

Art & Design ( EYFS EAD – EMM and BI )

	Learning experiences - implementation	Key vocabulary & what children need to know	Development Matters in the EYFS	Links to Year 1 Concepts
<p><b>Sunbeams (Nursery 2 year old Provision)</b></p> <p><b>2 - 3 year olds</b></p>	<p><b>Drawing &amp; Painting:</b> Introduce tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Using hands and feet to mark make/paint. Introduce colour names.</p> <p><b>Printing:</b> Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc.</p> <p><b>3D experiences:</b> plasticine, play dough, clay, adult supervised tearing, folding and gluing.</p> <p>Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures.</p> <p>Provide appropriate tools and joining methods for the materials offered.</p> <p>Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them.</p> <p><b>Collage:</b> various resources for collage, textured papers, scrap paper etc</p>	<p>Colour names, paint, brush, vocab for texture: rough, smooth, mix, water, mark,</p>	<p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p><b>Painting</b> Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints and black to colours to make tones.</p> <p><b>Sculpture</b> Use a combination of shapes Include lines and texture</p> <p><b>Printing</b> Use objects to create prints Press, roll, rub and stamp to make prints.</p> <p><b>Textiles</b> Join materials and create</p>

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<p><b>Sun (Preschool)</b></p> <p><b>3 to 4 year olds</b></p>	<p><b>Drawing &amp; Painting:</b> Introduce tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Mixing primary colours.</p> <p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.</p> <p>Using hands and feet to mark make/paint Staff taking time to be interested in their mark making/drawing. Providing different stimuli for the children to draw throughout the year.</p> <p><b>Printing :</b> Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc. Making patterns</p> <p><b>3D experiences:</b> plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and gluing.</p> <p><b>Collage:</b> various resources for collage, textured papers, scrap paper etc. Using made and natural materials: leaves etc.</p> <p>Using different types of glue, PVA, glue sticks, flour &amp; water mix</p> <p>Collaboration on large scale collages</p>	<p>Colour names, vocab for texture: rough, smooth, mix, water, glue, cut, stick, collage, paint, idea</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p>	<p>patterns</p> <p><b>Collage</b> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture</p> <p><b>Digital Media</b> Use a wide range of tools to create different textures, lines, tools, colours and shapes.  Describe the work of notable artists, artisans and designers.  Use some of the ideas of artists studied to create pieces.</p>
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	<p>Revisit and refine skills e.g. cutting, sticking, mixing colours</p>			
<p><b>Reception</b> <b>40-60+ months</b></p>	<p><b>Drawing &amp; Painting:</b> Introduce tools for mark making inside and outside of the setting and on a large scale and small scale, felt pens, crayons, chinks, paint brushes with paint and water.</p>	<p>Colour names, vocab for texture: rough, smooth, mix, water, glue, cut, stick, collage,</p>	<p><b>Age Range expectations throughout the year Development Matters</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	

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	<p>AL- Observational drawing. Drawing relating to stories or experiences.</p> <p>Mixing primary colours. Using thick and thin brushes including small implements: cotton buds and finger tips.</p> <p><b>Printing:</b> Printing with blocks, cut vegetables or natural objects: leaves, cones etc. Making repeating patterns including colour patterns</p> <p>Opportunities to choose colours independently</p> <p><b>3D experiences:</b> plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and gluing. papier mache-small /large scale models</p> <p><b>Collage &amp; Textiles:</b> various resources for collage, textured papers, scrap paper etc. Using made and natural materials: leaves etc. Collaboration on large scale collages. Weaving materials.</p> <p>Introduce the work of <b>artists</b></p> <p>Form ideas and use various media based on the work of <b>artists</b></p> <p>Revisit and refine skills e.g. cutting, sticking, mixing colours</p>	<p>paint, thick, thin, wet, dry, pattern, repeat, hard, soft, light, dark, model, painting, artist, sculpture, sculptor, portrait, self-portrait, landscape</p>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>At the end of the year Early Learning Goal:</b></p> <p><b>16. Creating with Materials ELG Children at the expected level of development will:</b></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 process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>17. Being Imaginative and Expressive ELG</b></p> <p><b>Children at the expected level of development will:</b></p>	
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			<p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
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