ART AND DESIGN IN THE EYFS CURRICULUM AT WINS 

In the EYFS Art and Design is identified as Creating with Materials which is one of the aspects of the Area of Learning known as Expressive Arts and Design in the EYFS curriculum.

Early Learning Goal 16: 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.

During their time in the EYFS the children are offered a wide range of opportunities to experiment with media and materials, finding out about their properties and modifying and manipulating them. They are introduced to a wide range of media such as pencils, charcoal, chalks and pastels along with ready mixed paint and powder paints to explore colour mixing. They also explore more unusual media such as mud to create marks and images too. They explore different tools and techniques in the malleable areas and through a variety of craft opportunities in their indoor and outdoor environment. All of these activities help them to develop their hand dexterity and control whilst allowing them to develop and refine their mark making and drawing skills. They start to approach their drawings, paintings and other artwork with a more focused purpose – planning what they wish to produce and adding more detail as their skills develop. They start to comment on their work and the work of others too. Whilst in the EYFS the children are introduced to the work of different artists – by looking at the illustrations in some of their favourite books and by exploring the works of some famous artists, discussing their use of line and colour and responding to the work of these artists through their own work.






Down at
the pumpkin
patch...




Pussy Willows

ART AND DESIGN IN THE KEY STAGE ONE CURRICULUM AT WINS 

Year 1

Art encompasses so many different and exciting fields and ways of working, and at WINS we are lucky to have the environment and space to allow our pupils to explore freely with a wide range of materials. To focus our planning and teaching, and to ensure our children progressively develop skills, rather than just having many experiences, we have chosen to focus on printmaking and ceramics, and ensure progression of these from EYFS through to the end of Year 2.

In Year 1 children continue to engage with free choice and independent artwork. They are provided with a well- equipped art area which forms part of their continuous provision (learning outside of lessons). They are encouraged to work both from their imagination as well as observationally/ still life. A range of natural forms are always available – e.g. shells, feathers, rope. Enhancements in this are often link to the current art project, or area of skills just been taught. This might be a particular medium such as pen or pencil, or a particular element, such as line or tone.

Children begin to work in more depth by engaging in Art projects moving through a process of development. They form an understanding of creative process, over several sessions or weeks, to then experience a new technique or way of working to form a final piece. In Year 1, children engage in the work of being an illustrator, exploring the work of Axel Scheffler. As they begin to draw characters and settings, teachers continuously assess their skills in drawing, working mostly on line and form. This informs their planning over the next few sessions. They move onto use of water colour, wet on dry. As they progress with water colour technique, they further explore colour as a formal element working from 1st and 2nd hand observation. Finally, they combine all skills gathered to work as an illustrator creating characters and scenes.

Skills identified as in need of much greater development will be focussed on again in their sketch books in stand-alone sessions, or in sessions which will relate to their next topic. They will then move on to developing skills with other drawing tools, paints, and the different elements.

A similar structure is followed for other projects too. These include work based around trees finalising with mono-print or felt making; portraits, finalising in paint and relief work; poetry, family and love, finalising with 3d card sculpture or ceramics; plants finalising in plaster of Paris casts.

Above all, in Year 1 children are encouraged to move with purpose and confidence. We teach them to use their mark making tools with creative flow and a fluidity. Staff pass on their confidence and enthusiasm, showing that unplanned marks are always welcome, we are facing many new techniques –it is still the beginning of a very exciting journey.











Year 2

In Year 2, children look in greater depth at artist, craftspeople and designers. They make greater observations about the work of these people, and can talk more readily in response. They enjoy studying famous works of Art and look at Manchester artist, Lowry. Projects are mostly inspired by the work of others. Straight away they revisit pencil and paint techniques, and combine this with a more complex study of colour, exploring tints and tones. They use this next level up to mix colour and create illustrations, building on their previous abilities.

Having gained some confidence in using a range of mediums, teachers can more rapidly assess and evaluate their skills and control, they observe their limits and can provide more opportunity for practise of focussed skill work. Any gaps in pencil and shading skills are addressed. Year 2 children also have a well- equipped art area which forms part of their continuous provision (learning outside of lessons). They are encouraged to work both from their imagination as well as observationally/ still life. A range of natural forms are always available – e.g. shells, feathers, rope. Enhancements in this are often link to the current art project, or area of skills just been taught. This might be a particular medium such as pen or pencil, or a particular element which all Year 2 children will by now understand - colour, pattern, texture, line, tone, shape, form and space.

By Year 2, children have had some experience of most drawing mediums and are encouraged to select the right medium for the task in hand. In skill development session they are often given a selection to choose from including charcoal, charcoal pencils, drawing pencils of different grades, thin and thick felt pens, fine line pens, biro, graphite sticks, conte-crayons etc. Throughout the year the children become more secure with their understanding of grading of pencils and mediums which vary from hard to soft.

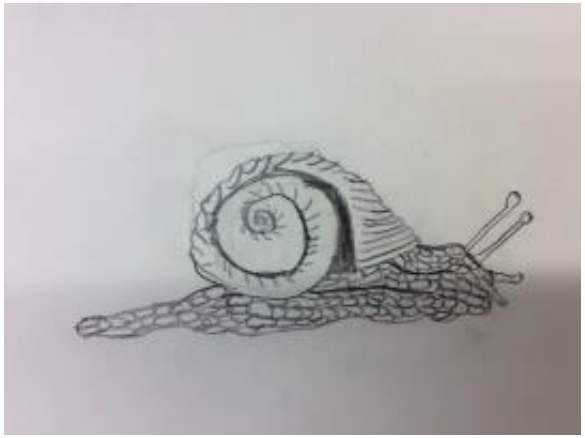
Children continue to engage in longer projects, planning creatively but also learning more about technical aspects of the process. They see the more structured aspects of the production. For example, in print making they form on understanding of repeating patterns and tessellation, and the importance of test pieces for designs. They adapt and modify their work.

In Year 2, the children still enjoy a range of exciting new experiences such as glass painting, using ICT to edit and adapt portraits; but also begin to work more intricately and carefully with clay and paper work. Their gross motor and fine motor skills have been well honed in EYFS and Year 1 and they enjoy using these with deeper engagement.


Quentin Blake








smooth



WINS ART AND DESIGN KEY STAGE ONE CURRICULUM OVERVIEW 

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year One	Gaudi's buildings and mosaics. Compare to other unusual buildings. Look at the work of paper sculptors using a variety of paper folding techniques. Make own paper Gaudi building and/ or 3D paper city scape using a range of folding, quilling etc. Free drawings of characters from stories read. Using different media – oil pastels etc. Sketch books – lines, obs drawings, shades – light/dark. Discuss and observe key	Engage in the work of Andy Goldsworthy – link to Science and seasons/trees. Work with sticks, twigs, leaves, etc. Move up from transient 2D to 3D sculpture inspired. Observational drawings of buildings in our local village. DT	Self portraits. Oil pastels and drawing skills. Textured portraits/ relief work. Mattisse – papercuts.	Look at the work of paper sculptors Using a variety of paper folding techniques, including Anne Ryan. 3D paper sculpture hearts. Tissue paper and text to overlay, merge with poetry. Textiles and sewing. Costume design- royal wedding, coronation, celebrations, carnival, Pearly Kings and Queens. Sewing onto lace dress or widely woven hats and clothing. Use buttons, ribbons,	DT	Observational drawings of Sunflowers. Engage in the work of Van Gogh. Look at the work of Rachel Dein. Dandelion puffs drawings. Plant cast- plaster of Paris. If possible, capture the different growth and flowering stages of dandelions. Hapazone – flower printing on fabric.

	features of being an illustrator.			beads etc. Binka work.		
Year Two	Jean Michel Basquait - pastel patterns in style of artist. Watercolour techniques - wet on wet and blending. Collage - reflecting personalities. Self-portrait in style of Oliver Jeffers reflecting likes/dislikes. Digital portraits using IT/adapting portraits.	DT - CHRISTMAS- Paper craft-pop up cards. Different media- glass paints on jars.	Colour wheel- warm and cool colours/colour mixing. Tints and tones, match colours to artwork of K. Hokusai. Experiment with colour mixing; Hokusai collage using tints and tones in response to Great Wave. Tonal shading skills/ pencil and drawing skills. Snail observational study for Value and Texture -pencil drawing –Tone and shade sketching using smudging and crosshatching. Bridgewater Canal Texture using tonal shading and line drawing.	Hollow clay vase using 2 halves to be joined - mother's Day gift. Texture and pattern in clay by crosshatching edges/scoring/pinch and turn. Printing – look at work of M. C. Escher. Styrofoam design for tessellation, and to design Easter Egg cards. Lowry - landscape examples. Engage in pieces of work and pictures of Manchester (link to History/Geography of Manchester topic).	Drawing skills. Observational drawing, primary source, of trees outside. Use charcoal and pencil. Pencil drawing of plants/natural objects. Use viewfinders to work on small section. William Morris- craft maker. Engage in his work and create own using variety of media.	*DT - Puppets with moving parts.* Art Competition to design programme for Leaver's Play- undecided but use of mixed media.