



# EYFS Curriculum Progression

## *Expressive Arts & Design – Art*



### **Intent:**

In Early Years we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Teaching in the Early Years Foundation Stage is underpinned by the Characteristics of Effective Learning.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils explore and use a variety of media and materials readily within the environment. We call this our 'continuous provision'. Staff also meet weekly to plan the learning environment carefully to enable children to apply and extend their understanding in a wide variety of meaningful contexts. We call this our 'enhanced provision'. A combination of child initiated and adult directed activities give pupils the opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

<b><u>Implementation:</u></b>	<b>Learning experiences</b>	<b>Key vocabulary &amp; what children need to know</b>	<b>Development Matters in the EYFS</b>
<p><b>Nursery 2 year old Provision</b></p>	<p><b>Drawing &amp; Painting:</b> Introduce tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Using hands and feet to mark make/paint</p> <p>Notice patterns with a strong contrast and start to make intentional marks – sometimes giving meaning to them.</p> <p><b>Printing:</b> Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc. Explore paint using my fingers and hands.</p> <p>Explore the marks made by rolling objects in paint such as marbles and small world cars.</p> <p><b>3D experiences:</b> plasticine, play dough, clay, adult supervised tearing, folding and gluing Explore dough squeezing, patting, stretching and rolling it. Make simple models that express ideas using construction toys.</p>	<p>Colour names, paint, brush, vocab for texture: rough, smooth, mix, water, mark,</p>	<p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p>

	<p><b>Collage:</b> various resources for collage, textured papers, scrap paper etc and use different senses to explore the texture.</p>		
<p><b>Preschool</b></p>	<p><b>Drawing &amp; Painting:</b> Introduce tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Mixing primary colours.</p> <p>Using hands and feet to mark make/paint</p> <p><b>Printing :</b>Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc. Making patterns</p> <p><b>3D experiences:</b> plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and gluing.</p> <p><b>Collage:</b> various resources for collage, textured papers, scrap paper etc. Using made and natural materials: leaves etc. Using different types of glue, PVA, glue sticks, flour &amp; water mix</p> <p>Collaboration on large scale collages</p>	<p>Colour names, vocab for texture: rough, smooth, mix, water, glue, cut, stick, collage, paint, idea emotions, line, build, made, shapes.</p>	<p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Realises tools can be used for a purpose</p>

	Revisit and refine skills e.g. cutting, sticking, mixing colours		<p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Explore colour and colour-mixing</p>
<b>Reception</b>	<p><b>Drawing &amp; Painting:</b> Introduce tools for mark making inside and outside of the setting and on a large scale and small scale, felt pens, crayons, chalks, paint brushes with paint and water.</p> <p>AL- Observational drawing.</p>	<p>Colour names, vocab for texture: rough, smooth, mix, water, glue, cut, stick, collage, paint, thick, thin, wet, dry, pattern, repeat, hard, soft, light, dark, model, painting, artist, sculpture, sculptor, portrait,</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>

	<p>Use thick and thin brushes including small implements: cotton buds and finger tips.</p> <p>Name the primary colours and explore how to mix colours to create new colours.</p> <p>Refine drawing skills so that they can represent objects with increasing skill.</p> <p>Explore drawing on different surfaces and on different types of paper.</p> <p><b>Printing:</b> Printing with blocks, cut vegetables or natural objects: leaves, cones etc. Making repeating patterns including colour patterns</p> <p>Opportunities to choose and mix colours independently</p> <p>Take rubbings from objects such as leaves.</p> <p>Refine printing skills to create works that show greater control.</p> <p><b>3D experiences (Sculpture):</b> plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and</p>	<p>self-portrait, landscape, artist</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p><b>Early Learning Goal:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
--	--	---	---

	<p>gluing. Papier Mache-small /large scale models</p> <p><b>Tool work (Busy Bench):</b> Saw, hammer,</p> <p>Create different textures in dough/clay.</p> <p>Refine ability to create forms using dough or clay – representing objects with increasing skill.</p> <p>Exploring with a wide range of ‘junk modelling’ and natural materials, making simple forms.</p> <p>Apply simple decorations to a sculpture.</p> <p><b>Collage &amp; Textiles:</b> various resources for collage, textured papers, scrap paper etc. Using made and natural materials: leaves etc.</p> <p>Collaboration on large scale collages.</p> <p>Weaving materials.</p> <p>Thread to create a representation of an object (e.g. a caterpillar)</p> <p>Refine ability to create collages with increasing skill.</p> <p>Introduce the work of <b>artists:</b> <b>Jackson Pollock, Archimboldi, Kandinski, Yayoi Kusama</b></p>		
--	---	--	--

	<p>Form ideas and use various media based on the work of <b>artists</b></p> <p>Revisit and refine skills e.g. cutting, sticking, mixing colours</p>		
--	---	--	--