

## Art in the Early Years at Millfields First School

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to show how the skills taught across EYFS feed into national curriculum subjects.

The following information demonstrates which statements from the 2020 Development Matters are prerequisite skills for Art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Art. The most relevant statements for Art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Three- and Four-Year Olds	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out own plans.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <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>
Reception	Physical Development	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination, and agility.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources, and skills.</li> </ul>

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes, and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<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> </ul>

Art is important for all children. Early on its about the tactile feeling of creating art – fingers in the paint, hands on the paper. Soon it becomes a means of expression, how children can get their feelings and their ideas out in a visual way. It becomes about communication, self-esteem as children create work they are proud of and can share with others. Art can also make a substantial impact on learning outcomes.

From a learning perspective, art influences cognition and creative thinking. In the Early Years art can have a direct influence on literacy, maths and science. In literacy children have the opportunity to create pictures of stories they have read which improves their comprehension and motivates them to explore new material. By using art as an early form of communication, children are developing skills that will enhance writing expression and reflection.

Art introduces basic maths concepts. Children can learn about and explore different sizes and shapes. They can work on counting objects within their art and recognise patterns and symmetry.

Art is a tactile experience for young children and this experience is the beginning of science. Observations of how textures change, how colours change when mixed together. What happens to powder paint or chalk when it is dissolved in water. What reactions do two items have when combined. All of this leads to discussion, reasoning, questioning, experimentation and exploration.

At Millfields, children in the Early Years have continuous access to art activities. The painting easels are always available as are pencils, crayons, pastels, and water colours. One of our weekly rainbow challenges is an art or design related task.

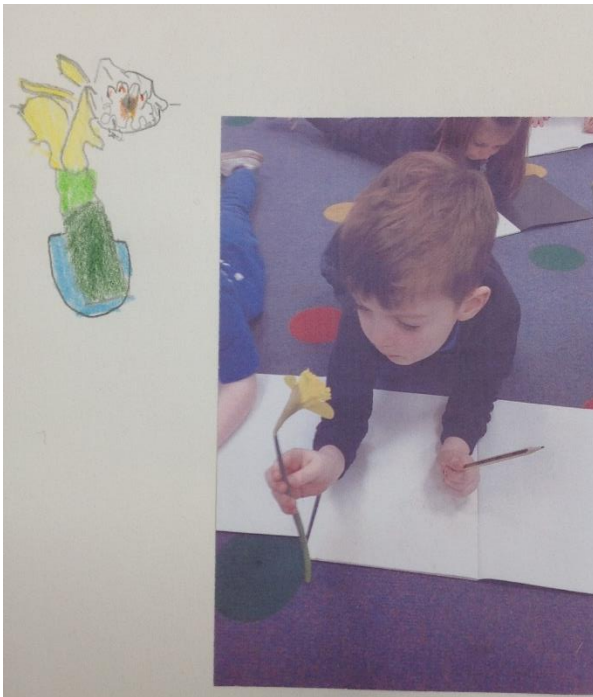
Specific art lessons are taught each term which focus on still life drawings, colour mixing which explores the artwork of Kandinsky and in the summer term the work of Van Gogh.

## Exploring symmetry.





Painting a favourite story.



Still life drawings.



Recreating the work of Kandinsky.