Art in EYFS at Lane End Primary School

EYFS links to the whole school Art curriculum

The EYFS is it's own distinct key stage and has it's own curriculum, tailored to meet the needs, interests and fascinations of our youngest learners at Lane End Primary School. The aims of the curriculum are to foster the development and progress of our children, in line with the guiding principles of the Early Years Foundation stage, in readiness for the next curriculum stage. Consideration has been made of the key

knowledge and skills that our children will develop within their art curriculum in both Nursery and Reception. To ensure that our children are ready to access National Curriculum content in Year 1, links are made between the EYFS areas of learning and National curriculum subjects, so the whole school curriculum is progressive from the very start that pupils join our school.

Our EYFS curriculum has been built to reflect the context of the school, pupils and community in which we live. Although key skills and knowledge are planned for throughout the year; activities and experiences are also fluid, and responsive, based upon children's needs, interests and fascinations.

Art is encompassed within the Expressive Arts and Design area of learning, as set out in the Early Years Foundation Stage.

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.

Taken from the Statutory framework for the Early Years Foundation Stage.

As well as planned experiences to develop knowledge, skills and vocabulary, a wide range of stories and books are planned into our curriculum from the Lane End Diet of reading to support and enhance the understanding of artistic concepts and vocabulary.

Key Knowledge links within the Planned Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>New Beginnings</u> Explore and name different materials and tools on offer in Nursery provision Representing themselves	<u>Celebrations</u> Colour – naming	<u>Winter</u> Representing themselves	<u>New Life</u> Form – representing baby animals	<u>Bugs</u> Jackson Pollock and recreate	<u>The wider world</u> Representing themselves
Reception	<u>All about me/ Autumn</u> Observational drawings of ourselves	<u>People who help us</u> Colour mixing – primary and secondary colour	<u>Winter</u> Shade and tone – mixing colour and naming (linked to valentines day)	<u>Spring/Growth Traditional tales</u> Observational drawings of ourselves- reflecting on progress on form	<u>Minibeast</u> Henri Matisse and recreate his artwork Observational drawings of minibeasts	<u>Holidays/ Transport</u> Observational drawings of ourselves- reflecting on progress on form
	Ongoing links with the process aspect of designing, art process and reflection are exploited in the review sessions of the day					
Talking like a artist in the EYFS	Creation, media, materials, design, reflective, explore, explain					

Note – ongoing opportunities to make links to artistic knowledge are exploited as they arise within children's interests and fascinations.

Art	Key Skills Links to: Development matters 2021 (the non statutory supporting guidance for the EYFS Statutory Framework 2021), Early Learning Goal
	Expressive Arts and Design
Birth to 3	Notice patterns with strong contrast and be attracted to patterns resembling the human face Start to make marks intentionally Explore paint, using fingers and other parts of their bodies as well as brush and other tools Express ideas and feelings through making marks, and sometimes giving 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	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 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 drawings to represent ideas like movements or loud noises Show different emotions in their drawings or paintings, like happiness, sadness, fear etc Explore colour and colour mixing
Children in reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources and skills

Creating with materials ELG (A point in time assessment)	Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories

How do we provide a foundation of art skills and knowledge in Lane End EYFS ?

- Teaching drawing with increasing complexity and control
- Explore colour and colour mixing – can name primary and secondary colours
- Return to and build on their previous learning, refining their ideas and developing their ability to represent them
- Create closed shapes with continuous lines and begin to use these to represent objects
- Daily discussions about the process that children have undertaken to complete an artistic piece
- Time within provision to support and value children's artistic endeavours
- Daily access to a range of media and materials eg. Different types of paper, varying thickness of pencils and paintbrushes, access to pastels, different paints,
- Children are taught different techniques such as drawing, painting, printing, collage which they can then practise independently.
- Children learn about the artist Jackson Pollock and recreate his techniques
- Children learn about the artist Henri Matisse and recreate his techniques
- Engage in large scale art work, collaborating with others

Other art knowledge and skills are built upon, 'in the moment' following children's interests and fascination within their chosen play.

What might this look like within the Early Years at Lane End?

- Well stocked creative areas, with open ended resources to allow children to be expressive
- Skills progressive resources such as thick and thin pencils, scissors for different stages of cutting to support all children to access and succeed within their chosen skill
- Review time daily for children to discuss their creations and the process involved, including how to refine this
- Observational drawings of themselves, minibeast with increasing control and complexity
- Imaginative drawings created from memory or experience
- Art work based on key texts exploring different media, rehearsing and building on key skills and knowledge
- Use of different media to represent the past and present
- Use of colour to portray emotions and feelings in their artwork
- Different materials available as a base of drawing- eg different sized paper in different thicknesses, wallpaper, different coloured paper
- Design of buildings and constructions on plan paper
- Use of the vertical surface , whiteboards to draw on and ladders to support writing on the vertical
- Providing artistic spaces to draw and express on different levels – eg under the table, on the floor
- Large scale and small scale art work promoted and discussed
- Different stimulus based on theme
- Artwork celebrated
- A variety of tools used to apply paint – sponges, sticks, nature brushes,
- Malleable materials readily available – saltdough, playdough, clay, sand and associated skills taught alongside
- Weaving willow outside or with large ribbons to create collaborative art
- Decorating fabric using different implements – eg fabric pens and buttons