



Art in EYFS

In the Foundation Stage children will be taught Art through the Specific Area, **Expressive Arts and Design**. Children will be provided with a variety of materials and Foundation Stage resources to stimulate their curiosity. Children will explore and research ideas, imitate, experiment and develop their own ideas. Staff will introduce appropriate vocabulary to help the children to talk about what they have produced, what they like and how they can make it better. Topics covered include colours (mixing, expression); marks (shapes, lines, patterns); texture and media (smooth, rough, shiny; paint, chalk, crayon). Children begin to learn about the ways in which paintings and drawings can capture feelings.

Art is taught through the Specific Area, **Expressive Arts and Design**, and is made up of 2 aspects, **Creating with Materials** and **Being Imaginative**.

Below are the Development Matters statements for the Specific Areas of the EYFS curriculum, **Creating with Materials** and **Being Imaginative**. Please note, the statements and ELGs are not the EYFS curriculum. Through carefully planned activities, chosen by staff, activities based around the interests of the children and children working and exploring independently they will develop their artistic skills.

3-4 Years

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- 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
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.



Reception

- 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.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goal

Creating with Materials

- 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.

Being Imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and song
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



EYFS ART

<p>Autumn 1 Only One you / I wanna be like you... Text : Only One You Linda Kranz Elmer David McKee Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Drawing ourselves and families• Making Elmer• Drawing and painting Elmer• Mixing Colours	<p>Autumn 2 What do we Celebrate? Text : Bonfire Night Katie Dicker Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Jackson Pollock Divali Firework pictures• Weaving Catherine Wheel• Christmas cards• Calendars- poppy paintings
<p>Spring 1 Can you Catch a Star? Text : How to Catch a Star Oliver Jeffers Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Vincent Van Gough Starry Night sketches, watercolours and paintings	<p>Spring 2 Superheroes Text : Super Daisy Kes Gray & Nick Sharratt Supertato Sue Hendra Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Superheroes flying across a silhouette skyline, warm or cool colours• Mother's Day Cards• Easter cards
<p>Summer 1 Castles, Dragons and Knights Text: Jack and the Beanstalk Nick Sharratt Little Red Bethan Woollvin Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Printing castles• Design a shield, draw, paint individual shields• Father's Day cards• Making junk castles at home	<p>Summer 2 Out and About Text: Superworm Julia Donaldson & Axel Scheffler Aaaarrgghh, Spider! Lydia Monks Mad About Minibeasts! Giles Andreae & David Wojtowycz Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Sketch near canal• Draw, paint, make minibeast sculptures• Talk about processes, likes, dislikes, improvements



Waverton Primary School
Learning Together – Achieving Together

Coverage across the year:

This may vary depending on the cohort.

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2

<p>Autumn 1</p> <p>3-4 Years</p> <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 • Respond to what they have heard, expressing their thoughts and feelings. • 	<p>Autumn 2</p> <p>Reception</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. • Listen attentively, move to and talk about music, expressing their
<p>Spring 1</p> <p>ELG</p> <p>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. • 	<p>Spring 2</p> <p>ELG</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. <p>Being Imaginative</p> <ul style="list-style-type: none"> •
<p>Summer 1</p> <p>ELG</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • 	<p>Summer 2</p> <p>ELG</p> <p>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. • Make use of props and materials when role playing characters in narratives and stories. •