

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:

- Physical Development
- Expressive Arts and Design
- Communication and Language

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		
Three and Four-Year-Olds (Not on track – working below ARE)	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks. <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order 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.

Reception			<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.
			<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 On Track – end of year expectations	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<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.

Ribblesdale Federation EYFS End Points

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 Journey in to my Imagination

Communication and Language	Physical Development	Expressive Art and Design
Children can follow one-step instructions and beginning to follow two-step instructions.	Children can pick up and use a variety of pens, pencils, crayons and paint brushes.	Children know that colours can be mixed to make new colours.
Children understand and can respond appropriately to a variety e.g. Why...? Do you think...? What...?	Children are beginning to use pens, pencils and crayons using a tripod grip.	Children know what the primary colours are.
Children will ask questions to clarify instructions.	Children can use a pincer grip when picking up smaller objects.	Children know that Mondrian uses primary colours in his art work.
Children will talk about their likes and dislikes.	Children mostly show a hand preference.	Children can create a piece of artwork in the style of Mondrian by using black lines and primary colours.
Children will talk about what they can see, hear,		



<p>feel, touch and smell.</p>		<p>Children know that Kandinsky used shapes in his artwork.</p> <p>Children can create a piece of artwork in the style of Kandinsky by using basic shapes.</p> <p>Children, with support, can use scissors, tape dispenser, stapler, glue stick, etc.</p> <p>Children enjoy playing with, and using, a variety of materials and fabric.</p> <p>Children will look closely at the world through real experiences, objects and artefacts.</p> <p>Children will begin to learn the difference between natural and manmade.</p>
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Art Skills

Mark Making and Drawing	Colour	Texture	Form (3D work)
<p>Children can pick up and use a variety of pens, pencils, crayons and paint brushes.</p> <p>Children are beginning to use pens, pencils and crayons using a tripod grip.</p> <p>Children can use a pincer grip when picking up smaller objects.</p> <p>Children mostly show a hand preference.</p>	<p>Children know that colours can be mixed to make new colours.</p> <p>Children know what the primary colours are.</p> <p>Children will talk about what they can see, hear and smell.</p>	<p>Children enjoy playing with, and using, a variety of materials and fabric.</p> <p>Children will talk about what they can feel and touch.</p>	<p>Children, with support, can use scissors, tape dispenser, stapler, glue stick, etc.</p> <p>Children will look closely at the world through real experiences, objects and artefacts.</p> <p>Children will begin to learn the difference between natural and manmade.</p> <p>Children will talk about their likes and dislikes.</p>

Artist Specific – Mondrian and Kandinsky

Children know that Mondrian uses primary colours in his art work.

Children can create a piece of artwork in the style of Mondrian by using black lines and primary colours.

Children know that Kandinsky used shapes in his artwork.

Children can create a piece of artwork in the style of Kandinsky by using basic shapes.

Spring
Farm to fork

Communication and Language	Physical Development	Expressive Art and Design
<p>Children can follow 2-step instructions.</p> <p>Children can ask why questions</p> <p>Children can use talk to help them work out problems and possible solutions.</p>	<p>Children using pens, pencils and crayons using a tripod grip.</p> <p>Children can use tweezers to pick up small objects.</p> <p>Children can use scissors without the support of an adult.</p> <p>Children have a hand preference.</p>	<p>Children are developing their accuracy when drawing.</p> <p>Children can blend colours for purpose.</p> <p>Children can use a paint brush accurately.</p> <p>Children can change their own water when painting, as well as keep their area of work tidy.</p> <p>Children can collaborate with peers to create a piece of artwork.</p> <p>Children know some techniques and steps involved in food preparation.</p> <p>Children can weave with paper and twigs.</p> <p>Children can decorate a piece of fabric using a variety of techniques, e.g. pens, paint, buttons etc.</p> <p>Children explore malleable materials e.g. clay, salt dough, playdoh and sand.</p>

Art Skills

Mark Making and Drawing	Colour	Texture	Form (3D work)
<p>Children using pens, pencils and crayons using a tripod grip.</p> <p>Children can use tweezers to pick up small objects.</p> <p>Children have a hand preference.</p> <p>Children are developing their accuracy when drawing.</p>	<p>Children can blend colours for purpose.</p> <p>Children can change their own water when painting, as well as keep their area of work tidy.</p>	<p>Children can follow 2-step instructions.</p> <p>Children can ask why questions.</p> <p>Children can weave with paper and twigs.</p> <p>Children can decorate a piece of fabric using a variety of techniques, e.g. pens, paint, buttons etc.</p>	<p>Children can use a paint brush accurately.</p> <p>Children can use talk to help them work out problems and possible solutions.</p> <p>Children explore malleable materials e.g. clay, salt dough, playdoh and sand.</p> <p>Children can use scissors without the support of an adult.</p>

Artist Specific –

Children know how Van Gogh used different colours which shows us how he was feeling.

Children can make their own piece of artwork in the style of Van Gogh by choosing colours that suit their mood.

Children know that Pablo Picasso painted a lot of faces, but that these faces were mixed up.

Children can create their own piece of artwork in the style of Pablo Picasso by using his technique of making the face mixed up.

Summer
Sun. Sea and Sand

Communication and Language	Physical Development	Expressive Art and Design
<p>Children will ask relevant questions to clarify the meaning of what they see and hear.</p> <p>Children can follow instructions in order to complete a learning tasks independently.</p> <p>Children will articulate their thoughts and ideas in well-formed sentences.</p> <p>Children use full sentences to talk about their feelings, experiences and ideas. They usually use the correct tense.</p>	<p>Children use a tripod grip when writing, drawing and painting.</p> <p>Children show accuracy and care when drawing and painting pictures.</p>	<p>Children can create their own designs by using a range of different materials.</p> <p>Children can create artwork which use different textures.</p> <p>Children can use a variety of joining techniques in their designs.</p> <p>Children can evaluate their own work.</p> <p>Children can improve their own work.</p> <p>Children can evaluate work by other children.</p> <p>Children can discuss their work with an adult.</p> <p>Children make their own props to use in their role play.</p> <p>Children can use different materials and fabrics to collage.</p> <p>Children can use a variety of materials to construct sculptures and props for play.</p> <p>Children confidently use new vocabulary in their play.</p> <p>Children can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>Children can work directly from observation and imagination.</p> <p>Children can choose their own resources and tools.</p>

Art Skills

Mark Making and Drawing	Colour	Texture	Form (3D work)
<p>Children use a tripod grip when writing, drawing and painting.</p> <p>Children show accuracy and care when drawing and painting pictures.</p> <p>Children confidently use new vocabulary in their play.</p>	<p>Children can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>Children can work directly from observation and imagination.</p>	<p>Children can use different materials and fabrics to collage.</p>	<p>Children confidently use new vocabulary in their play.</p> <p>Children can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>Children can choose their own resources and tools.</p>

Artist Specific –

Children know that Jackson Pollock used black and white a lot in his paintings.

Children know that Jackson Pollock used different items to paint with, not just a paint brush.

Children can create their own piece of artwork in the style of Jackson Pollock by painting with objects other than a paintbrush.

Children know that Oliver Jeffers is an author as well as an illustrator.

Children can create their own illustration in the style of Oliver Jeffers.

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, paint, paintbrush, brush stroke, roll, press, swirl, spread, dab, thick, thin, gentle, firm,

Supportive Texts

Stick Man – Julia Donaldson

Leaf Man – Lois Ehlert

Mixed Up Chameleon – Eric Carle

Mouse Paint – Ellen Stoll Walsh

The Dot – Peter H Reynolds

Continuous Provision – available throughout the day for both focussed and self-chosen learning

- Different paints, paintbrushes, and mark making tools
- Interesting objects that the children can observe, find out how they work, make observational drawings
- Choose resources based on their properties
- Printing materials with guidance on different techniques: pressing, dabbing, overlapping
- Children to paint in a variety of areas on both a small and large scale (e.g. easels on the floor, painting the playground, Perspex, large sheet...)
- Range of different paper for self-selection
- Photographs, pictures, books and stories to stimulate ideas for painting, including colour, textures, patterns and images.
- Paper and pencils/pens/crayons
- Discussions with the children about how they made their painting/drawing, what they used and how they would improve it next time
- Collaborative artwork
- Collage materials available
- Sensory activities e.g. hands in foam, Gelli Baff, slime, playdoh, salt dough, cloud dough

Areas of Continuous Provision

Indoors

Construction Area – different tools will be provided throughout the year to ensure coverage of the different skills

Creative – how to use different tools to create different effects, how to create patterns using different resources. Exploring mixing colours

Role Play – Britannia EYFS Art Gallery

Malleable/Playdoh – exploring making patterns in different malleable materials. Create a clay animal and paint thinking of colour and textures.

Snack – colours of the snacks, mixing colours to match, observational drawings

Small World – creating back drops through either drawing or painting

Mark Making/Writing – writing materials to mark-make and draw: clipboards, paper (different types and sizes), pencils, pens, crayons, squared paper, tools for painting and printing

Reading – non-fiction texts about artists, photograph books, fiction books for stimulus (see supportive texts)

Sand – study texture and how this changes with different amounts of water

Water/Mud Kitchen – explore different types and textures of paints (e.g. thick, runny, powder) and creating different textures (e.g. with sand, sawdust, sugar, salt, washing up liquid, PVA)

Outdoors

Large Construction – large boxes/trays, tarpaulin, clips, baskets, wooden planks, wooden poles, wooden blocks, plastic blocks, plastic sheeting and mesh. Link to current learning/topic.

Role Play – decorating shop, art gallery (natural)

Water – drainpipes, tubes, plastic bottles, pipettes, funnels, coloured water

Outdoor/Woodland – art linked to the seasons

Key Questions – provide opportunities to develop curiosity, where adults can model questions and children can ask questions.

<u>Describe</u>	<u>Why?</u>	<u>I Wonder</u>
What is it like? What can you see in the painting/sculpture/picture? What are the most common colours used? How does the artwork make you feel? Who created it? What marks have you made? Can you tell me about the marks you have made?	Why do you think the artist painted/drew/sculpted it? Why have you made these marks? Why do you like/not like it? Why has the artist made it this way?	What could we do next? I wonder if...? What if...? What will happen if we...? How can you make...? How can you show...? How could we find out if...? Can you find another way that will...? Can you think of another way...? How could we improve...? Can you create/invent/design...?