

What does Art look like in EYFS?

- Art is part of the Expressive Art and Design area of learning in EYFS.

- The Early Learning Goal for Expressive Art and Design at the end of Reception is:
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.

- In order to ensure key skills and opportunities are planned for, we have broken Expressive Art and Design into different skills within our skills and knowledge map. We know that many of our children join us in Reception with limited experiences of being creative and often lack basic skills in order to draw and explore shape and form. Our 'On Entry' expectations reflect this, however rapid skill progression allows children to leave Reception ready for the Year 1 National Curriculum expectations.

EXPRESSIVE ART AND DESIGN				
Creating with Materials				
	On Entry	Autumn	Spring	Summer
I can identify and explore colours.	I can identify colours.	I can use appropriate colours for given tasks. I can explore colour mixing with some support.	I can experiment with colour mixing. I can identify primary colours.	I know that I can mix primary colours to make secondary colours. I can suggest ways to make secondary colours. <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</i>

				<p><i>texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>
I can paint.	I know what paint feels like.	I can use different tools to paint including my hands.	<p>I can handle painting equipment with control to complete a task.</p> <p>I can express myself with paint, choosing colours and styles of painting for different purposes.</p>	I enjoy painting and I can use paint to express my own feelings and ideas.
I can print.	I can use a given object to print using paint or ink pad.	I can print using a range of objects.	I can use printing with a range of objects to create patterns and pictures.	I can create my own pictures by printing using a range of apparatus including my own creations (combining shapes)
I can create using malleable materials.	I enjoy playing with playdough.	I can choose appropriate tools to roll, mould and cut playdough.	I can use my knowledge of shape and form to create recognisable figures using playdough and clay..	I can use a range of moulding, cutting and rolling techniques to create with different malleable materials.
I can draw	<p>I give meaning to the marks I make.</p> <p>I can make large circular and linear marks.</p>	<p>I can make recognisable attempts at drawing familiar objects and people.</p> <p>My drawings contain some key features (eyes, smile, windows, door...)</p>	My drawings are more controlled with greater emphasis to detail.	<p>I can think of my own ideas for drawing.</p> <p>My drawings can be interpreted by an adult.</p>
I can construct	I enjoy making simple structures such as towers using construction materials (including junk modelling)	<p>I can explore which shapes stack and roll.</p> <p>I am beginning to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>	<p>I can identify and describe which shapes stack and roll.</p> <p>I can create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the</p>

	I can join different materials and explore different textures.			process they have used.
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- Throughout our termly topics, art objectives are planned for. These are modelled by staff within the classroom with key skills taught explicitly within the creative areas.
- Children also have access to creative resources in both classrooms and the outdoor area at all times to allow for creativity and imagination. These include a range of materials to use for collage, drawing, cutting and constructing (using small parts and junk modelling as well as malleable materials). Primary coloured paints are also available to children in self-serve containers, encouraging independence and experimentation with colour mixing.