some knowledge"

These concepts include - Line, Shape, Form, Colour, Space, Texture, Tone, Mark-Making, Emphasis and Materiality and Techniques

At Whiteleigh Primary School, we see the progression of Art and DT in the Early Years as a ripple effect, starting with the youngest of our children.



EYFS Art and Design Skills

	Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, pencils, crayon, pastels)	Texture (textiles, clay, sand, stone)	Form (3D work, clay, dough, boxes, paper sculpture)	Printing (found materials, fruit/veg, wood blocks, string)	Suggested artists
2 Year old Nursery	Recognise ways to make marks, using a range of drawing tools	Begins to recognise colours	Begins to recognise different textures	Begins to recognise ways of manipulating materials Begins to select construction materials for small world play	Begin to recognise different ways of printing	
Pre-School	Begins to select a variety of drawing tools	Identify colours Observe what happens to colours when they are mixed together	Identify and describes different textures	Observe what happens when I manipulate materials Selects different joining materials Selects construction materials to make small world models	Identify and begin to describe different surfaces for rubbings Selects different resources for printing	
Reception	Children select a variety of drawing tools and use these to draw with increasing complexity and detail.	Children develop their colour-mixing techniques. They select the colours they need to enable them to match the colours they see and want to represent. They compare and contrast colours, for example lighter and darker shades of the same colour.	Children compare and contrast different textures. They reason and speculate why different textures are used for different purposes.	Children select a range of materials to construct with. They explain what they want to make and speculate about any problems that might arise and how these could be solved. Children evaluate their finished product.	Children select different resources to print for a purpose and explain why they have chosen that resource.	Van Gogh, Monet, Kandinsky, Henri Matisse
Links to KS1 Curriculum (DT)			State what products they are designing and making Describe what their products are for Say how their products will work Generate ideas by drawing on their own experiences develop and communicate ideas by talking and drawing Model ideas by exploring materials, components and construction kits and by making templates and mock ups. Plan by suggesting what to do next Select from a range of tools and equipment, explaining their choices			

			<p>Select from a range of materials and components according to their characteristics</p> <p>Use a range of materials and components, including construction materials and kits, textiles</p> <p>Assemble, join and combine materials and components</p> <p>Talk about their design ideas and what they are making</p> <p>Make simple judgements about their products and ideas against design criteria</p> <p>Suggest how their products could be improved</p>		
Links to KS1 Curriculum (Art)	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.</p> <p>Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p>		<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p>

EYFS Art and Design Knowledge

	Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, pencils, crayon, pastels)	Texture (textiles, clay, sand, stone)	Form (3D work, clay, dough, boxes, paper sculpture)	Printing (found materials, fruit/veg, wood blocks, string)	Suggested artists
2 Year Old Nursery	I know the tools that I use make marks	I know the colours red, blue, yellow, green.	I know that materials feel different	I know I can use different materials to create I know how to build	I know I can print objects to leave marks	
Pre-School	I know how to use a range of drawing tools	I know about colours and can create new ones	I know the difference between textures	I know how to shape and mould materials I know how to combine materials I know how to build imaginatively	I know things have different surface textures I know how to print using a variety of objects	

Reception	I know how to use a range of drawing tools to create increasingly detailed drawings.	I know how to select the correct colour/s to match the colour/s that I want to represent. I know how to alter the shade of a colour.	I know the difference between textures and can select the correct texture for a particular purpose.	I know how to use a range of tools and equipment to create a planned outcome.	I know which resource to use when printing for a purpose and can explain my reasons.	Van Gogh, Monet, Kandinsky, Henri Matisse
Key Vocabulary (not limited to)						
Tool, equipment, technique, join, attach, colour, mix, primary colour, secondary colour, shade, alter, dark, light, darker, lighter, texture, print, artist						

Autumn leaf printing (links to printing)

Primary colour charts (links to colour mixing)

Folding techniques to create fans, books etc

Creating a craft product to sell at the summer fayre

Creating simple labels for their designs and work

Playdough/Clay - modelling and sculpture

Chinese New Year - looking at foods from other countries

Using cotton buds to support pointillism

Using natural resources to create pictures from loose parts

Hole punches/staplers/split pins/scissors to assemble their own creations - this supports: threading, joining and shaping

Looking at different artists for inspiration

What does this look like in our provision?

Learning how to link materials together e.g paper chains, string

Food and nutrition - making mug cakes, healthy eating, fruit smoothies/salads

Observational drawings of flowers and fruit using pastels

Experimenting with water colours

Fruit painting (different media to paint)

Secondary colours/Darkening and lightening colours

Collage and mixed media using different materials

Finger, hand and feet printing

Planning sheets in construction area and fix it area for planning their creations

Experimenting with glue sticks and PVA Glue - deciding which is best for specific art and craft activities

Choosing materials to create effect e.g. feathers, buttons, sequins

Sand sculptures - modelling wet sand and using shells etc