



Foundation Stage Art Subject Map

Autumn - Art - Topic		
	Skill focus	Context
Foundation Stage 1 - Monkeys	<ul style="list-style-type: none">• Knows some colour words – primary colours• Begins to use a variety of art tools such as pencil, crayons, paint and brushes• Use a line to enclose a space and use these shapes to represent an object.	<p>Colour mixing using 2 primary colours using hands to explore during continuous provision.</p> <p>Range of materials and activities available daily during continuous provision.</p> <p>Children to draw themselves and their family using a black pen.</p>
Foundation Stage 2 - Zebras and Tigers	<ul style="list-style-type: none">• Use a variety of tools and materials.• Recognise and name some colour words.• Produce recognisable drawings of people and objects.• Articulate what they are drawing to an adult.• Know what an artist and illustrator are and respond to some of their work (art lesson).	<p>Range of materials and activities available daily during continuous provision.</p> <p>Paint a self portrait.</p> <p>Look at the work of Jackson Pollock and make a collaborative piece of art inspired by his drip paintings.</p>



Foundation Stage Art Subject Map

Spring - Art - Topic		
	Skill focus	Context
Foundation Stage 1 - Monkeys	<ul style="list-style-type: none"> • Begin to experiment with tools and materials. • Participates in a whole school expressive arts week, based on Take One Picture. • Experiments with colour and texture. • Talks about what they're drawing. • Knows some colour words – primary colours. • Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes. • Use a line to enclose a space and use these shapes to represent an object. • Talk about what they are drawing. • Explore how paint can be manipulated to create a range of effects. • Choose colour for a purpose. 	<p>Colour mixing using 2 primary colours using hands to explore during continuous provision.</p> <p>Range of materials and activities available daily during continuous provision.</p> <p>Whole class/individual work produced through a variety of techniques and mixed media based on the Take One Picture stimulus, throughout Expressive Arts week.</p>
Foundation Stage 2 - Zebras and Tigers	<ul style="list-style-type: none"> • Use a variety of tools and materials. • Ascribes meaning to their representation. • Recognise and name some colour words. • Knows what an artist, illustrator, are and continues to respond to some of their work. • Participates in a whole school expressive arts week, based on 'Take One Picture'. • Produces recognisable drawings of people and objects. • Articulates what they are drawing to an adult. 	<p>Range of materials and activities available daily during continuous provision.</p> <p>Whole class/individual work produced through a variety of techniques and mixed media based on the Take One Picture stimulus, throughout Expressive Arts week.</p> <p>Look at the work of the Take One Picture Artist. Find out about their life and look at other art works related to the picture.</p>

	<ul style="list-style-type: none">• Uses paints and brushes to make a range of marks – dots, dabs, zigzags, wavy.• Creates a simple collage.• Develops the language of colour (secondary colours) and mixes colours to make new colours.	
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Foundation Stage Art Subject Map

Summer- Art - Topic		
	Skill focus	Context
Foundation Stage 1- Monkeys	<ul style="list-style-type: none">• Talk about what they are drawing.• Make simple marks based on own experiences.• Explore how paint can be manipulated to create a range of effects.• Choose colour for a purpose.• Experiments with colour and texture.	<p>Range of materials and activities available daily during continuous provision.</p> <p>To produce an observational representation of a flower observing colour and shape.</p> <p>To use textured paper to create a collaged representation of a bug.</p>
Foundation Stage 2 - Zebras and Tigers	<ul style="list-style-type: none">• Knows what an artist, illustrator, craft maker and designer are and responds to some of their work.• Uses paints and brushes to make a range of marks – dots, dabs, zigzags, wavy.• Creates a simple collage.• To use simple tools and techniques competently.	<p>Range of materials and activities available daily during continuous provision.</p> <p>Art lessons</p> <ul style="list-style-type: none">• Mondrian -printing, primary colours• David Hockney – collage, landscape