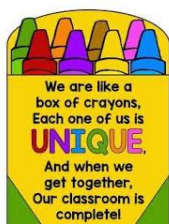




Baslow St. Anne's C of E Primary School

Life in all its fullness .. growing healthy minds and hearts together

Kindness - Respect - Diversity



Art in Early Years Foundation Stage at Baslow St Anne's CofE Primary School



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for Physical Development:

‘Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.’

The EYFS Statutory Framework says for Expressive Arts and Design:

‘The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.’

This document outlines which statements from the Birth to 5 matters age ranges three to four year olds and Reception and the Early Learning Goals in the EYFS statutory framework are prerequisite skills for Art within the national curriculum.

The most relevant statements for Art are taken from the following area of learning:

- Physical Development
- Expressive Arts and Design

Age Range	
3 – 4 Year olds	<u>Physical Development</u> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.

	Use a comfortable grip with good control when holding pens and pencils.. <u>Expressive Arts and Design</u> 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.
Reception (4 – 5 year olds)	<u>Physical Development</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body strength, balance, coordination and agility <u>Expressive Arts and Design</u> 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.
End of Reception Early Learning Goals (ELG)	<u>Physical Development :- Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <u>Expressive Arts and Design :- Creating with materials</u> 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.

EYFS Yearly Topic Cycle (subject to change with differing intake and interests)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Drawing: Marvellous marks Portraits/ dino picture/ paint splatter	Seasonal Crafts: Dinosaur model/ Diwali lamp/ giant poppy/ swindow leaf pictures	Painting and mixed media: Paint my world Watercolour plants	Seasonal Crafts: Holi / St David's Day/ 3D daffodil	Sculpture and 3D: Creation station Outdoor art	Craft and design: Let's get crafty Large paintings / chalk outdoors

Key vocabulary in EYFS for Art :-

Drawing	Painting	Sculpture	Collage	Textiles	Printing	Line	Shape/form	Colour	Texture	Pattern
Finger, stick, chalk, pastel, felt tip, chalk, pencil, charcoal	Sponge, brush, hand, stick, roller, stamp	Clay, plasticine, dough, explore, roll, cut, join, squeeze, press, stick, glue, rolling pin, tape	Cut, rip, tear, arrange, stick, paper, tissue, foil, card, natural materials, fabric, pasta/rice	Wool, thread, join, fabric, decorate, weave, felt	Press, rub	Line, thin, wavy, straight, zigzag	Shape, circle, square, triangle, rectangle, long, short, round, straight	Colour names, dark, light, mix	Hard, soft, bumpy, smooth, shiny, wet, dry	repeat