

# EYFS Curriculum Links

## What does Art look like in Early Years?



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer

In EYFS, children are introduced to art through the 'Expressive Arts and Design' area of learning; specifically, the 'Creating with Materials' Early Learning Goal. By the end of Reception, Children who are at the expected level of development in the area 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.

Basic skills are introduced in both Nursery and Reception. Our youngest children begin to develop their understanding of art and design through the exploration of a variety of materials, experimenting with colour, design and form. This understanding is then built upon as they move through school through the development of drawing, printing, painting, mark making, collage and sculpture skills. These skills are revisited over time and are carefully planned for in the continuous/enhanced provision in both the indoor and outdoor environment. Children are introduced to a range of key artists and styles during their time in EYFS. The skills they learn prepare them for their transition into Year 1 where they complete a drawing unit and a painting unit where they further develop their drawing skills their understanding of mark making techniques – using a variety of different materials. In their painting unit, they will develop skills by exploring colour through mixing primary colours to create secondary colours; creating artwork inspired by Kandinsky and Delaunay. A language rich environment will support the children to think like an artist, they will be introduced to subject specific vocabulary to describe the processes they are using (cross hatching, scumbling etc...). Practitioners will encourage them to think about the artists' work they look at and the work they make through asking purposeful questions such as, 'What do you like/dislike about this work?' and 'What do you think would make it better?'