

# Learning in EYFS: Art

This document demonstrates which statements from the Development Matters are prerequisite skills for Art within the national curriculum.

The most relevant statements, from the EYFS Development Matters, for Art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

In early years at Brentnall, we recognise that children need to be exposed to a wide range of higher-level vocabulary. Therefore, throughout their time in early years, we ensure children have had some specific teaching and learning experiences, through rich vocabulary, that are linked with foundation subjects. This forms only part of a wide range of vocabulary, topics and experiences, following the children's interests. The learning across all the seven areas in early years supports the children's holistic development, ready for the transition to the KS1 curriculum.

Art		
<b>Three and Four-Year-Olds</b>	<i>Physical Development</i>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
	<i>Expressive Arts and Design</i>	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
<b>Reception</b>	<i>Physical Development</i>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>

	<i>Expressive Arts and Design</i>	<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>
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<b>ELG</b>	<i>Physical Development</i>	<i>Fine Motor Skills</i>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	<i>Expressive Arts and Design</i>	<i>Creating with Materials</i>	<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> </ul>

### **Specific Teaching and Vocabulary in Early Years**

- Children encouraged to plan beforehand and to be independent when using tools.
- Staff model the use of different materials for purpose and children encouraged to use this skill.
- The use of questioning is maximised to support children when thinking about purpose. "I wonder..." statements from adults also support this.
- Children taught to use scissors in an appropriate and safe manner, including the difference between right-handed and left-handed scissors.
- Through stories and Power of Reading schemes, children are taught that illustrators of books draw/design in different ways.

#### Vocabulary

design      rough  
 materials    smooth  
 tool          hard  
 join          soft  
 stick         bumpy  
 plastic       illustrator  
 wood  
 paper  
 cardboard  
 mix  
 resources  
 paint  
 draw

