

## Bridging from EYFS into Year One- Art

Beginning in **Early Years** 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. From **Key Stage 1**, the Art & Craft Curriculum at Stanley Grove is designed to give children a firm grasp of both knowledge and skills that are progressive, enabling children to strengthen both critical thinking and problem solving skills. The process of creating art gives children choices and urges them to make decisions as well as express and develop their ideas and emotions.

Art Strands	End of Nursery	ELG End of Reception	Year One
Arts Textiles	<p>* To build for a purpose with a range of construction equipment. Den making</p>	<p>* To weave with fabrics. orange netting, garden netting. <b>(ART TEXTILES) (TEXTILES)</b></p>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and visual information.</li> <li>• Explore different methods and materials.</li> <li>• Explore the work of artists and designers</li> <li>• Use some of the ideas of artists studied to create pieces</li> <li>• Shape materials</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Decorate using basic running stitching and beading.</li> <li>• Use basic art vocabulary to talk about the work of artists and work produced.</li> </ul>
Collage/Assemblage	<p>* To develop my own ideas; stick/make a collage????? <b>(COLLAGE)</b> * To decide what I want to use to make models and collages. <b>(COLLAGE) (MATERIALS)</b></p>	<p>* To use larger scale loose parts to create. <b>(COLLAGE)(MATERIALS)</b> * To choose materials to achieve a goal. <b>(MATERIALS)</b> * To create different textures and combine media to create new effects. <b>(COLLAGE) (MATERIALS)</b> * To develop simple patterns by printing with objects using range of materials. <b>(COLLAGE/PRINTING)</b></p>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and visual information.</li> <li>• Explore different methods and materials.</li> <li>• Explore the work of artists and designers</li> <li>• Use some of the ideas of artists studied to create pieces</li> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Explore photomontage and decorating papers to collage with.</li> <li>• Use basic art vocabulary to talk about the work of artists and work produced.</li> </ul>

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Drawing	<ul style="list-style-type: none"> <li>* To make marks intentionally in sand, shaving foam and using paint, chalk, etc <b>(DRAWING) (MATERIALS)</b></li> <li>* To use paint, mud, cornflour, jelly, shaving foam using my fingers and other parts of my body as well as brushes <b>(DRAWING) (MATERIALS)</b></li> <li>* To name and recognise</li> <li>* To draw on a large scale a simple face to represent myself <b>(DRAWING)</b></li> <li>* Can draw horizontal and vertical lines, squiggles and zig zags. <b>(DRAWING)</b></li> <li>* To express ideas and feelings through making marks, and sometimes give a meaning to the marks. <b>(DRAWING)</b></li> <li>* To draw on a large scale with increasing complexity and detail. <b>(DRAWING)</b></li> <li>* To draw an object - drawing ??????? <b>(DRAWING)</b></li> <li>* To draw with a pencil on a small piece of paper, adding finer details to my work. <b>(DRAWING)</b></li> </ul>	<ul style="list-style-type: none"> <li>* To draw a self portrait. <b>(DRAWING)</b></li> <li>* To use colours for a purpose. <b>(PAINTING)</b></li> <li>* To draw bodies of an appropriate size when representing my family. <b>(DRAWING)</b></li> <li>* To use a painting programme on the computer or iPad. <b>(DRAWING)</b></li> <li>* To draw into clay with simple tools. <b>(DRAWING)</b></li> <li>* To return to and extend my creative learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and visual information.</li> <li>• Explore different methods and materials.</li> <li>• Explore the work of artists and designers</li> <li>• Use some of the ideas of artists studied to create pieces</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils and oil pastels.</li> <li>• Explore observational drawing through objects (flowers)</li> <li>• Use basic art vocabulary to talk about the work of artists and work produced.</li> </ul>
Painting	<ul style="list-style-type: none"> <li>* To paint with sponges, brushes, twigs. <b>(PAINTING)</b></li> <li>*To name the colours (orange, pink, white, black, brown, grey). <b>(PAINTING)</b></li> <li>*To mix colours together and talk about what happens. <b>(PAINTING)</b></li> <li>* To find out how to make blue and orange. <b>(PAINTING)</b></li> <li>* To use colours to express feelings of happiness, sadness, fear. <b>(PAINTING)</b></li> </ul>	<ul style="list-style-type: none"> <li>* To mix colours and know how to change the shade of colour. <b>(PAINTING)</b></li> <li>* To name the primary colours. <b>(PAINTING)</b></li> <li>* To mix two colours to make the secondary colours. <b>(PAINTING)</b></li> <li>* To mix colours and know the colour I want to create. <b>(PAINTING)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and visual information.</li> <li>• Explore different methods and materials.</li> <li>• Explore the work of artists and designers</li> <li>• Use some of the ideas of artists studied to create pieces</li> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Experiment with blocks of colour and thick and thin lines.</li> <li>• Use basic art vocabulary to talk about the work of artists and work produced.</li> </ul>
Printing	<ul style="list-style-type: none"> <li>* To print with objects – ?????????? Hands <b>(PRINTING) (MATERIALS)</b></li> <li>*To press objects into playdough and talk about the imprint. <b>(PRINTING)</b></li> <li>* To talk about what happens when I mix two colours. <b>(PAINTING/ PRINTING)</b></li> </ul>		<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and visual information.</li> <li>• Explore different methods and materials.</li> <li>• Explore the work of artists and designers</li> <li>• Use some of the ideas of artists studied to create pieces</li> <li>• Use repeating or overlapping shapes.</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Make mono-prints</li> <li>• Explore pattern and balance.</li> <li>• Use basic art vocabulary to talk about the work of artists and work produced.</li> </ul>

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<p style="text-align: center;">Sculpture</p>	<p>* To use masking tape, sticky tape, hole punches and string to join and fix things together. <b>(SCULPTURE) (CONSTRUCTION)</b></p> <p>*To manipulate clay – squeezing, pinching, making a small pot. <b>(SCULPTURE)(MATERIALS)</b></p> <p>* To join things together (boxes, card, paper) with glue or tape. <b>(SCULPTURE) (CONSTRUCTION)</b></p> <p>* To use boxes of different sizes, change the box into 'something'. <b>(SCULPTURE) (CONSTRUCTION)</b></p> <p>*To push bricks together to construct, sometimes talking about what I am making. <b>(SCULPTURE) (CONSTRUCTION)</b></p> <p>* To manipulate and play with different materials making simple models. <b>(SCULPTURE) (MATERIALS)</b></p> <p>* To scrunch and roll paper. <b>(SCULPTURE) (CONSTRUCTION)</b></p> <p>* To cut dough using tools such as scissors, blunt knives, cutters. <b>(SCULPTURE)(MATERIALS)</b></p> <p>* To use natural materials to create natural patterns on the ground in the style of Goldsworthy. <b>???????</b> <b>(SCULPTURE)(MATERIALS)</b></p> <p>* To make imaginative 'small worlds' with blocks and construction kits. <b>(SCULPTURE) (CONSTRUCTION)</b></p>		<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and visual information.</li> <li>• Explore different methods and materials.</li> <li>• Explore the work of artists and designers</li> <li>• Use some of the ideas of artists studied to create pieces</li> <li>• Use paper and card as construction materials.</li> <li>• Use techniques such as rolling, cutting and reinforcing.</li> <li>• Use found and repurposed objects</li> <li>• Explore the different between 2D and 3D</li> <li>• Use basic art vocabulary to talk about the work of artists and work produced.</li> </ul>
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