



# Seamer and Irton CP School

## Art and Design in EYFS



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)

<b>Development Matters</b>	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.	
	Expressive Arts and Design (pg. 123)	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li></ul>
<b>Early years foundation stage statutory framework</b>	Expressive Arts and Design: ELG: Creating with materials (pg 15)	Children at the expected level of development will: <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li><li>• Share their creations, explaining the process they have used;</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>

## EYFS Expressive Arts and Design - Art Skills

Mark making and drawing	Painting (and colour)	Printing	Textiles	Sculpture	Collage
<ul style="list-style-type: none"> <li>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</li> <li>Selects coloured drawing implements for a purpose.</li> <li>Uses drawing tools to make marks, lines and curves.</li> <li>Draws accurate representations of people and objects. To talk about their own and others' work.</li> <li>Draw on different surfaces and textures.</li> </ul>	<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.</li> <li>Can select and create different colours.</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> <li>Can begin to identify primary colours</li> </ul>	<ul style="list-style-type: none"> <li>Can create rubbings from a range of materials.</li> <li>Can make and identify simple patterns.</li> <li>Use stencils to make patterns.</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>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: 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 the following tools: scissors, clay tools 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>	<ul style="list-style-type: none"> <li>Combine a range of materials to compose a piece of artwork</li> </ul>
<ul style="list-style-type: none"> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Share creations of others explaining how they were made.</li> <li>Reflect with children on how they have achieved their aims.</li> <li>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.</li> <li>Provide a range of materials and tools and teach children to use them with care and precision.</li> <li>Promote independence, taking care not to introduce too many new things at once.</li> <li>Encourage children to notice features in the natural world and discuss their responses to what they see.</li> <li>Help them to define colours, shapes, texture and smells in their own words.</li> <li>Find out about a range of artists and their artwork to generate inspiration and conversation.</li> </ul>					

# EYFS Expressive Arts and Design - Art Overview

Project	Inspirational artist/texts/other stimulus	Artistic knowledge and skills What you will learn	Vocabulary/glossary of terms
<b>Autumn 1</b> Super me  <b>Mark Making and Drawing</b>	<ul style="list-style-type: none"> <li>The Colour Monster</li> <li>The Family Book</li> </ul>	<ul style="list-style-type: none"> <li>To add detail to drawings (e.g. self-portrait with facial features)</li> <li>To show emotions in drawings and paintings</li> </ul>	Feature Shape Lines
<b>Autumn 2</b> - Brown leaves, dark nights, bright lights and shining stars  <b>Painting (and colour)/Printing/Collage</b>	<ul style="list-style-type: none"> <li>James Brunt (Local land artist)</li> </ul>	<ul style="list-style-type: none"> <li>To collect natural material and compose patterns and shapes. (Autumn leaf collage)</li> <li>To understand patterns can be altered (eg. repeating, rotating)</li> <li>Review and respond to creative work (own and others) and express their thoughts and feelings about it eg. likes/dislikes</li> </ul>	Shape Lines Dots Wavy Pattern Curve Natural Environment
<b>Spring 1</b> Can polar bears and penguins be friends?  <b>Painting (and colour)</b>	<ul style="list-style-type: none"> <li>Story - Blue Penguin</li> </ul>	<ul style="list-style-type: none"> <li>To use different techniques and materials to make textures</li> <li>To make winter a scene picture: colour mixing, splatter paint, sponge, cotton wool</li> <li>To cut out snowflakes</li> </ul>	Texture Materials Splatter Sponge Cut
<b>Spring 2</b> – When dinosaurs ruled the world  <b>Textiles</b>	<ul style="list-style-type: none"> <li>Story - That's not my dinosaur</li> <li>Children look at and discuss lots of different types of weaving.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with weaving techniques with paper, wools and fabrics.</li> <li>To make a blanket for a dinosaur</li> </ul>	Weave Under Over
<b>Summer 1</b> – Growing up  <b>Mark Making and Drawing /Painting (and colour)</b>	<ul style="list-style-type: none"> <li>Wassily Kandinsky (1866-1944)</li> </ul>	<ul style="list-style-type: none"> <li>Correct hold of a pencil.</li> <li>Observational drawing using basic simple shapes and lines for objects.</li> <li>To draw and name different styles of line – straight, curved, wavy, zig-zag, different thickness</li> </ul>	Colour mixing Colour names Pattern Shape Repeat Thick

		<ul style="list-style-type: none"> <li>• Correct grip and use of brush.</li> <li>• Paint using ready- mixed paints.</li> <li>• Name and recognise colours.</li> <li>• Explore mixing different colours.</li> </ul>	Thin Line Curved Wavy Zig-zag
<b>Summer 2 – Seaside Stories</b>  <b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Katie Braida (local ceramic artist)</li> <li>• Sand art</li> </ul>	<ul style="list-style-type: none"> <li>• To experience different malleable materials including clay, plasticine mouldable clay) and play dough.</li> <li>• To be able to use hands to mould into a shape.</li> <li>• To roll clay into a ball.</li> <li>• To mould a thumb pot.</li> <li>• To make a sculpted fish.</li> </ul>	Clay Pinch Pull Roll