

## EYFS Expressive Arts and Design Overview

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) 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’ work.</p>	<ul style="list-style-type: none"> <li>- Can recognise and name different colours.</li> <li>- Understands that when colours are mixed, new colours are created.               <ul style="list-style-type: none"> <li>- Can select and create different colours.</li> </ul> </li> <li>- Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</li> <li>- Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</li> <li>- Can work from direct observation and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoys playing with and using a variety of textiles and fabric.</li> <li>- Can decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.</li> <li>- Has a go at threading a needle.</li> <li>- Shows experience in simple weaving: paper, twigs.</li> <li>- Shows experience in fabric collage: layering fabric, adding different textiles and media.</li> </ul>	<ul style="list-style-type: none"> <li>- Explores malleable media such as clay, salt dough, playdoh and sand.</li> <li>- Can impress and apply simple decoration.</li> <li>- Can cut shapes using scissors and other modelling tools.</li> <li>- Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</li> <li>- Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</li> <li>- Can choose own resources and tools.</li> </ul>

- 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.

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- 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.

## **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?

## **Vocabulary**


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

### **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.

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		All about Me!	Terrific Tales/ Celebrations	Superheroes	Amazing Animals	Come Outside!	Ocean Adventure
EYFS	Focus	Creating with Materials Loose parts	Creating with Materials Collage	Creating with Materials Patterns and Printing	Creating with Materials Colour mixing	Creating with Materials Sculpture	Creating with Materials Painting
	Progression	<p>Explore and play with a wide range of media and materials.</p> <p>Begin to mix colour, use different resources and materials to make models for stories we have read. e.g. Three Little Pigs/</p> <p>Create self- portraits, children to select tools and materials. (Mono-chrome only)</p>	<p>Children will know how to make 2D collages.</p> <p>Children will explore and create simple collages in the style of Alma Thomas.</p> <p>Collage linked with - Going on a Bear Hunt.</p> <p>Collage owls/ texture materials to create art.</p>	<p>Children will know how to mould clay.</p> <p>Children will explore patterns and repeating shapes for printing.</p> <p>Experiment with printing use a range of objects</p> <p>Design and make superhero cape and masks.</p>	<p>African art- selecting colours and media.</p> <p>Aboriginal art- explore colour and dotting techniques.</p> <p>Use salt dough/ clay</p> <p>Indian Elephant sketches.</p> <p>Direct observational art- sketches/ painting of spring growth</p>	<p>Children will explore different media to create sculpture using, recycled, natural or man-made materials.</p> <p>Observational art work/ sketches/ painting of spring growth/ summer plants and flowers.</p> <p>Artwork/ sculpture linked with Eric Carle.</p> <p>Artwork inspired by Gustav Klimt- outdoors</p>	<p>Children will know how to make different shades of the same colour. (Underwater pictures)</p> <p>Children will know how to use and mix watercolour paints.</p> <p>Beach Hut shades of colour</p> <p>Sand/ Rainbow fish collage large scale weaving</p>
	Key Artists	<i>Hannah Bullen-Ryner</i>	<i>Alma Thomas Piet Mondrian, Kandinsky</i>	<i>Roy Lichenstein/ Andy Warhol</i>	<i>Georgia O'Keefe/ Henri Rousseau</i>	<i>Saloua Choucair, Andy Goldsworthy</i>	<i>Van Gogh?</i>
	<p>Key Celebrations/ events</p> <p>Additional EAD opportunities</p>	Seasonal art: Autumn	<p>Diwali</p> <p>Firework art</p> <p>Remembrance</p> <p>Christmas decorations/ Christmas crafts/ calendar.</p>	<p>Seasonal art: Winter</p> <p>Chinese New Year</p> <p>Valentine's Day</p> <p>Holi</p>	<p>Seasonal art: Spring</p> <p>Mother's Day crafts.</p> <p>Easter Crafts</p>	<p>St George's Day</p> <p>Islamic Art- Eid</p> <p>Queen's Jubilee</p>	Seasonal art Summer Father's Day Crafts