

A. EYFS	Statements from Development Matters		Statements from the Early Learning Goals (EYFS Statutory Framework)		
	Physical Development Reception	<ul style="list-style-type: none"> ▪ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (CP – creative area) 	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. (CP – writing table inside and writing shed outside) ▪ Use a range of small tools, including scissors, paintbrushes and cutlery. (CP – creative area) ▪ Begin to show accuracy and care when drawing.
	Physical Development 3-4 years	<ul style="list-style-type: none"> • 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. • Show a preference for a dominant hand. 			<p>(CP – writing table inside and writing shed outside)</p>
	Expressive Arts and Design Reception	<ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to express their ideas and feelings. (CP – creative area) ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. (CP – creative area) ▪ Create collaboratively, sharing ideas, resources and skills. (CP – creative area) 	Expressive Arts and Design	Creating with Materials	<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. (CP – creative area) ▪ Share their creations, explaining the process they have used.
	Expressive Arts and Design 3-4 years	<ul style="list-style-type: none"> • 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. 			

Implementation

- Art taught throughout year.
- Summer term art is focus in Class 1
- Units are taught on a rolling programme.
- Regular flashbacks will help children to retrieve and remember their prior learning.
- Learn about an artist, designer, architect, or craft maker during each topic.
- Teachers will demonstrate the appropriate skills to the children.

EYFS

Drawing	<ul style="list-style-type: none"> ▪ Look at and describe what they have produced describing simple techniques. ▪ Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, chalk, pens and pencils. ▪ Investigate different lines: Straight, curved, wavy, dashed, and different patterns.
Painting	<ul style="list-style-type: none"> ▪ Enjoy using a variety of different tools including different size brushes, twigs, pipettes, sponges and fingers. ▪ Recognise and name primary colours. ▪ Explore and mix colours ▪ Explore working with paint on different surfaces and in different ways.
Printing	<ul style="list-style-type: none"> ▪ Print using everyday objects such as: Lego, sponges, plastic shapes to create a landscape. ▪ Use fruit and vegetables to print a repeat pattern. ▪ Each print is precise and clear. ▪ Create simple repeated patterns in art.
Sculpture	<ul style="list-style-type: none"> ▪ Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations from observation and imagination with hands, marbles, brushes, nature and finds. ▪ Cut shapes using simple tools such as tile cutters, clay tools, cocktail stick and scissors. ▪ Attach and join materials using score and slip method, glue, paste or tape. ▪ Build a construction/ sculpture using a variety of recyclable objects.
Art Analysis	<ul style="list-style-type: none"> ▪ Look and talk about what they have produced describing simple techniques and media used. ▪ What did they enjoy and struggle with the most? ▪ What are some of the differences between art produced? ▪ Explain what is special about the art they have created and how it is different to other art?