

# Expressive Art and Design Art Overview



## EYFS Expressive Arts and Design Educational Programme (Statutory)

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 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.

### Development Matters

- 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.

### ELG: - Creating with materials Expressive (Statutory)

Children at the expected level of development will:

- 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.



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## EYFS EAD Art Skills

Mark Making and Drawing	Painting	Modelling and Sculpting
<ul style="list-style-type: none"><li>• colour in a variety of shapes neatly and staying within the outline</li><li>• hold pencil and shade with smooth flowing movements using lines moving up and down</li><li>• understand tone by making darker and lighter marks with pencil</li><li>• use a range of materials for colouring in</li><li>• select appropriate colour to match subject</li><li>• follow and copy modelled abstract shapes and repeat to make patterns and textures</li><li>• use an artistic language to explain patterns and to describe textures of objects</li><li>• know that texture is how something feels</li><li>• know that a pattern is a series of marks repeated on a page</li><li>• use drawing and mark making to respond to ideas and express themselves</li><li>• use lines to draw outline of variety of objects seen remembered or imagined</li><li>• look closely at simple objects, make sense of them by describing what they can see: counting, looking for shapes, and use directional and positional language to explain</li><li>• draw an image to fill a given size of paper (introduction to scale)</li><li>• focus observations skills by responding to the saying "draw what you can see"</li></ul>	<ul style="list-style-type: none"><li>• recognise the names of the primary and secondary colours</li><li>• name and match colours to a range of artefacts/objects</li><li>• explore mixing two primary colours together</li><li>• explore adding white to primary colour in varying quantities</li><li>• make a variety of marks with paint including filling in large areas and creating smaller patterns and detail</li><li>• sketch simple outline in pencil and use paint to complete an image</li><li>• select size/shape and orientation of paper for image</li><li>• develop awareness of composition - filling the page or making picture "too small"</li><li>• talk about their work and describe techniques done</li></ul>	<ul style="list-style-type: none"><li>• Explores malleable media such as clay, salt dough, playdoh and sand.</li><li>• Can impress and apply simple decoration.</li><li>• Can cut shapes using scissors and other modelling tools</li><li>• Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</li><li>• Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials</li><li>• Can choose own resources and tools.</li></ul>

Art Overview	
<b>Term 1 Painting</b>	<p>Colour mixing</p> <ul style="list-style-type: none"> <li>recognise the names of the primary and secondary colours                             <ul style="list-style-type: none"> <li>explore mixing two primary colours together</li> <li>explore adding white to primary colour in varying quantities</li> <li>Explore adding black to colours</li> </ul> </li> </ul>
<b>Term 2 Modelling and Sculpting</b>	<ul style="list-style-type: none"> <li>Diya Lamp - Clay</li> <li>Christmas Decorations - Salt Dough</li> <li>Explores malleable media such as clay, salt dough, playdoh and sand.</li> <li>Can impress and apply simple decoration</li> </ul>
<b>Term 3 Drawing</b>	<p>Explore different materials and Selecting appropriate colours to match subject</p> <ul style="list-style-type: none"> <li>colour in a variety of shapes neatly and staying with in the outline</li> </ul>
<b>Term 4 Modelling and Sculpting</b>	<ul style="list-style-type: none"> <li>Junk modelling - vehicles</li> <li>Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</li> <li>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials</li> <li>Can choose own resources and tools</li> </ul>
<b>Term 5 Painting</b>	<p>Printing</p> <ul style="list-style-type: none"> <li>Leaf printing</li> <li>Sponge painting</li> <li>Creating prints using string -vegetables</li> </ul> <p>Artist appreciation - Van Gogh Sunflowers</p> <p>How to use water colours</p> <ul style="list-style-type: none"> <li>sketch simple outline in pencil and use paint to complete an image</li> </ul>
<b>Term 6 Drawing</b>	<ul style="list-style-type: none"> <li>focus observations skills by responding to the saying "draw what you can see"</li> <li>Explore tone using pencils</li> <li>use lines to draw outline of variety of objects seen remembered or imagined</li> </ul> <p>Artist Appreciation - Matisse - snail</p>