

Learning in EYFS:

What Art Subject Leaders Need to Know

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

ART			
Nursery Three and Four-Year- Olds	Physical Development	<ul style="list-style-type: none"> • 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. 	<p>Continuous provision – threading, tweezers, scissors, outdoor area climbing equipment, multi height surfaces to build/write at, playdough, twiddle table, threading, tweezers, pegs, pencil grips, mini clipboards, large paint brushes, finger painting, ribbons, musical instruments, water equipment pouring and play, cutlery.</p> <p>Focused tasks – dough disco, Jump Start Johnny, dancing, Writedance, cooking</p> <p>Vocabulary – make, roll, ball, squeeze, hold, safe, cut, line, straight, curve, push, press.</p>
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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. 	<p>Continuous provision – Making table, pens and pencils, crayons, chalk, playdough, construction materials, junk modelling, painting easel, large scale mark making in the outdoors, group play, sand, wooden blocks + various construction, Duplo.</p> <p>Focused tasks – Topic related artwork e.g. animal masks Dear Zoo, seasonal + celebration related activities paper lanterns, Christmas crafts. Forest School crafts and clay.</p> <p>Vocabulary – pencil, line, careful, make, create, paint, look carefully, big, small, 2D shape names, colour names.</p>

		<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 	
Reception	Physical Development	<ul style="list-style-type: none"> • 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. 	<p>Continuous provision – threading, tweezers, scissors, outdoor area climbing equipment, multi height surfaces to build/write at, playdough.</p> <p>Focused tasks – PE lessons, use of equipment, handwriting sessions</p> <p>Vocabulary – make, roll, “wing in”/thumb to the sky (scissor control), cut, safety, strength.</p>
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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. 	<p>Continuous provision – Making table, pens and pencils, crayons, chalk, playdough, construction materials, junk modelling, painting easel, large scale mark making in the outdoors, group play.</p> <p>Focused tasks – Christmas cards, observational daffodil drawing/painting, guided drawing, pattern making – maths and linked to stories, fairy-tale craft. Forest School crafts including peg dollies, clay faces.</p> <p>Vocabulary – pencil, line, curve, straight, shading, colour, create, experiment, paint, observe, drawing, paint.</p>
ELG	Physical Development – Fine Motor Skills	<ul style="list-style-type: none"> • 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. 	<p>Continuous provision – twiddle table, threading, tweezers, pegs, pin boards, hammer and nail, pencil grips, writing paper, post-its, notebooks, clipboards, scissors, holepunch, paint brushes, cutlery.</p> <p>Focused tasks – Dough Disco, letter formation practise, daily phonics, using a knife and fork for lunches, guided drawing sessions, children drawing own designs.</p> <p>Vocabulary – cut, hold, snip, paint, stroke, thick, thin, colour, curve, straight, clay, playdough, explore, model, tools and material names, words relating to size, height and texture. Pinch, stretch, roll, attach, mark making.</p>
	Expressive Arts and Design – Creating with	<ul style="list-style-type: none"> • 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 	<p>Continuous provision – construction, Lego, Duplo, blocks, multilink, junk modelling, paint, making table, playdough, chalk, crayon, pens, pencil, writing material.</p> <p>Focused tasks – learn about Jackson Pollock – splatter painting, follow Rob</p>

	Materials	used.	<p>Biddulph Guided drawing, Andy Goldsworthy – stacking natural materials, Arcimboldo – fruit faces.</p> <p>Vocabulary – create, experiment, texture, design, colour, paint, pattern, Mark making tools, sponges, different brushes, colour, texture, shape, 2D, observation, imagination, scale, size, colour names, colour mixing, light, dark, fine motor skills. Colour names, colour mixing, light, dark.</p>
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