

Sutton Park Primary School

Art knowledge and Skills Progression in EYFS



The EYFS is its own distinct key stage and has its own unique curriculum, the aim of which is to foster the development and progress of our youngest learners in line with the guiding EYFS principles and to provide a solid foundation for future learning. In order to promote our links with KS1, careful consideration has been made to the key knowledge and skills we want the children to develop in our EYFS. In order to prepare our children well for the following national curriculum content of our whole school curriculum deliberate links have been made between the EYFS areas of learning and the NC subjects, so that the whole school curriculum is progressive from the very start of our pupils journey through our school.

Our EYFS curriculum design is based on the Educational Programmes set out in the EYFS Statutory Framework 2021 and involve the activities and experiences for children, as set out under each of the areas of learning. They have been tailored to reflect our school, pupils and the community we serve. Educational programmes set out the essential skills and knowledge that are vital to prepare the children for their journey into KS1 and beyond. The EYFS is the foundation for future learning and we ensure children have secure grounding in 'being a artist'.

Art: Art is encompassed in the Expressive Arts and Design area of learning, but as all areas of learning are interlinked it draws on many other elements, such as Physical Development when children are joining materials and using tools such as paintbrushes and pencils.

The development of children's artistic and cultural awareness supports their imagination and creativity. Our children will leave the Foundation Stage at Sutton Park having had regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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Key Skills:

Links to:- Development Matters 2021 (The non-statutory supporting guidance for the EYFS Statutory Framework 2021)
Early Learning Goals (ELGs) Expected Statements (ARE for end Reception EYFS Profile)

Expressive Art and Design

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| BIRTH TO THREE | <ul style="list-style-type: none"> - Notice patterns with strong contrasts and be attracted by patterns resembling the human face. - Start to make marks intentionally. - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas. |
| THREE AND FOUR YEAR OLDS | <ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - 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. |

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| <p>CHILDREN IN RECEPTION</p> | <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively sharing ideas, resources and skills. - Develop storylines in their pretend play. |
| <p>Creating with Materials ELG</p> | <p>Children at the expected level of development will:</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 <i>in narratives and stories</i>. |
| <p>Being Imaginative and Expressive ELG</p> | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Perform songs, rhymes, poems and stories with others. |

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EYFS Art Long Term Plan



| | Autumn | Spring | Summer |
|-----------------------|---|--|--|
| FS1 | <p style="text-align: center;"><u>All about Me</u></p> <p>Self Portraits Draw and paint self-portraits/collage Draw and paint family portraits/ pets</p> <p>Harvest Festival Vegetable printing.</p> <p>Christmas Cards and decorations.</p> <p>Colour mixing – fingers and hands.</p> | <p style="text-align: center;"><u>Amazing Animals</u></p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother’s Day crafts Easter crafts Home Corner role play Rousseau’s Tiger / animal prints / Designing homes for hibernating animals</p> <p>Observational drawings of daffodils.</p> <p>Colour mixing</p> | <p style="text-align: center;"><u>Over and Under The Sea</u></p> <p>Pirates launch day Bubble wrap painting under the sea theme Blow painting under the sea. Colour mixing Fathers Day Cards Paint salt dough sea creature.</p> |
| FS2 | <p style="text-align: center;"><u>All about Me</u></p> <p>Self portraits –Draw and paint self-portraits/collage Draw and paint family portraits/ pets Emotion printing using fruit and vegetables- harvest festival</p> <p>Seasonal changes – <i>Autumn</i>: Still life observational drawings of Autumnal objects Transient art – Art without glue using a variety of resources both natural and man -made. Inspired by Autumn & Andy Goldsworthy Transient art-poppies Landscape paintings of Autumn Christmas decorations and cards</p> | <p style="text-align: center;"><u>Once Upon A Time</u></p> <p>Goldilocks collage – using wool / paper to create hair Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Mother’s Day crafts Easter crafts Home Corner role play Colour Mixing Printing e.g. scratch Still life drawing – Spring time daffodils link to Van Gogh sunflowers</p> | <p style="text-align: center;"><u>Over and Under The Sea</u></p> <p>Sand pictures Colour mixing – underwater pictures. Artist study -Lowry seaside pictures Sculptures Father’s Day Crafts Printing with celery etc. Beach shoebox scenes Wax resistant pictures.</p> |
| Key Vocabulary | Painting, portrait, drawing, sculpture, colour, primary, mix, crayon, felt tip, paintbrush, paper, printing, pattern ,mark make, lines, circles | | |