

EYFS Curriculum links
Art

EYFS Development Matters Statement (2021)	How we might support this in EYFS	What this might look like in school
Expressive Art and Design		
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	Stimulate babies' and toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.	• Messy play e.g. cornflour, jelly, slime • Drawing pattern in the mud with sticks • Painting the walls with water and paintbrushes • Children being able to put their hands and their feet in paint • Using drawing programmes on an iPad • Adults and children using the colour names
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	Stimulate young children's interest in modelling. Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered. Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them	• Modelling with blocks • Modelling with clay • Modelling with wood • Modelling with clay • Modelling with play dough • Children being able to access tools to aid their modelling • Children being able to access materials to join their models
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.	Offer opportunities to explore scale. Listen and understand what children want to create before offering suggestions. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.	• Drawing on long strips of wallpaper • Drawing on paper taped underneath a table • Child size boxes to use for construction and creation • Range of different surfaces being used to mark make on • Visits from artists • Children looking and talking about the work of an artist

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		Children have access to glue, tape, junk modelling, boxes, paper clips and fasteners etc.
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. Show different emotions in their drawings – happiness, sadness, fear, etc.	Help children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.	- Adults drawing and model making alongside children - Adults and children talking about their creations and models. - Adults questioning children about how they could improve their work or how they have made the colours they have used when colour mixing - Children looking at and discussing the work of an artist
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.	Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their	- Independent colour mixing - Planned activities for independent as well as collaborative artwork - Access to a wide range of art materials and resources including natural resources - Adults and children discussing problems they face and how they may be resolved - Work and activities left out for a prolonged period of time for children to return to

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	aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists.	• Explicit teaching of joining materials • Visit to a gallery or a gallery set up in the classroom
EYFS 2021 Early Learning Goal (Statutory) Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role-playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		• All of the above will contribute to children achieving the Expected standard at the end of the foundation stage in Expressive Art and Design