

**How does the Access Art EYFS Curriculum Feed into the Access Art Primary Art Curriculum?**

‘The Access Art Primary Art Curriculum promotes open-ended creative learning, placing emphasis on the creative journey and nurturing children to become confidence and independent creators.’

The aim of these resources is to help give pupils opportunities and experiences which enable pupils to:

- Build dexterity skills
- Explore materials and mark making in a playful way
- Use bodies and imaginations to inspire making
- Explore how they can reflect and share their views about what they have seen or made
- Explore how art enriches our lives

**How do we structure learning?**

‘The experiences below do not follow set pathways and do not need to be introduced in a particular order. Try to choose one experience from each section of the 7 areas of Exploration trying to balance 3d making with 2d opportunities such as drawing, printing or painting. Together these opportunities provide a foundation for pupils to develop skills further through the Access Art Primary Art Curriculum.’

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>7 Areas of Exploration (Access Art)</b>	How can we use our bodies to make art?	How can we explore colour?	How can we build materials and make marks?	How can we use our imaginations? / How can we explore 3D materials?	How can we build worlds?	What can we see?
<b>Key Vocabulary</b>	Body, hands, movements marks, lines, patterns	Colour, print, paint, string, rubbing, texture, nature	Explore, wax resist, watercolour, materials, collage, paper, marks	Imagination, facial features, 3D, cardboard, join, create	natural, materials, insect, world, 3D, form, paint	Still life, composition, objects, sea life, observe, draw

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Access Art Experiences	To use our hands to make a large scale collaborative painting.	To be able to investigate colour.	To explore the technique of wax resist with watercolour.	To explore facial features using 3d representations.	To explore a range of natural materials to make an insect hotel.	To create a still life composition of sea life objects.
	To explore a range of movements to create marks, lines and patterns.	To be able to create simple prints using string and paint.	To use materials to make a paper collage.	To create a trap for the Evil Pea using cardboard.	To be able to create a mini-beast world in 3D form.	To observe and draw what they see.
	<b>Birth to 5</b>	<b>Birth to 5</b>	<b>Development Matters</b>	<b>Development Matters</b>	<b>Development Matters</b>	<b>Birth to 5</b>
	Develops an understanding of using lines to enclose a space.	Continues to explore colour and how colours can be changed.	Create collaboratively, sharing ideas, resources and skills.	To explore use and refine a variety of artistic effects to express their ideas and feelings.	Create collaboratively, sharing ideas, resources and skills.	Begins to use drawing to represent actions and objects based on imagination, observation and experience.
Drawing substantive skills	<b>Drawing</b> To draw faces with features and draw enclosed spaces, giving meaning.  To make simple representations of events, people, animal and objects.	<b>Drawing</b> To demonstrate more control and to draw with detail (bodies with sausage limbs and additional features).	Drawing To look closely at lines, shapes, size and patterns when producing an observational drawing.	<b>Drawing</b> To begin to draw self portraits, landscapes and buildings.	<b>Drawing</b> To identify key features of living things.  To draw with finer details	<b>Drawing</b> To draw portraits, detailed pictures, landscapes and building.
Fine Motor Substantive skills	To use a comfortable grip with good control. To show a preference for a dominant hand.	To use a dominant hand. To mark make in different directions	To mark make left to right. To imitate simple marks such as lines. To start to move towards a tripod grip.	To use core muscle strength to use good posture. To hold and use a pencil confidently.	To develop the foundations of an appropriate hand writing style  To hold pencil effectively – tripod grip	To form letters accurately using the correct movements.

**Key Learning linked to Expressive Arts and Design – Art**

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<b>Aesthetic Awareness</b>	<b>Observation</b>	<b>Communication</b>	<b>Physical Skill</b>
Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli.	Observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.	Talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others.	Manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely.
<b>Art processes and techniques</b>		<b>Evaluation</b>	
Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials		Share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.	

**Key Learning linked to Fine Motor Skills - Drawing**

Pencil grip	Lines and patterns	Drawing	Communication	Manipulate and control
Hold writing tools and implements with a mature pencil gri, uses appropriate amount of pressure.	Uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zigzag, curved, circular, enclosed abstract shapes, dots.	Draws pictures using a range of medial and materials, add detail to pictures, demonstrating control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing.	Talk about their mark making, representations, drawings and writing: discusses mark making, writing and drawings with others.	A range of tools with increasing accuracy to represent their ideas and experiences.

Education Programme	<p>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.</p>
Characteristics of Effective Learning	<ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> - children investigate and experience things, and ‘have a go’</li> <li>• <b>Active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• <b>Creating and thinking critically</b> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul>
Early Learning Goal	<p><b>ELG: Creating with Materials Children at the expected level of development will-</b></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.                             <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used;</li> </ul> </li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

**Physical Development ELG: Fine Motor Skills Children at the expected level of development will:**

- Hold a pencil effectively in preparation for fluent writing
  - Using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
  - Begin to show accuracy and care when drawing.