

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:

## Our Curriculum

- Whilst there are no specific topics dedicated to art, we ensure that it runs through everything that we do.
- During topic lessons, we respond to ‘what’s in the news’ and develop cutting techniques (scissors) and paint brush stroke understanding (using powder and poster paints). In addition to this, during ‘Ourselves’, the children draw portraits, learning how faces evoke emotion.
- Our staff ensure that the control of cutlery is encouraged by working closely with our children at lunchtimes.
- Our pupils are encouraged to show care when drawing and this is assessed as part of the assessed write process.
- We develop the fine motor muscle groups through: play dough, the pairing of water and sand and the use of rubber grips and hugging pencils in response to grip issues identified from day 1. Furthermore, we ensure that the children are using the correct posture when completing early writing and drawing tasks.
- At the end of each day, the children are given time to share their creations and this independent work is documented in their learning journeys.
- We develop the gross motor skills of our pupils by utilising larger paint brushes, chalk and water in our outdoor provision.
- During maths sessions, we print 2D shapes with vegetables and create junk models to meet specifications.
- During RE, the children learn about traditional dress (Diwali and Eid) and how this communicates meaning and feeling.
- During music, the children explore how different sounds create different feelings or movements.

## 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’.

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

## Characteristics of Effective Teaching and Learning:

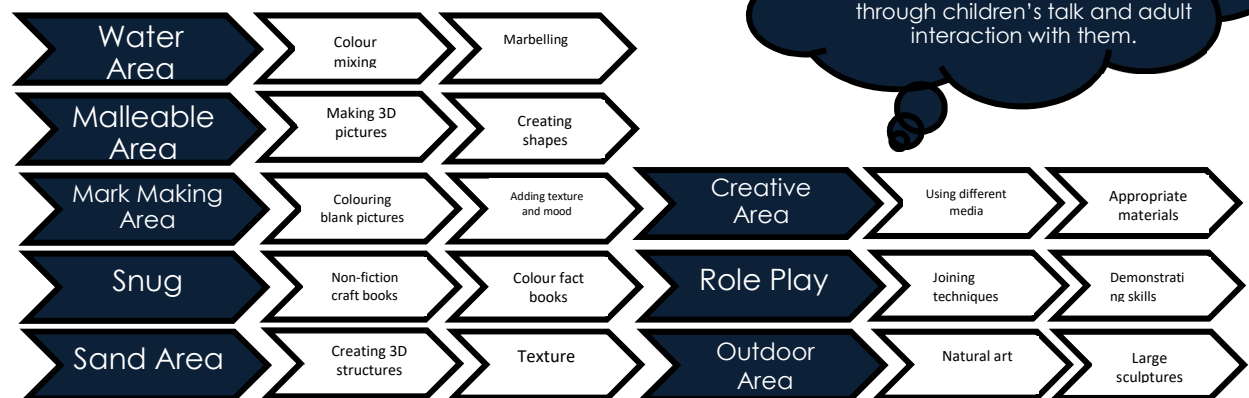
Children in EYFS develop their ‘Characteristics of Effective Teaching and Learning’ through their independent learning and adult guided activities.

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.

## Continuous provision (indoor and outdoor) examples



## Spontaneous Opportunities

These are unplanned and arise from children’s comments and observations e.g. creating a picture using natural materials.

All of the above are developed through children’s talk and adult interaction with them.