

Art and Design in Early Years



A guide to this subject in our school



Individual creativity should be praised and encouraged.. Adults should model and scaffold children's learning by teaching creative skills across a range of media. Art opportunities occur both indoors and outdoors. Children should be given a vast range of media to explore. Artists, across a range of media, should be woven into the art curriculum, enabling children to observe, explore and recreate.

EYFS Art and Design Early Learning Goals

Fine motor skills

Use a range of small tools, including scissors, paint brushes and cutlery

Begin to show accuracy and care when drawing

Creating with materials

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



Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have 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 hear, see and participate in is crucial for the development of 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.



2 - Child Initiated Learning

We know that there are key indicators and examples of effective practice that can be seen when monitoring art and design in the Early Years, in relation to child initiated learning in an enabling environment. We know what we want to see children doing with different media and materials.

Paint

- * Using a range of tools, such as brushes, hands and feet
- ◆ Talking about, exploring and recreating an artist's work
- ◆ Following own ideas to create artwork
- * Planning which resources and tools are needed to create a desired outcome
- * Exploring colour mixing to achieve a desired effect
- * Painting people, places or things
- * Painting in response to music
- * Exploring books containing paintings, or class port folios





Clay and dough

- * Creating 3D models
- * Using tools to shape, carve and manipulate
- * Adding additional resources to their creations
- * Creating 3D patterns and shapes

Drawing

- * Mark making using drawing tools, including pencils, pens, chalk, crayons, charcoal
- * Creating drawings from their own thoughts and ideas
- * Creating drawings inspired by events, people or places
- * Copying the drawings of others, making their own interpretations
- * Taking rubbings of different textures
- * Drawing in response to music





Craft

- * Creating collage pictures using resources including glue, paper, materials, scissors, glitter etc
- * Covering 3D models using paper, materials or natural resources
- * Creating pictures inspired by events, people, places, things or artists
- * Weaving using paper, materials or natural resources
- * Making symmetrical patterns or pictures

Outdoors

- * Transitional art using natural materials
- * Creating patterns
- * Building 3D models and structures, both large and small scale
- * Create large 2D pictures using resources, paint, chalk or water
- * Talking about patterns, shapes, textures and the beauty of the natural environment



Adults scaffolding learning during child initiated play

Adults will be

- * Observing and responding sensitively to children engaged in creating art
- * Responding to children's ideas and suggestions
- * Suggesting possibilities to extend their ideas
- * Offering other tools and resources when appropriate
- * Creating art alongside children to move learning forwards, suggesting ideas and showing what's possible
- * Introducing and encouraging the use of rich art vocabulary
- * Sharing their own experiences and making suggestions
- * Role modelling thinking aloud and commenting
- * Modelling artistic skills effectively
- * Posing questions and ponderings to stimulate ideas and add challenge
- * Mirror children's art creations through play experiences

3. Adult led Learning

We know that there are key indicators of effective practise when monitoring Art in the Early Years, in relation to adult led learning.

- * Offering information about art
- * Encouraging children to explore and use a range of media
- * Discussing art with children, modelling how to describe the art and seeking out their opinions and thoughts
- * Providing a range of media and materials for children to explore during play
- * Choosing artists to focus upon, teaching children about the artists and providing opportunities for children to practise the relevant skills
- * Encouraging children to represent their thoughts and ideas using art and design
- * Modelling how to use media and tools effectively in a range of ways
- * Modelling respect and care for tools as well as techniques for using effectively
- * Scaffolding children's artistic ideas by, for example, copying a child's pattern and then adding an idea of their own
- * Displaying children's artwork
- * Using experts to support adult led learning, for example a local potter or painter