

## ART IN EYFS

In EYFS, Art forms part of Expressive Arts & Design ELG: Creating with Materials. Relevant statements for Art are also found in Communication and Language ELG: Speaking, Personal, Social and Emotional Development ELGs: Managing Self, Building Relationships. Physical Development ELG: Fine Motor Skills. Understanding the World ELG: The Natural World.

Children use the Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically.

Development Matters	Early Learning Goal – End of Reception	What does this look like in Early Years?	By the end of Reception, I can....
<b>Expressive Arts and Design</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>Expressive Arts and Design: Creating with Materials</b> <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> <b>Communication and Language: Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> <b>PSED: Managing Self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</li> </ul> <b>PSED: Building Relationships</b> <ul style="list-style-type: none"> <li>Work cooperatively and take turns with others.</li> </ul> <b>Physical Development: Fine Motor</b> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul> <b>UTW: The Natural World</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>A range of art tools and resources in both the indoor and outdoor classrooms that the children can access with an adult and independently.</li> <li>Exploring colour mixing with a variety of different paints.</li> <li>Use different media, chalk, wax crayons, felt tip pens, pencils, brushes, rollers, pastels, oils.</li> <li>Develop mark making – lines, dots, circles.</li> <li>Exploring famous artists.</li> </ul> <b>Art through our topics:</b> <ul style="list-style-type: none"> <li>Self-portraits and observational drawings.</li> <li>Paintings and collages.</li> <li>Themed artwork for celebrations and festivals.</li> <li>Craft activities for topics including cutting, folding, book making.</li> <li>Outdoor art including natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Mix 2 colours together to make another colour.</li> <li>Begin to develop observational skills</li> <li>Add white to make a colour lighter or black to make it darker.</li> <li>Use tools including brushes with care and precision.</li> <li>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</li> <li>Talk about my own work and that of my peers.</li> <li>Add detail to my artwork.</li> <li>Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'</li> <li>Talk about a famous artist.</li> </ul>

**Vocabulary:** paint, colour, mix, light, dark, shades, tones, blend, portrait, landscape, collage, material, pens, pencils, brushes, artist, observational, natural.