

ART

The Art Area encompasses a wide-range of experiences, including drawing, painting, model-making, collage, sewing and weaving.

Art provides open-ended opportunities for self-expression and supports the development of children's imagination and creativity. It enables children to communicate their thoughts, feelings and ideas through a range of media and mark-making opportunities.

When children engage with art materials and media, they can enjoy rich sensory experiences and opportunities for exploration. Art supports children's understanding of the world around them, helping them make connections as they explore and experiment with texture, shape and form, whilst building deeper understanding of processes and how things work.

Through art, children can learn to share, take turns and work together. Additionally, as they problem-solve, make choices and plan their own learning, children develop independence skills.

Art supports the development of artistic and aesthetic awareness, promoting appreciation for others artwork and providing a vehicle through which to celebrate achievement and build self-esteem.



Remember!

Rather than focusing on the end result, emphasis should be placed on the creative process.

CURRICULAR & DEVELOPMENTAL

Health & Wellbeing

Through mixing their own paints, putting on their own apron, selecting resources, and tidying up, children develop a sense of responsibility and ownership, supporting their independence.

Activities such as weaving, painting and collage-making enable children to engage in both new and familiar learning opportunities, helping them to experience satisfaction, develop self-esteem, and build confidence.

Multiple aspects of art require children to use small hand muscles, for example, using a pair of scissors or gripping a small paint brush. These support the development of fine-motor skills and hand-eye coordination.

Some activities require the use of larger muscle groups, such as shoulders and arms as children paint on an easel or add to a large model. This supports gross-motor development.

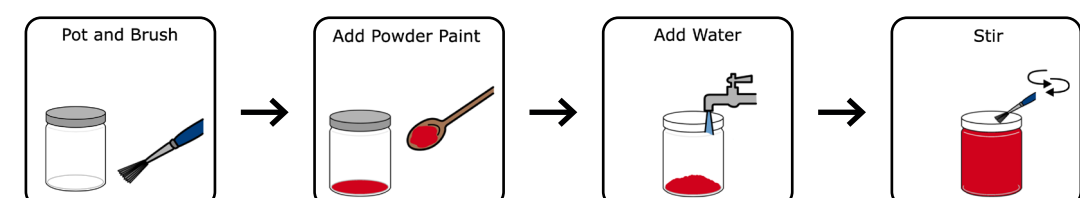
Literacy

Children develop their communication and language skills as they talk through plans, ideas and creations, work collaboratively with others, and share their thoughts and feelings using a range of different media.

When engaging in conversations surrounding their creations with peers and practitioners, children can develop their listening skills and understand when to talk and when to listen.

Children can develop mark-making skills as they explore and experiment with a variety of media. Through making patterns, shapes and letters to share ideas, feelings and communicate information, children recognise that mark-making conveys meaning.

Using visual sequences, children can learn to follow instructions and processes, such as how to mix paint.



Maths & Numeracy

As children explore and participate in different forms of art, they have opportunities to engage with mathematical concepts, including measure, volume, estimating, predicting and problem-solving through trial-and-error. For example, predicting what might happen when different colours are mixed together or estimating how much water to add to achieve the correct consistency.

Children can recognise, investigate and use patterns and shapes to create their own artwork using a variety of mediums.

Other

Through exposure to different art stimuli, children can recognise, appreciate and respond to the work of both well-known artists and peers, sharing their preferences and discussing reasons behind their likes and dislikes.

Art affords children the opportunity to explore the uses of everyday materials and resources (both natural and man-made) enabling them to incorporate these into pictures, models and creations in imaginative ways.



As an open-ended creative area, art offers children the freedom to discover and choose their own way to create images and objects using a variety of materials, colours, shapes, patterns and textures.

ROLE OF THE ADULT

Practitioners should value the process of creation rather than the end-result. This can support children to build confidence and develop self-esteem.

Ensure resources are available, easily accessible, of high-quality and fit-for-purpose. These should be inviting and capable of sparking children's curiosity, imagination and creativity.

Due to the potentially messy nature of art, the area should be maintained and cared for throughout the course of the day, with resources being monitored and replenished. When offering different types of paint for mixing, provide appropriately sized pots to reduce waste.

Modelling and scaffolding of art processes and skills can support understanding and problem-solving, whilst promoting experimentation.

Demonstrating potential solutions to problems can encourage children to explore, exercise choice and develop independence.

ROOM STRUCTURE & LAYOUT

The space should be large enough for children to move around, explore and experiment whilst providing adequate space for resources to be stored in a way that is easily accessible and well-organised, promoting independence and choice. Remember, chairs in the Art Area can restrict movement and accessibility.



There needs to be a dedicated space for children to let their creations dry and set. This is not only for paintings, but also models.

It should be located in an area where flooring and furniture are easy to clean and in close proximity to sinks.

Children should have a space to display their artwork. These can include drawings, weavings, models and collages.

RESOURCE IDEAS

- Clean, vertical easel
- Flat horizontal surface
- Different types and styles of apron
- Paint in various colours and forms: powder, liquid and block
- Short-handed brushes of different sizes and thickness
- Paper and card in different shapes, sizes, textures and colours
- Paint pots and pallets. Additional different sized pots to mix powder paints
- Instructions and sequences for mixing paints
- Natural and everyday objects to print with
- Assorted junk boxes, tubes, lids, corks, trays, lollipop sticks, dowels, discs
- Left and right-handed scissors and a hole-punch
- Natural Resources: sticks, shells, wooden discs and wool
- Mark-Making Materials: pens, pencils, crayons, chalk, charcoal and pastels
- Adhesives & Fasteners: PVA glue, Pritt Sticks, Sellotape, paperclips, elastic bands, stapler, paper fasteners, string
- Textiles, fabrics and materials in various colours, shapes, sizes and textures: ribbons, lace, cotton, silk, foil, crepe paper, buttons and sequins
- Weaving & Sewing Resources: threads, wool, different sized needles, simple weaving loom, crochet hook
- Books, photos and pictures from a range of artists, including painters, photographers, textile artists and sculptors



REFLECTION POINTS

- Does the Art Area promote curiosity, excitement and engagement? What can practitioners do to ensure it remains inviting and appealing to children?
- Are there opportunities for children to extend their projects across a range of media? For example, can children create something at the woodwork bench and then continue adding to this in the Art Area?
- How can practitioners value children's work appropriately? Success looks different for different children. Are there different ways to celebrate and display creations, such as a gallery?
- Do practitioners consult children around how to put their name on their artwork? Do children have the opportunity to write their own name? Similarly, do practitioners consult children when framing their artwork for display? Is the picture orientated in the right way or does the frame exclude an important part of the picture from the child's perspective?
- Is there any value in 'uniform artwork', such as Christmas cards using the child's handprint to replicate reindeer antlers, or pre-cut shapes for children to use? Does this truly encourage engagement with the creative process? Is this something that children want to create, or does it simply cater to adult expectations?

