

What does Art and DT look like in EYFS?

Understanding the World	Provision at Wychwood which is embedded across the year:
<p>ELGs that link to Art and DT:</p> <ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>-Share their creations, explaining the process they have used.</li> <li>-Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• We baseline the children by getting them to do a self-portrait, noting things such as how they hold the paintbrush, selecting the right colours and their fine motor skills. This will then feed into our provision planning and staff will plan different activities to target areas of need.</li> <li>• In Term 1 we spend time looking at what the primary colours are and developing an understanding that we can mix two colours to make another colour. We introduce the concept of shades and how within one colour we can have a range of shades. We model the language of dark blue/light blue etc to the children.</li> <li>• In Term 1 we look at how we can create paints with natural resources and use the pestle and mortars to create paints using natural objects. We look at the work of the artist Claudy Jongstra and take inspiration from their work. Across the Autumn Term we also look at the artist Andy Goldsworthy and how we can create artwork using natural resources.</li> <li>• In Term 2 we introduce the children to the idea of warm and cool colours and we create paintings of the Antarctic and Arctic landscape. Our artist focus in Term 2 is Vincent Van Gogh and Gustav Klimt. We begin to think about different forms of media and use foil to create our own versions of 'Starry Night'. We also begin to think about movements and create our own gold swirl trees.</li> <li>• In Term 3 we learn about the artist Minnie Pwerle who is a traditional aboriginal artist. The children create their own aboriginal inspired pieces of work, paying careful attention to how we can use lines/dots to in their artwork. We also continue our work from the previous term about different shapes and movements we can make and create concentric circles based on the work of Wassily Kandinsky.</li> <li>• In Term 4, the children draw their own dinosaur habitat. Teachers model how to think about the piece of artwork they are creating and begin to model the concept of sizing when drawing different objects on the same page. Our artist focus is Georgia O'Keefe and Henri Matisse.</li> <li>• In Term 5 we look at the work of Jackson Pollock and create our own marble paintings. We also take inspiration from Lowry and begin to think about drawing townscapes and people using pencils, paying close attention to sizing and shapes.</li> <li>• In Term 6, we create our own abstract faces using Picasso as inspiration and we introduce the children to sculpture through the work of Michelangelo.</li> <li>• The children have access to the Art Area every day. There are a number of resources available such as junk modelling, paint, pencils, pastels, lolly sticks, glue, sequins etc. There are a range of project books that the children can use for inspiration. As well as this, staff meet weekly and use this as an opportunity to reflect on the needs of the children in Art/DT and will add enhancements to the Art Area each week e.g. if it is noted children are sticking things randomly</li> </ul>

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	<p>to boxes, teachers will model how to create a plan of our model and how to select pieces for different parts e.g. bottle lids for wheels.</p> <ul style="list-style-type: none"> <li>• We take our mark making/art box to Forest School every week and the children can use the equipment to create art pieces using the Forest as inspiration. Forest School leaders also regularly plan for Art/DT opportunities. Examples include creating our own musical instruments using sticks, rainbow wands, using knives to whittle a forest school friend out of a stick, using water colours to do observational drawings of spring flowers, flower pressing and journey sticks.</li> <li>• Each term, we have a different design focus. This begins in Term 2 where we introduce the children to the woodwork area and we explain the process of design, make and evaluate. Across the rest of the year, we have a focus each term. This includes designing a potato printer, a dinosaur with moving parts, a hot air balloon and a sculpture.</li> <li>• In our woodwork area the children use real tools such as hammers and saws under the close supervision of an adult. Before creating a model using the wood, children plan out their design and discuss this with an adult. After creating their model, they reflect on the process with an adult and talk about any obstacles to creating their woodwork model and what they could do differently next time.</li> <li>• There are regular opportunities for cooking across the year including baking bread and making Easter nest cakes.</li> <li>• When children have made models, adults will ask them to talk about their creation and the choices they made.</li> </ul>
Links to KS1 curriculum	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>