



EYFS Curriculum Subject – Art

National Curriculum Subject	Link to EYFS Curriculum	Where you might see your subject.
Art	<p>Expressive Arts and Design <u>ELG Creating with Materials</u></p> <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 used.• Make use of props and materials when role playing characters in narratives and stories. <p><u>ELG Being Imaginative and Expressive</u></p> <ul style="list-style-type: none">• 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.	<p>Art and DT is entwined across the Early Years curriculum.</p> <p>Taught:</p> <ul style="list-style-type: none">• To explore a variety of different materials, including collaging/colour mixing/paper/clay/ experimenting with colour, design and shape.• To explore a range of joining and constructing techniques.• To differentiate between colours and to represent their own ideas, thought and feelings through art and design.• Using tools appropriately and safely – scissors/paint brushes/pencils/construction equipment.• To orally plan an idea and consider tools, resources and method.• To create simple representations of events, people and objects, using art and construction.• To use what they have learned about media and materials in purposeful and original ways.• Evaluating skills – to purposefully evaluate their own work and others.• To explore different artists – where possible links to a local artist, national artist and a famous artist who work with a range of media. <p>Provision: The classroom provision includes a workshop area with continuous access to a range of media and materials including, junk modelling, a variety of paints, a variety of joining media, collage materials, different papers and mark making. Correct modelling for the simple rules of safety and how to effectively use the media is explained and a discussion about how the children would use the materials is encouraged, including the consideration for the most suitable resource for the purpose. Outside provision including blackboards to plan and draw their ideas, to enable children to create a design and enable them to evaluate the process and outcome.</p> <p>Skills:</p> <ul style="list-style-type: none">- Drawing - Explore simple mark making with a variety of materials using a variety of textured sized, coloured and shapes papers.- Draw from observation and experience.- Use colouring pencils to develop colouring skills.- Painting - Use and care for equipment correctly.



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- Using mark making skills effectively in different ways
- Work in a variety of different ways e.g. table and easel
- Use media, mixing and colour mixing.
- Printing, creating finger, hand and foot prints, vegetable prints,
- Create rubbings, using wax crayons.
- Create printed pictures using objects such as 3D
- Be safe in using materials and tools.
- Begin to develop and explore simple shape forming and modelling from observation and imagination.
- Mark making into surfaces e.g. Collaging - Cut and tear paper and card for their collages. - Scrunch paper to build an image.
- Gross and fine motor skills/ Scissor skills. Holding a pencil, paint brush appropriately. Using equipment effectively.

Vocabulary: Experiment names, Drawing, crayon, felt tip, line, pen, pencil, wax crayon, straight, shape names, portrait, colour names, mixing, dip, paintbrush, painting, sponge, print, printing, repeated patterns, rubbing, sponge 3D, 3D art, cardboard, playdough, junk model, modelling, cut, stick, tape, pull, push, on, below, next to, above, collage, cut, join, overlap, scrunch, tear.