



EARLY YEARS EXPRESSIVE ARTS AND DESIGN: ART INTENT

Overview

In Early Years we encourage children to express their thoughts, ideas and inner feelings as artists by:

- 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

General

I know.....

- About famous artists
- Artists use different techniques.

Colour

I know...

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

Lines

I know...

- 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

I know...

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

Form

I know...

- 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

I know...

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

Skills

I am learning to...

- | | |
|--------------------------------|-----------|
| • Manipulate and control tools | • Paint |
| • Make decisions and choices | • Pull |
| • Observe | • Tear |
| • Imagine | • Fold |
| • Connect ideas | • Cut |
| • Explore | • Join |
| • Experiment | • Stick |
| • Combine | • Roll |
| • Shape | • Explain |
| • Mould & Sculpt | • Review |
| • Mix | |
| • Draw | |

IMPLEMENTATION

Art is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned themes and unplanned moments that present themselves to talk about line, shapes, colour, form, and texture.

We study a famous artist each half term, to provide children with opportunities to learn about different techniques and styles. This provides a stimulus for the development of their own artistic style whilst learning to appreciate and form opinions about different types of art.

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.

For each term we have identified the artistic knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

- Autumn Term: Children will learn about lines and shapes through portraits.
- Spring Term: Children will learn about form through sculpture.
- Summer Term: Children will learn about colour and texture through collage and painting.

In addition, opportunities are also provided for children to express their own creative ideas by exploring, experimenting and combining materials to create different effects. Creative areas, inside and outdoors, 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.

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.

In the 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.

IMPACT

By the end of Foundation Stage I will be able to...

- Draw myself 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 my own ideas.
- Use different techniques.
- Mould and sculpt.
- Express my imagination and creativity.
- Share and talk about my creations.
- Explain the processes I use.
- Use props and materials in my role play.
- Talk about famous artists.
- Make different tones and shades of colours.
- Draw different types of lines and shapes with control.



EARLY YEARS EXPRESSIVE ARTS AND DESIGN:

DESIGN AND TECHNOLOGY INTENT

In Early Years we encourage on children's natural intuition to be creative by:

- Introducing them to the designed and made world and how things work.
- Providing children with a purpose to design, make and evaluate functional products.
- Encouraging children to investigate and explore a wide range of materials and tools.
- Supporting children to find original solutions using resources in unique ways.
- Nurturing children's confidence to try new things.
- Fostering children's resourcefulness and resilience to enable them to take risks and learn from their mistakes.

Knowledge

Design

I know...

- Designs need to be thought about and planned.
- Designs can be changed and modified.
- The properties and uses of different materials.
- What different tools can be used for.

Evaluate

I know...

- Evaluations can lead to improvements.
- The criteria for success.

Make

I know...

- Materials can be used for joining.
- How to join materials together.
- Materials can be modified or changed.
- Products can move, light up, be structurally sound, and be safe and healthy.
- Some objects can move independently, and some can be made to move.
- How to make a structure strong and stable.
- How to make a structure balance.

- Materials can be used for different things and manipulated in different ways.
- The possibilities and limitations of different materials.
- How different tools can be used.

Skills

I am learning to...

- | | |
|--|---------------------------------|
| • Explore and investigate. | • Make decisions. |
| • Explain and describe. | • Take pride in my work. |
| • Design. | • Be creative and innovative. |
| • Join. | • Be resourceful. |
| • Plan and organise. | • Assemble and disassemble. |
| • Observe and ask questions. | • Control and manipulate tools. |
| • Think critically and solve problems. | |

IMPLEMENTATION

Design Technology is valued and promoted through direct teaching and purposeful learning opportunities across all planned themes throughout the year. We use planned themes and unplanned moments that present themselves to encourage children to design, make and evaluate. For each theme we have identified the Design Technology knowledge and skills that we will teach ensuring that they are regularly revisited.

We provide children with a purpose to design, make and evaluate products that move, are structurally sound and are healthy and safe, for example, through building, cooking, sewing, and making products. We include opportunities for children to assemble and disassemble objects to learn more about how things work.

Opportunities are also provided for children to practise and apply what they have learnt in different contexts and for a variety of purposes. The environment has two focused areas for promoting and teaching Design Technology. These are the Construction area and Creative Workshop, inside and outdoors, which are resourced with a wide range of equipment and tools. They are organised in a way that encourages children to be independent in their choices and decisions and to use their knowledge to find solutions and use resources in unique and innovative ways. Both areas include a planning station where children can discuss, record, and evaluate their ideas. We include a visual prompt for children to remind them of the design process: Think, Plan (design), Create (make), Share (evaluate).

In the provision, adults promote children's creativity, originality and problem solving by valuing their ideas and encouraging them to make connections in their learning, take risks and learn from mistakes.

IMPACT

By the end of Foundation Stage I can...

- Solve problems.
- Control and manipulate different tools.
- Design and plan.
- Make a structure strong, stable and balance.
- Evaluate my work so I can make improvements.
- Express my imagination.
- Be creative and innovative.
- Share and talk about my creations.
- Talk about and identify what different materials can be used for.
- Join materials together.