

EYFS Expressive Art and Design - Art

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.

EYFS Expressive Arts and Design Educational Programme (Statutory)

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.

EYFS Expressive Arts and Design (Art) Opportunities

Mark making and drawing	Colour	Texture	Form (3D work)
- 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’ work.	- 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.	- 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.	- 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.

- Provide opportunities to work together to develop and realise creative ideas. Reflect with children on how they have achieved their aims.
- Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.
- Provide a range of materials and tools and teach children to use them with care and precision.
- Promote independence, taking care not to introduce too many new things at once.
- Encourage children to notice features in the natural world and discuss their responses to what they see.
- Help them to define colours, shapes, texture and smells in their own words.
- Visit galleries and museums to generate inspiration and conversation about art and artists.

Development Matters

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.

Vocabulary

mixing, observe, shade, natural, shape, gallery, design, designer, glue, join, materials, improve, strong, artist

ELG: Creating with Materials (Statutory)

Children at the expected level of development will:

- 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.

3 and 4 Year Olds

- 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.
- 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.
- Use drawing to represent ideas like movement or loud noises.
- 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.

Wensley Fold EYFS Art Coverage

What we are learning:

Objective	Learning in EYFS			
Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Notice and observe for some time features in the natural world, such as flowers, creatures, etc. Particularly focus on shape and colours	Consider the work of famous artists, either from visiting a gallery or by looking at a collection of the artist's work.	Experiment by mixing different paints, taking care to note the colours and the outcome. i.e. red and yellow making orange.	Match the colours to the features seen in the natural world. Look carefully at the shape and try to carefully recreate the shape in their drawings.
Vocabulary: mixing, observe, shade, natural, shape, gallery				
Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Work together to think of a product that they need related to their on-going play or activity.	Gather the resources they need to make their product, taking account of why they have chosen what they have.	Work together to make their product and discuss why things may or may not have been successful.	Evaluate how successful their product is and, if need be, be prepared to come back to improve their original idea.
Vocabulary: design, designer, glue, join, materials, improve, strong				

Substantive Knowledge:

To name some famous artists and what they created.

Disciplinary Knowledge:

To know that primary colours mix to make secondary colours.

To handle different tools to create effect e.g. paint brushes, glue, scissors, pencils, sellotape dispensers.

When and how we are learning it:

The different skills and opportunities in art are presented to children throughout the year in a progressive manner. Although outlined below are specific art skills and the time of their introduction during the year, there may still be other art opportunities available in Continuous Provision at any time, in line with the abilities and skill progression of the children.	
Autumn 1	Autumn 2
Marvellous Me - Loose parts Inspiration from Andy Goldsworthy and Hannah Bullen-Ryner	Magical Tales – texture – shape. Inspiration from Kandinsky
Creating art with loose materials. Creating things which look real – representing.	Layering textures to create a piece of art with different shapes like Kandinsky.

• What patterns can I make? • What does this feel like? • What can this represent?	• What is texture? • What effects can I make with my texture and colour choices? • Can I control tools effectively? E.g. scissors to cut pieces. • Can I join pieces effectively? Which join will I choose? • Can I use texture to create an effect?
Spring 1	Spring 2
Starry Sky – colour mixing (shade and tone) and 3D form Inspiration from Pablo Picasso	Amazing Animals! – colour mixing (primary to secondary) Inspiration from Georgia O'Keeffe
• Adding white and black to colours to create dark and light colours. • How can I change colours? • How do I keep brushes clean when colour mixing? • What effects can I make with my colour choices? • What is a designer? Read Rosie Revere Engineer • Working together to create a rocket like in How to Catch a Star	• Mixing primary colours together to make secondary colours. • Which colours do I need to mix to make.... • What patterns can I make? • How can I change colours? • How do I keep brushes clean when colour mixing? • What is a designer? Creating collaborative pieces like Rosie Revere Engineer
Summer 1	Summer 2
Growing! – Painting Inspiration from Clementine Hunter and Claude Monet	Look at our World – printing Inspired by Damien Hirst , in the style of Australian Aboriginal Art
• Drawing inspiration from patterns and techniques used by famous artists, children use small tools including pencils and paintbrushes to mimic patterns and colours to paint floral art. • How can I change colours? • What pattern can I make? • Which colours do I need to mix to make.... • How do I keep brushes clean when colour mixing? • Using colour choices to paint plant pictures just like focus artists.	• Dot style printing after a study of Australian Aboriginal art and work from Damien Hirst (Cherry Blossoms, dots). • Which colours should I use? • How can I create an effective print? Which tool should I use? • What pattern should I create? • How can I create texture with my print? • What is a designer? Creating collaborative pieces like Rosie Revere Engineer

Assessment:

Progression in Creating with Materials in EYFS			
End of Nursery	Autumn 2	Spring 2	End of EYFS (ELG)
• Exploring colour and how colours can be changed; • Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects;	- Realising that tools can be used for a purpose; - Using simple tools and techniques competently and appropriately; - Selecting appropriate brush for a given purpose;	- Safely using and exploring a variety of materials, tools and techniques; - Exploring what happens when they mix colours; - Experimenting with colour, design, texture, form and function;	• 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;

• Showing interest in and describing the texture of things; • Using various construction materials; • Beginning to construct stacking blocks vertically and horizontally, making enclosures and creating spaces; • Joining construction pieces together to build and balance.	- Experimenting with different textures.	- Selecting tools and using techniques needed to shape, assemble and join materials they are using; - Understanding that different media can be combined to create new effects;	• Make use of props and materials when role playing characters in narratives and stories.
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End of Year 1 Art Expectations

- Know how to cut, roll and coil materials;
- Know how to use IT to create a picture;
- Select, cut, assemble, tear, stick and collage different materials;
- Know how to show how people feel in paintings and drawings;
- Know how to use pencils to create lines of different thickness in drawings.;
- Know how to create moods in art work;
- Know the names of the primary and secondary colours;
- Know how to create a repeating pattern in print;
- Be able to create rubbings (from a print or textured surface);
- Use a variety of tools (brush, sponges, fingers, hands, sticks, sponge rollers, spatulas).