



**Subject Leader: Art -  
Where your subject sits 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)**

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**

<b>Mark making and drawing</b>	<b>Colour</b>	<b>Texture</b>	<b>Form (3D work)</b>
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	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.

	textured, coloured, sized and shaped paper). Can work from direct observation and imagination..		recycled, natural and manmade materials. Can choose own resources and tools.
<ul style="list-style-type: none"> <li>• Provide opportunities to work together to develop and realise creative ideas.</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>• Visit galleries and museums to generate inspiration and conversation about art and artists</li> </ul>			
<b>Development Matters: (Non-Statutory Guidance)</b>			
<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>Assessment</b>			
<ul style="list-style-type: none"> <li>• Can children talk about their own work?</li> <li>• Can children use tools accurately?</li> <li>• Can children mix colours to get desired shade?</li> <li>• How do children use colour, design and texture to create their pieces?</li> </ul>			
<b>Vocabulary</b>			
Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, print, art, techniques			
<b>ELG: Creating with Materials (Statutory)</b>			
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>			
<b>Notes:</b>			

