




## Art in the Early Years- Nursery

Term Topic	Area of Learning	Concepts		
		 Inspiration Knowing about art, artists, designers and craftspeople	 Creativity Using sketchbooks to develop ideas, experiment with media and tools, create a piece of art	 Critique Evaluate own and others' work
<b>Nursery Autumn 1</b>  <b>Starting School</b>	CL			
	PSED			
	PD		-Use one handed tools and equipment to make a planned change. -Learn how to use equipment safely, e.g. cutting with scissors.	
	UW	-Explore the outdoor area with curiosity and show an interest in the natural world.		
	EAD	-Use a wide variety of materials and resources, both inside and outside to develop their imaginative play. For example, role-play a story using masks/ props.	-Identify the creative area in the classroom and use the resources to develop their creative expression. -Learn the rules relating to messy play, e.g. wearing aprons and washing their hands. -Identify the construction areas inside and outside and use the resources appropriately and safely to build towers by stacking blocks or other constructions of their choice. -Use drawing to represent their ideas. -Select colours for a purpose. -Recognise colours and learn the colour names.	

<b>Nursery Autumn 2</b>	CL		-Understand the use of objects and identify which objects are used for a particular purpose.	-Respond to questions about what they have been doing. Children to explain their ideas in response to questioning.
	EAD	-Explore different textures.	-Use tools to shape malleable materials with a planned outcome in mind. -Explore colour and colour mixing to change the tone of the colour. -Experiment with combining natural materials. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Develop their own ideas and select appropriate materials to express them.	
<b>Nursery Spring 1</b>	PD		-Learn how to use tools safely and for a purpose (e.g. scissors, screws and screwdrivers).	
	UW			-Sort materials by their properties and explain how/ why they have sorted them in this way.
	EAD	-Explore different malleable materials freely, in order to develop their ideas about how to use them and what to make. -Transient art means 'moveable art'. It means creating a design out of loose pieces that are not fixed, to create something that is not permanent.	-Choose the right resources to carry out their own plan. -Manipulate, explore, sort and experiment with patterns, shapes and design using natural resources to create transient art.	-Edit and improve their work by redesigning.
<b>Nursery Spring 2</b>	CL			-Learn adjectives to describe appearance.
	PSED	-Spending time outdoors in nature has a positive impact on physical and mental well-being. -Recognise how connecting with nature makes them feel. -Share their personal experiences of connecting with the natural world in enjoyable ways. For example, that being close to nature calms them, that they enjoy the peace, or that they like connecting with the wildlife around them etc.		-Recognise the similarities and differences between themselves and others in more detailed ways.
	PD		-Manipulate a range of tools and equipment in one hand. -Cross the midline when drawing or participating in fine motor skill activities (e.g. threading).	

	UW	-Know the names of some of the most famous buildings and landmarks in London.	-Identify the properties of materials that make them suitable or unsuitable for particular purposes.	-Explore and name everyday materials and describe their properties such as: hard/ soft; waterproof/ not waterproof; absorbent/ not absorbent.
	EAD	-Engage in imaginative play based on their own ideas or first-hand or peer experiences. -Claude Monet was a French artist. He painted pictures of his garden and his pond. -He painted the water lilies at different times of the day, and observed their reflection in the pond. -Barbara Hepworth made sculptures using abstract shapes. She was inspired by nature and the world around her. She made holes in her sculptures so people could see the inside and outside.	-Create simple collages using a range of natural and manmade objects. -Select, sort, tear and glue down items to create a simple collage. -Begin to use painting to represent their observations and experiences. -Roll and sculpt shapes in malleable materials. -Select appropriate tools to shape and mould malleable materials. -Develop their own ideas and then decide which materials are suitable to use to make an Easter Bonnet.	-Comment on the colours, shapes, textures and lines in a painting, as well as the emotion it invokes.
<b>Nursery Summer 1</b>  <b>Food and Drink</b>	CL	-People throughout the world use puppets to entertain each other. -People have enjoyed puppet shows for hundreds of years.		-Learn adjectives to describe the texture and taste of food.
	PSED	-Select and use resources to achieve a goal, either their own or one that has been suggested to them.		-Identify something that the children have achieved that they are proud of. -Work collaboratively in a group taking on different responsibilities to achieve an end product.
	UW	-Sari's and Dupin Kurta Pajama's are worn by women and men in India. -Use their senses to explore and compare different textures, tastes and smells.		
	EAD	-Guiseppe Arcimboldo was a famous Italian painter. He painted portraits of human heads made up of vegetables, fruit, flowers, and other things. -An artist is a person who creates paintings or drawings as their profession.	-Use a variety of textiles and fabrics to create collages by layering fabric. -Collect and classify fabrics and threads into colours and different textures. -Weave with a range of different materials and fabrics. -Comment on and explain what they like about different materials and fabric. -Experiment with creating art work using ICT and use the different tools and effects available on the ICT programme to express their ideas.	-Something is symmetrical if one side exactly mirrors the other.

			<ul style="list-style-type: none"> <li>-Explore pattern making with colours using different media, e.g. paint, chalk and ICT.</li> <li>-Create their own artwork in response to an artist's work.</li> </ul>	
<b>Nursery</b> <b>Summer 2</b>  <b>Water</b>	CL	-Sequence the stages of the activity through ordering photographs.		
	PSED	<ul style="list-style-type: none"> <li>-Special places include spaces that are important and significant to children, which may include religious buildings, spaces in the home, school and local community.</li> <li>-Identify places which makes you feel at peace, happy, excited and safe.</li> </ul>		-Recognise the similarities and differences between themselves and others in more detailed ways.
	PD		<ul style="list-style-type: none"> <li>-Learn how to use a tripod grip with a variety of mark making tools e.g., painting on shells using fine paintbrushes.</li> <li>-Draw with increasing complexity and detail, draw the outline of an object and include details.</li> </ul>	
	UW	<ul style="list-style-type: none"> <li>-Use their senses to investigate real fish.</li> <li>-Use a magnifying glass to observe carefully.</li> <li>-Use all their senses in hands-on exploration of natural materials that come from the beach.</li> <li>-Notting Hill is a huge street festival that takes place in London every summer. The festival celebrates Caribbean heritage, art and culture – including music, food and dancing.</li> <li>-The carnival celebrates the diversity of London and brings people together for a celebration.</li> <li>-Carnival participants wear elaborate costumes</li> </ul>		
	EAD	-Tinga Tinga art is a style of painting that is based on the work of Edward Saidi Tingatinga.	<ul style="list-style-type: none"> <li>-Mix colours for a purpose and talk about the changes in the colour.</li> <li>-Paint on a range of surfaces observing how the background changes their artwork.</li> <li>-Paint in different scales e.g., using large rollers and paintbrushes to create lines, shapes, pictures and patterns outdoors or small paintbrushes to create detailed images indoors.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn the vocabulary to describe different texture, such as rough, smooth, ridged.</li> <li>-Notice and discuss patterns in the prints they have created through rubbing materials.</li> <li>-Talk about artists, past and present, and how they express their ideas. All</li> </ul>

			<ul style="list-style-type: none"><li>-Load an object with paint and print it.</li><li>-Experiment with a range of printing methods and objects.</li><li>-Use printing to make pictures, patterns and/ or textures.</li><li>-Use their developing artistic skills and knowledge of joining materials to make props for their role-play e.g., jewellery, mermaid tails, hats etc.</li><li>-Explore textures by taking rubbings of different materials.</li><li>-Design and make their own model using open ended resources to create constructions by balancing, stacking, adding or taking away items.</li><li>-Develop an understanding of dimensions (2D and 3D).</li></ul>	<p>cultures have different ways of expressing themselves through art forms.</p> <p>-Develop their vocabulary to describe their work and that of other artists.</p>
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