

This draws upon guidance from Development Matters (2021) – specifically the ‘Expressive Arts and Design’ area of learning.

How we achieve ‘high quality art’ outcomes for our EYFS children:

Teacher led inputs

- These include teacher led sessions in either whole class, small group or individual sessions. Including demonstrating, watching videos, discussing pictures or pieces of art or modelling the use of tools – all can also be as extras within main teaching sessions.
- Whole class/group/individual sessions include teacher led modelling, encouragement of exploration, videos, photographs, real art and/or PowerPoints/IWB slides as a stimulus.
- Children will learn colours, names of tools, names of media and have the opportunity to practice and apply them in their learning through the subsequent tasks set by the teacher or provision.
- Many activities are matched to topic or child’s interests e.g. making animal paintings when learning about animals or creating a mood on an empty face when learning about celebrations etc.

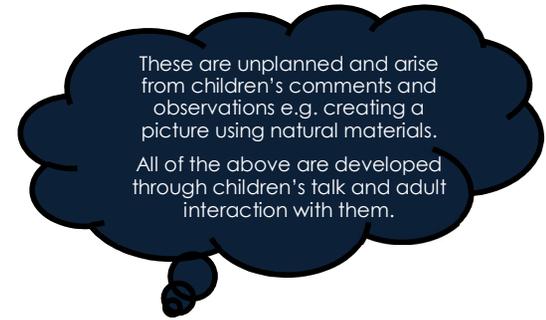
Enhanced Provision

The creative area, mark making areas and changing provision areas are always resourced and children have free access to the equipment in them, which encourages the children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations and also extends their learning – allowing them the chance to teach their peers.

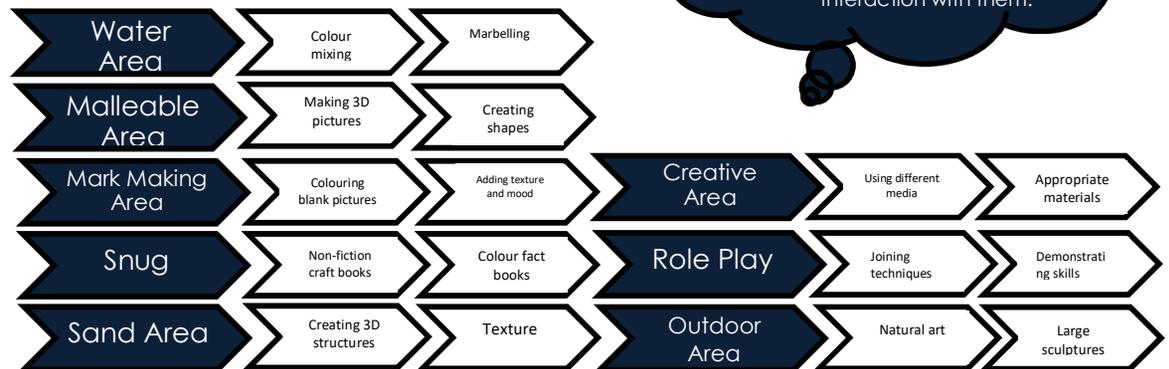
Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged (e.g. paint, mosaic pieces, chalk, pastels etc.). These are linked to topic, or are child led based on the children’s interests.

Evidence of the children using enhanced provision in their own way can be found in the children’s ‘Learning Journeys’.

Spontaneous Opportunities



Continuous provision (indoor and outdoor) examples



Powerful Knowledge		
3-4 years	Reception	ELG
<ul style="list-style-type: none"> - Explore different materials freely, 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. 	<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. 	<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.

Characteristics of Effective Teaching and Learning:
 Children in EYFS develop their ‘Characteristics of Effective Teaching and Learning’ through their independent learning and adult guided activities.

The characteristics which show subject specific skills and are documented through observations and photographs in work books and learning journeys.

The following can be seen as complementing future Art learning:

- Realise that their actions have an effect on the world, so they want to keep on repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Make independent choices.
- Bring their own interest and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Show goal-directed behaviour.
- Sort materials.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.