



<p><b>Maple Room</b> 2-3 year olds</p> <p><b>EYFS Curriculum Development Matters</b></p> <p><b>Expressive Arts and Design Art</b></p>	<p>Children have regular opportunities to engage artistically, enabling them to explore and play with a wide range of media and materials through the curiosity approach.</p> <p>Children will;</p> <ul style="list-style-type: none"> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> </ul>		
<p><b>EEXAT Developmental Milestones</b></p> <p><b>Expressive Arts and Design Art</b></p>	<p>By 18 Months (13-18 Months)</p> <ul style="list-style-type: none"> <li>• Uses hands or feet to explore marks made in paint or another material.</li> </ul>	<p>By 24 Months (19- 24 Months)</p> <ul style="list-style-type: none"> <li>• Actively explores, using all their senses, a wide range of media and materials. Starts to question, 'what's that' and express their emotional response.</li> </ul>	<p>By 30 Months (25- 30 Months)</p> <ul style="list-style-type: none"> <li>• Uses relevant vocabulary to support explorations in multi-sensory ways of textures, movement, feel and look of different media and materials.</li> </ul>

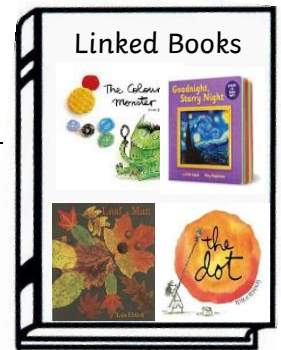
<p><b>Oak Room</b> 3 – 4 year olds</p> <p><b>EYFS Curriculum Development Matters</b></p> <p><b>Expressive Arts and Design Art</b></p>	<p>Children will;</p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
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<p><b>Oak Room Curriculum Coverage (Examples)</b></p> <p><b>Expressive Arts and Design Art</b></p>	<p>Faces outlines and resources to add on eyes and hair</p>	<p>Painting animals</p>	<p>Leaf rubbing to make a leaf man</p>	<p>Using apples cut in half to print.</p>	<p>Fruit printing</p>	<p>Painting meadow pictures</p>
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<p><b>Reception Early Learning Goals</b></p> <p><b>Expressive Arts and Design Art</b></p>	<p>Creating with materials children will;</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
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<p><b>Reception Curriculum Coverage Grid Autumn 1 Art</b></p>	<p>Create fireworks based on Jackson Pollock – splatter painting</p>	<p>Create a natural picture using pebbles and shells in the style of Andrew Goldsworthy.</p>	<p>Design a flag using real sticks and a variety of loose parts to create a pattern.</p>	<p>Explore moulding and loose parts to create a playdough model alien.</p>	<p>Explore the use of pastels on a black background to create a picture of planets.</p>	<p>Printing using different size and shaped potatoes to create penguins</p>
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## EYFS Vocabulary to Communicate Artistically

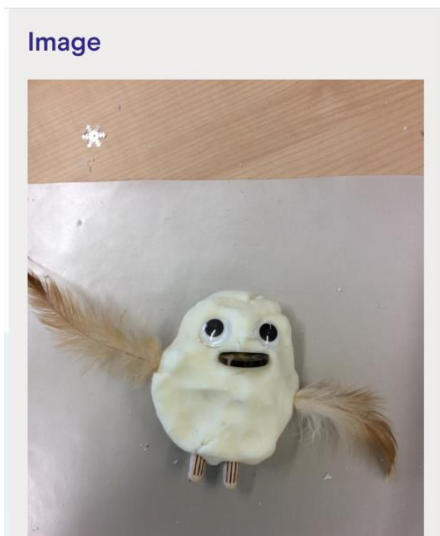


Evergreen Nursery	Reception
colour names colour mix paint draw dab light dark thick thin	colour primary secondary shade lighter darker print brush stroke pattern artist line shape detail model
EYFS Art Progression of Knowledge and Skills Overview	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Using gross motor movements to create large marks- continuous rotations, push/ pulls, vertical arcs</li> <li>Using lines to enclose shapes</li> <li>Begin to use enclosed shapes to represent people or objects</li> <li>Begin to include features such as circles for eyes, hair and limbs on pictures of figures</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>Explore paint using a wide variety of tools hands/cars/sponges/veg</li> <li>Explore different types of paint- powder paint, textured paint, scented paint, water colours, poster paint</li> <li>Exploring how colours can be changed and starting to use vocabulary such as light dark, colour names, change</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>Exploring a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures</li> <li>Begin to combine resources with different textures, colours and shapes</li> <li>Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>Handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo, Lego etc.</li> <li>Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching</li> <li>Begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure</li> </ul>
<b>Print</b>	<ul style="list-style-type: none"> <li>Become aware that objects leave marks e.g. hand printing, foot printing, sponges.</li> <li>Widen the variety of resources used for printing e.g. fruit</li> <li>Find different ways to print e.g. in clay, play dough, mud</li> </ul>

**EYFS Art Assessment**

**Early Excellence Assessment Tracker (EExAT)**

The assessment tool is based around a Birth-5years child development framework. The assessment picture for each child is based on practitioner knowledge gained predominantly from observations and interactions with the child. Practitioners consider what a child can do consistently and independently in a range of everyday situations and take account of evidence from a range of perspectives. Effective assessment takes place within responsible pedagogy which enables each child to demonstrate learning in the fullest sense. It takes place when children have the opportunity to demonstrate their understanding, development and learning behaviours in a range of contexts. Through their access to a rich learning environment, children are provided with the opportunities and conditions in which to demonstrate all aspects of their artistic development in both the indoor and outdoor learning environments.



**Observation Note**

Isaac has made a baby penguin with the white dough and loose parts. He studied a picture of penguins and thought about wings, eyes, beak and feet.

**Statements**

EAD > Creating with Materials 55 - 60 months



**Observation Note**

Arthur has created a night sky picture using the pastels. When asked to describe his picture he said "there's the sun and planet earth and the moon".

**Statements**

EAD > Creating with Materials 55 - 60 months

Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, and pinching.

Using lines to enclose shapes.



**Statements**

P&E > Curiosity 31 - 36 months

UTW > Past & Present 25 - 30 months

EAD > Creating with Materials 31 - 36 months

EAD > Being Imaginative & Expressive 31 - 36 months



**Observation Note**

Joey carefully created a train picture telling me 'there are two big wheels and two small wheels and lots of steam' Joey independently wrote his name without using his name card.

**Statements**

Literacy > Writing (i) 43 - 48 months

EAD > Creating with Materials 43 - 48 months

Explore different types of paint- powder paint, textured paint, scented paint, water colours, poster paint

Begin to use enclosed shapes to represent people or objects