**Art in Early Years**

**Nursery:**

* Explore different materials freely, to develop their ideas about how to use them and what to make
* Develop their own ideas and then decide which materials to use to express them
* Join different materials and explore different textures
* Create closed shapes with continuous lines and begin to use these shapes to represent objects
* Draw with increasing complexity and detail, such as representing a face with a circle and including details
* Use drawing to represent ideas like movement or loud noises
* Show different emotions in their drawings and paintings, like happiness, sadness, fear
* Explore colour and colour mixing
* Show different emotions in their drawings – happiness, sadness, fear

**Reception:**

* Explore, use and refine a variety of artistic effects to express ideas and feelings
* Return to and build on previous learning, refining ideas and developing the ability to represent them
* Create pictures and collages using a range of techniques
* Create collaboratively, sharing ideas, resources and skills

**Early Learning Goals:**

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

**Substantive Knowledge:**

* Recognise that ideas can be expressed in artwork
* Create freely to record ideas
* Recognise some key artworks and artists

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know that art comes in many forms
* Know that artists have different styles
* Demonstrate preferences for a particular artist or art form
* Generating ideas:
* Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work
* Use a range of materials to craft, build and join
* Show interest in the work of others
* Copy the work of others
* Creating:
* Work in a playful, exploratory way
* Drawing:
* Experiment with a range of drawing implements to explore lines (eg: pencils, crayons, pastels, charcoal, chalk)
* Experiment with line patterns, dots and colour
* Observe and draw from real life using lines and patterns
* Draw freely with pleasure
* Painting:
* Begin to understand that painting is different to drawing; painting is about covering space and use of colour. Experiment with different paint, brushes and brush sizes
* Name colours; begin to mix primary colours to make others
* Begin to paint in the style of key artists
* Printing:
* Know that we can make several copies of the same picture
* Experiment with the relief method
* Design and build patterns
* Mixed Media:
* Begin to explore different textiles; undertake some simple textile weaving and decoration
* Begin to experiment with a range of tools and joins – eg: cut and glue material
* Make collages using different media – eg: fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea
* 3D Form:
* Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching
* Construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials

**Learning Opportunities in Early Years:**

* Continuous provision with daily opportunities for drawing, painting, junk modelling, malleable materials + enhanced provision with different resources available
* Well resourced continuous provision in sticking area includes scissors, PVA glue, glue sticks, sticky tape, string, natural and plastic resources, boxes, tubes, card.
* Painting area resources include water colours, powder paints, ready mixed paint, mixing trays, thick/ thin paint brushes, cotton buds, chalk, crayons, golf balls, dabbers, sponges, rollers, stencils, paper of different sizes, shapes and thickness.
* Focus group activities to demonstrate skills and techniques.
* Topic stimulus eg seasons, pattern and rhyme, festivals and celebrations, children’s interests