



Art is constantly happening within the Early years environment. The children have free access to mark making resources and equipment. Each topic has a taught craft/art element where the children explore a different art technique to add to their repertoire of skills. From these learnt techniques the children are able to make their own final art piece in the summer of the Reception class totally independently. The children study different artists and the techniques that they use throughout the year, these are linked to the adult led and child initiated topics within the environment. We provide a mixture of shown techniques as well as child exploration. For example, if we are studying bears they will be encouraged to make a bear, but not shown exactly how to make a bear, therefore leading to self exploration and recovery of previously learnt skills. If a new technique is being learnt then the children will be shown the technique but the final execution of their knowledge will be down to themselves. For example they may be shown how to use a technique Van Gogh used to create texture in his paintings, but it is down to them to create a picture using this technique.

Prime areas	Communication and Language	Physical development	Personal, Social and Emotional Development	Specific areas	Mathematics	Literacy	Understanding the World	Expressive Arts
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0-3 years	3 - 4 years	Reception	At the end of Reception
<p><u>Literacy - Writing</u></p> <ul style="list-style-type: none"> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name 			
<p><u>Physical Development - fine motor</u></p> <ul style="list-style-type: none"> Develop manipulation and control. Explore different materials and tools 	<p><u>Physical Development - fine motor</u></p> <ul style="list-style-type: none"> 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. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. 	<p><u>Physical Development - gross motor</u></p> <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. 	<p><u>Physical Development - fine motor</u></p> <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.



<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • 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. . 	<p><u>Expressive Arts and Design</u></p> <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 	<p><u>Expressive Arts and Design</u></p> <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. • Make use of props and materials when role playing characters in narratives and stories.



Progression within the areas of Art throughout the EYFS stage

	0-3 years	3 - 4 years	Reception	At the end of reception
<u>Drawing</u>	<ul style="list-style-type: none"> To draw a line using a pencil 	<ul style="list-style-type: none"> To draw an enclosed object with a pencil - such as a circle or a face 	<ul style="list-style-type: none"> To draw something recognisable - such as a car, balloon or face 	<ul style="list-style-type: none"> To draw a picture and add detail such as... Texture by adding lines or dots Shading by using different pencil tones
<u>Painting</u>	<ul style="list-style-type: none"> To hold a paint brush the correct way around and create a line 	<ul style="list-style-type: none"> To use more than one colour in their paintings and create enclosed objects 	<ul style="list-style-type: none"> To paint something recognisable 	<ul style="list-style-type: none"> To use a range of different size brushes and to be able to mix their own paint to... Create secondary colours from primary colours Create different shades of the same colour
<u>3D</u>	<ul style="list-style-type: none"> Create models out of toys and objects around the room 	<ul style="list-style-type: none"> Use loose parts to create sculptures and pictures 	<ul style="list-style-type: none"> To be able to combine two resources together 	<ul style="list-style-type: none"> To be able to create a free standing sculpture
<u>Print making</u>	<ul style="list-style-type: none"> To use stampers such as potato prints to make patterned pictures 	<ul style="list-style-type: none"> To use printers with intent 	<ul style="list-style-type: none"> To use items from around the environment to make a pattern - such as wax rubbings or junk items as stampers 	<ul style="list-style-type: none"> To be able to create their own way of making patterns through print making
<u>Texture, colour, pattern and line</u>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To create a picture that incorporates texture, colour, patterns and line.



Art

Relevant Early Learning Goals	Year 1 National Curriculum Objective
<p>Expressive Arts and Design: Creating with Materials</p> <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. <p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none">• Begin to show accuracy and care when drawing.	<ul style="list-style-type: none">• To use a range of materials creatively to design and make products.• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.



Design and Technology

Relevant Early Learning Goals	Year 1 National Curriculum Objective
<p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet. • Understand where food comes from.