



Learning in EYFS:

What Art Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Art.

The most relevant statements for Art are taken from the following areas of learning:

- Expressive Arts and Design

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Art		
Nursery	Expressive Arts and Design	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings - happiness, sadness, fear, etc.
Reception	Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
ELG	Expressive Arts and Design	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories

Expressive Arts and Design Rationale

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

Autumn
Expressive Arts and Design

<p>Nursery possible lines of enquiry:</p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Children explore colours and colour mixing. • Children explore different mark making materials. • Children explore and create using clay. • Join different materials and explore different textures. • Explore colour and colour mixing. 	<p>Reception possible lines of enquiry:</p> <ul style="list-style-type: none"> • Children use different mark making materials to explore line. • Children draw self-portrait. • Explore and create seasonal art. • To develop their colour-mixing techniques to enable them to match the colours they see and want to represent
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<p>Possible Resources:</p> <ul style="list-style-type: none"> • The Dot by Peter Reynolds • Artist to visit- Hugh Templeton. • Andy Goldsworthy- Natural art • Van Gogh- Starry Night 	<p>Possible resources:</p> <ul style="list-style-type: none"> • Drawing: Marvellous Marks (Kapow Unit 1) • Andy Goldsworthy- Natural art
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Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.

Art Skills

Mark Making and Drawing	Colour	Texture	Form (3D work)
<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Selects coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves. Draws accurate representations of people and objects. To talk about their own and others art.</p>	<p>Can recognise and name different colours. Understands that when colours are mixed, new colours are created. Can select and create different colours. Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). Can work from direct observation and imagination..</p>	<p>Enjoys playing with and using a variety of textiles and fabric. Can decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. Has a go at threading a needle. Shows experience in simple weaving: paper, twigs. Shows experience in fabric collage: layering fabric, adding different textiles and media.</p>	<p>Explores malleable media such as clay, salt dough, playdoh and sand. Can impress and apply simple decoration. Can cut shapes using scissors and other modelling tools. Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Can choose own resources and tools.</p>

Spring
Expressive Arts and Design

<p>Nursery possible lines of enquiry:</p> <ul style="list-style-type: none"> • Join different materials and explore different textures. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • 	<p>Reception possible lines of enquiry:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
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<p>Possible Resources:</p> <ul style="list-style-type: none"> • Drawing birds • We're Going on a Bear Hunt by Michael Rosen • Not a Box- 3D models 	<p>Possible resources:</p> <ul style="list-style-type: none"> • Painting and mixed media: Paint my world- Kapow Unit 2 • Seasonal crafts- Kapow Unit 5
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Summer
Expressive Arts and Design

<p>Nursery possible lines of enquiry:</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • 	<p>Reception possible lines of enquiry:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
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<p>Possible Resources:</p> <ul style="list-style-type: none"> • World Art Day- Printing • Gustav Klimt- outdoors • Bee's • Pop Art- Flowers 	<p>Possible Resources</p> <ul style="list-style-type: none"> • World Art Day- Paul Klee • Seasonal crafts- Kapow Unit 5 • Vincent Van Gogh- Sunflowers
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Assessment

- Can children talk about their own work?
- Can children use tools accurately?
- Can children mix colours to get desired shade?
- How do children use colour, design and texture to create their pieces?

Areas of Continuous Provision Examples

Indoors

Construction Area - creating structures with different construction materials.

Creative - using different paints and paint tools. Creating collages.

Music - creating art in response to music and instruments.

Malleable/Playdoh - creating sculptures using playdough. Clay work.

Water/ sand- mark making in sand.

Mark Making/Writing - Creating drawings that represent objects.

Reading - range of fiction and non-fiction books about art skills and artists.

Vocabulary

Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, print, art, techniques