



Learning Journey: Art

The Early Years Foundation Stage is the bedrock of our curriculum, preparing children for the learning journey ahead. Within a nurturing and play-based EYFS environment, children will learn basic and transferable skills; absorb relevant knowledges and grow in maturity, as well as developing a thirst for learning.

Art

How does art in the EYFS prepare children for future learning?

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning:

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, including art.

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.

Early learning Goals (statutory): Creating with Materials & Fine Motor

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
- ✓ Use a range of small tools, including scissors, paintbrushes and cutlery.

Expressive Arts and Design (Art)

The EYFS Experience

Mark Making & Drawing	Colour	Texture	Form (3D work)
<p>Hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</p> <p>Have daily access to a range of media and materials eg different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.</p> <p>Select coloured drawing implements for a purpose.</p> <p>Use drawing tools to make marks, lines and curves.</p>	<p>Recognise and name different colours. Understand that when colours are mixed, new colours are created.</p> <p>Explore colour-mixing through our 'self-service' paint stations.</p> <p>Select and create different colours. Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</p> <p>Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured,</p>	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate pieces of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.</p> <p>Tries threading a needle.</p> <p>Experience in simple weaving: paper, twigs.</p> <p>Experience of transient art.</p> <p>Experience fabric collage: layering fabric, adding different textiles and media</p> <p>Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.</p>	<p>Explore malleable media such as clay, salt dough, playdoh and sand.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</p> <p>Build construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Choose own resources and tools.</p> <p>Experience of transient art.</p>

<p>Draw accurate representations of people and objects including self-portraits.</p> <p>Talk about their own and others' work</p>	<p>sized and shaped paper).</p> <p>Work from direct observation and imagination.</p> <p>Learn about artists such as; Andy Goldsworthy and Jackson Pollack, drawing/painting in the same style.</p> <p>Exploring art forms such as comic strips.</p>		
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Development Matters (non-statutory guidance)

Great ideas for school and home

- ✓ 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.
- ✓ Provide opportunities to work together to develop and realise creative ideas.
- ✓ Reflect with children on how they have achieved their aims.
- ✓ 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 (physically or virtually) to generate inspiration and conversation about art and artists

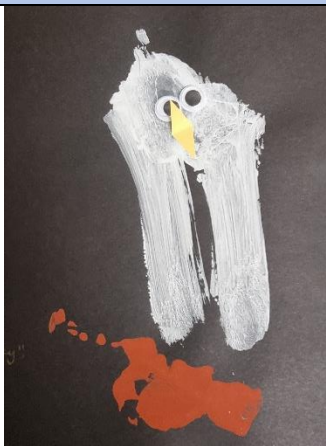
Assessment: are we ready for the next step in our learning journey?

- ✓ 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, observation, pattern, effect, portraits

Gallery



Nursery



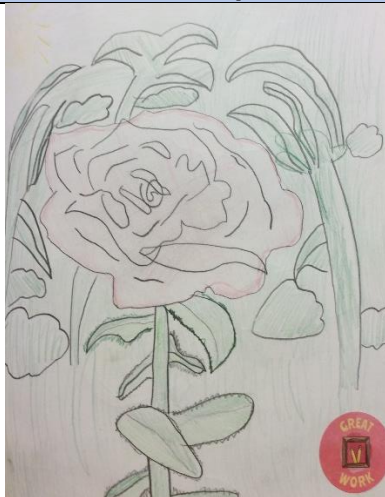
Reception



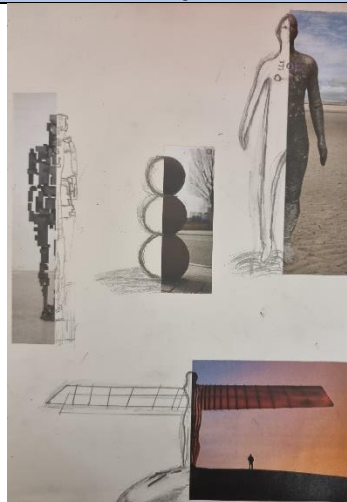
Year 1



Year 2



Year 3



Year 4



Year 5



Year 6