






## Art and Design - EYFS Overview 23-24

Term	Nursery	Reception
Access Art Document to refer to: <a href="https://www.accessart.org.uk/wp-content/uploads/2020/10/AccessArt-EYFSv2_compressed.pdf">https://www.accessart.org.uk/wp-content/uploads/2020/10/AccessArt-EYFSv2_compressed.pdf</a>		
A1	Transition Day Activity / Getting to Know You <ul style="list-style-type: none"> <li>• Portraiture project - see whole school overview for details. First lesson.</li> </ul> <b>Suggested Way to Document:</b> Evidence Me	Transition Day Activity / Getting to Know You <ul style="list-style-type: none"> <li>• Portraiture project - see whole school overview for details. First lesson.</li> </ul> <b>Suggested Way to Document:</b> double page in sketchbook.
A1	<b>Exploring the Natural World, Patterns in Nature - Using Hands - Mark Making</b> Inspired by the world <hr/> Colour - <b>identifying and naming</b> - pupils identify and name colours within their environment. This can be a stand-alone lesson or mixed in amongst lessons 1-3. <hr/> <b>Lesson 1: Explore and Experiment</b> - patterns in nature. Using sticks to <b>'draw' patterns</b> . Mark making in soil. Exploration.  <b>Vocabulary:</b> draw, drag, move, wiggle, hard, gentle, pattern, mark. <b>Materials:</b> soil, sticks, stones, pebbles. <b>Suggested Way to Document:</b> Evidence Me. <hr/> <b>Lesson 2:</b> <b>Primal Painting</b> - children explore and experiment with natural stains/dyes.  The <b>Primal Painting</b> resource shares a session in which children explore nature as a source of natural pigments. Plants are squashed and ground to produce texture and colour with which to make art. <ul style="list-style-type: none"> <li>• Enables an active exploration of the natural world and way to make art.</li> <li>• Encourages children to look at the world as a place containing elements they can manipulate &amp; transform.</li> <li>• Develops hand eye coordination and dexterity skills.</li> <li>• Opportunity to explore early mark making.</li> <li>• Encourages discovery, conversation and sharing.</li> <li>• Creates a holistic approach to making art</li> </ul> Care should be taken to ensure children don't put the plants in their mouths.  <b>Vocabulary:</b> look, squash, squish, colour, stain, mark, dye, nature. <b>Materials:</b> Natural pigments - cold teabags, beetroot, curry, paprika, red cabbage, kale, berries. <b>Suggested Way to Document:</b> Evidence Me. <hr/> <b>Lesson 3: Finger Palette Drawings</b> - portraits using fingerprinting - mark making.	<b>Exploring the Natural World, Patterns in Nature - Creating Patterns - Senses</b> Inspired by the world <hr/> Colour - <b>naming</b> - pupils identify and name colours within their environment. This can be a stand-alone lesson or mixed in amongst lessons 1-3 (embedding previous learning in nursery). <hr/> <b>Lesson 1: Explore and Experiment.</b> Patterns in nature. <b>Using objects to create patterns.</b> Discuss what they can feel, see, smell, hear. <a href="http://www.richardlong.org/sculptures.html">http://www.richardlong.org/sculptures.html</a> <b>Artist: Richard Long</b>  <b>Vocabulary:</b> collect, place, gather, pattern, create, layer. <b>Materials:</b> A range of found natural materials. <b>Suggested Way to Document:</b> Photographs in sketchbooks - half an A4 page. Or, research page. <hr/> <b>Lesson 2:</b> <b>Feely Drawings</b> - drawing by touch, mark making.  The <b>"Feely Drawings"</b> resource explores making drawings in response to objects using the sense of touch. It separates drawing into 2 activities: exploring an object through our sense and then making a drawing of the information we can remember. "Feely Drawings" or Drawing by Touch - <ul style="list-style-type: none"> <li>• Encourages children to explore objects through senses other than sight.</li> <li>• Promotes curiosity, thinking, recall &amp; creative decision making.</li> <li>• Develops hand eye coordination.</li> <li>• Explores mark making as a way to share information.</li> <li>• Develops early visual literacy skills.</li> </ul> Adapt: Vary the objects which children "sense" by feeling them to suit the age and ability of the child. After the drawings are made, develop the activity into a game whereby children can discuss which drawings were inspired by which objects.  <b>Vocabulary:</b> feel, touch, mark, line, move, shape, object. <b>Materials:</b> objects of choice, pencil, charcoal, graphite.



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The **“Finger Palette Portrait”** resource explores making a drawing of your partner using charcoal.

- Encourages looking.
- Explores how to share what you see through drawing.
- Demonstrates to children that different medium and techniques have different outcomes.
- Enables individuals to work alone but as part of a team.

Adapt: Charcoal is used in this resource. Whilst charcoal is a great (messy!!) medium for children, you might also want to explore the same process using poster paint. Encourage children to keep looking at their partner - it's very easy for children to forget and to only look at their artwork!

**Vocabulary:** feel, touch, mark, line, move, shape, rub, partner, portrait.

**Materials:** charcoal, graphite, poster paint.

**Suggested Way to Document:** Evidence Me.

**Suggested Way to Document:** Photographs of children blind drawing, post-it notes of comments made by children, drawings.

**Lesson 3:** ‘Colourful smells’, basic colour theory, sorting and matching skills.

Children are given a range of natural materials (e.g. lavender, thyme) and a variety of ‘spice pouches’ to smell. Can they match the smell to the colour...no right or wrong answer. E.g. A child may match a curried powder to the colour red, lavender to the colour purple.



**To Colour** - the gentle and playful exploration of colour, how it makes us feel and how it feeds into our senses.

- Encourages playful exploration.
- Helps children explore sensory perception.
- Explores colour as a medium beyond paint.

**Vocabulary:** colour, smell, look, natural, explore.

**Materials:** a variety of ‘spice pouches’ to smell, a variety of different coloured card, a range of different natural materials illustrating the different colours within nature e.g. flowers, leaves, lavender, herbs, sticks and so on.

**Suggested Way to Document:** Photographs in sketchbooks. Post-it notes - comments that the children have made.

Sp1

### Exploring Relationships and Understanding Identity (Simple Finger Puppets) Version 1.

Colour - identifying and naming - recap previous learning last term.

**Lesson 1: Exploring Self-Identity - Role Play.** Pupils play with a range of props such as, hats, clothing, fancy dress. Can they explain why they have chosen those particular props to wear? What do they like about them? Do they like how they feel? The colour or pattern? How does it make them feel wearing X, Y or Z? Can they create a character from the props they have selected? (Role Play).

**Vocabulary:** wear, clothes, hats, props, feelings, talk, like, not like.

**Materials:** Props, fancy dress, role play area.

**Suggested Way to Document:** Photos on Evidence Me.

### Lesson 2: Making Finger Puppets Version 1

<https://www.accessart.org.uk/fingerpuppets/>



### Exploring Relationships and Understanding Identity (Finger Puppets) Version 2.

Colour - identifying and naming - recap previous learning last term before teaching pupils the **three primary colours** (this can be a stand-alone lesson or taught amongst lessons 1-3).

**Lesson 1: Understanding Puppets** - What are puppets? How do we use them? Gather a range of puppets from school for the children to look at, play with and examine before introducing Klee. Pupils may wish to spend some time playing with a range of puppets to begin the lesson. Discuss what is the same/ different between the puppets at school and Klee's (images on screen and printed). What do they like and dislike about them?

<https://www.thehistoryofart.org/paul-blee/puppets/>

**Artist:** Paul Klee



**Vocabulary:** like, dislike/not like, same, different, play, talk.

**Materials:** Images of Klee's puppets, puppets from school.

**Suggested Way to Document:** No documentation needed. Discussion only.



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Children create their own finger puppets, creating their own characters. Each child could make between 2-3 puppets each.

- Develops dexterity and making skills.
- Explores using drawing, colouring and collage.
- Promotes conversations about character and identity.
- Promotes ideas about story, narrative and dialogue.
- Enables children to work alone and then contribute their work to shared experience.

**Vocabulary:** cut, stick, bend, shape, colour, roll, character, story, imagine, play.

**Materials:** card, pens, pencils, scissors, Pritt stick, Sellotape. Templates from AA document. Camera.

**Suggested Way to Document:** Evidence Me.

### Lesson 3: Role Play

Children use their imagination through role play to act out scenes and conversations with each other using their finished finger puppets. Pupils are encouraged to play in small world areas with each other. Can they give their puppets an identity?

What can they tell you and their peers about their puppets? What sorts of characters (puppets) have they created? Can they talk about their characters?

**Vocabulary:** character, talk, puppet, play, act.

**Materials:** small world areas, camera.

**Suggested Way to Document:** Evidence Me.

### Lesson 2: Making Finger Puppets Version 2

<https://www.accessart.org.uk/fingerpuppets/>



Children create their own finger puppets, creating their own characters and using different materials and textures. Each child could make between 2-3 puppets each.

- Develops dexterity and making skills.
- Explores using drawing, colouring and collage.
- Promotes conversations about character and identity.
- Promotes ideas about story, narrative and dialogue.
- Enables children to work alone and then contribute their work to shared experience.

**Vocabulary:** cut, stick, bend, shape, colour, roll, character, story, imagine, play.

**Materials:** coloured card, pens, pencils, scissors, Pritt stick, scraps of fabric / wool, Sellotape, PVA. Images of characters / animals - cut-outs. Camera.

**Suggested Way to Document:** individual photos - 1 x pupil creating their puppet, 1 x close-up photograph of finished puppets - half an A4 page to 1 full page in sketchbook.

### Lesson 3: Role Play

Children use their imagination through role play to act out scenes and conversations with each other using their finished finger puppets. Pupils are encouraged to play in small world areas with each other. Can they give their puppets an identity?

What can they tell you and their peers about their puppets? What sorts of characters (puppets) have they created? Can they talk about their characters?

**Vocabulary:** character, talk, puppet, play, act.

**Materials:** small world areas, camera, post-it notes.

**Suggested Way to Document:** individual photos - 1 x pupil playing with their puppet. Post-it note of child saying something about one of their puppets. Image to go at the bottom of A4 page documenting lesson 2 or onto next A4 page.

Sum1

**Exploring the Power of Creativity.** How do we make Art and how does it make us feel?

### Lesson 1: Nursery Rhyme Night Time Collage Part 1:

Wax resist on paper using blue and white crayons - sky/background). Experiment.

<https://www.accessart.org.uk/nursery-night-time-collage/>



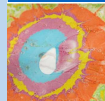
- Combines mark making, painting, colour and collage.

**Exploring the Power of Creativity.** How do we make Art and how does it make us feel?

### Lesson 1: Marbling

Create patterned paper with the "**Marbling**" [resource](#). Children love the element of surprise when marbling. Work in small groups.

<https://www.accessart.org.uk/marbling-for-surface-design/>



- Explores reactions of pigments on water.
- Inspires experimentation and promotes curiosity.



## Art and Design - EYFS Overview 23-24

- Develops fine motor skills.
- Promotes conversations about place, night / day, dark / light.

**Vocabulary:** wax, wax-resist, night, day, dark, light, stars, wash, draw.

**Materials:** white wax crayons, blue water colours or blue Brusho watered down, paper.

**Suggested Way to Document:** Evidence Me.

### Lesson 2: Nursery Rhyme Night Time Collage Part

2. Collage pre-cut pieces of paper onto wax resisted paper - create a house/tree/den (demonstrate).



**Vocabulary:** collage, stick, glue, layer, place, night, day, dark, light, stars, sticks.

**Materials:** assorted card, pre-cut into rectangles and triangles for houses, sequins for light in the windows, Pritt sticks.

**Suggested Way to Document:** Evidence Me.

### Lesson 3: Summer Skies

Pupils use skills learnt in lessons 1 and 2 to create their own daytime collage - alternative scene. Children can use orange, yellow, pink and red to create a summer sky with collage. Discuss night and day, light and dark. Colours. They may wish to collage their own landscape on top rather than a building. What do we see in Summer? Green trees, flowers etc. Can they apply these thoughts in collage?

**Vocabulary:** collage, stick, glue, layer, place, night, day, dark, light, sun, sky, red, orange, yellow, summer, nature.

**Materials:** As in lessons 1 and 2.

**Suggested Way to Document:** Evidence Me.

- Creates sheets which can stand alone or be used for other projects.

**Vocabulary:** marble, drop, ink, move, draw, place.

**Materials:** marbling ink, tray, paper, card.

**Suggested Way to Document:** Outcome stuck into sketchbooks - 1 x A4 side.

Lesson 2: Painting the Savannah Part 1 - creating and painting landscapes (background) - sunsets. Use parts of marbled paper (photocopied) to collage parts of landscape. Children have the chance to work together to make backgrounds for their artwork. Start from stage 2.

<https://www.accessart.org.uk/painting-savannah-chloe-williams/>



- Promotes a range of skills including drawing, colour mixing, painting, collage, scale and stencils.
- Promotes collaborative working.
- Develops fine motor skills through active and physical sessions.

**Vocabulary:** skies, horizon, landscape, colour.

**Materials:** masking tape, paper, brushes, paint.

**Suggested Way to Document:** Photographs in sketchbooks or sections of artwork stuck in or both.

### Lesson 3: Painting the Savannah Part 2

Drawing, cutting and painting animals - collage onto landscape. <https://www.accessart.org.uk/painting-savannah-chloe-williams/>



**Vocabulary:** cut, tear, rip, stick, shape, animals.

**Materials:** a range of papers, scissors, Pritt stick, pictures of animals.

**Suggested Way to Document:** Photographs in sketchbooks, sections of artwork stuck in or both.