What Does Art and Design Look Like in the Early Years in St. Mary's C.P. School?

The revised EYFS still has seven areas of learning, rather than the individual subjects used within the National Curriculum. At St. Mary's C.P. School the statutory framework is supported by the document 'Development Matters'. The most relevant statements for Art are taken from the Physical Development and 'Expressive Arts and Design' strands. The table below shows where learning in early years links to the NC programme of study in Art and Design. Whilst there are not links in each age range, these statements are just basic bones upon which we build our full curriculum.

Development Matters	
Birth to Three – Babies and young toddlers will be learning	<u>Expressive Arts and Design</u> • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.
3- and 4-year olds will be learning to:	<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.

Children in reception will be learning to:	Physical Development • 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. Expressive Arts and Design • 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.
Early Learning Goal – Past and Present Children at the expected level of development will: Physical Development – Fine Motor Skills • 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. Expressive Arts and Design – Creating with Materials • 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.	

What Art and Design Looks Like in the Early Years, including Indoor and Outdoor Provision

What you might see children doing	What you might see staff doing
• Exploring fine motor skills activities through continuous provisions. • Practising fine motor skills through Dough Disco. • Using a tripod grip to practise handwriting. • Using a range of different materials. • Using a range of art-based vocabulary in their speech when in continuous provision/creating. • Completing a self-portrait. • Making a pet collage. • Junk modelling moon buggies and space rockets.	• Teaching and modelling appropriate vocabulary. • Encouraging correct application of fine motor skills – intervening when needed. • Providing opportunities to explore the local area and talk about art that they may have seen before. • Providing opportunities for creative areas in class. • Scaffolding conversations to recall prior learning. • Introducing children to new Medias and artistic techniques.

• Using continuous provision to practise new skills learnt and express themselves. • Creating a range of RE based Art activities to link to current topics such as: • Holy Spirit Kites • Flowers for Mary	• Stimulating curiosity through providing interesting themes. • Considering prior learning when planning opportunities. • Considering children's interests. • Showing interest in the children as individuals.