



# EYFS: Expressive Arts and Design

## Overview with links to

# ART & DESIGN



When planning our curriculum, we thought about how this area of learning would be challenging, inclusive, purposeful, empowering, memorable and knowledge rich.



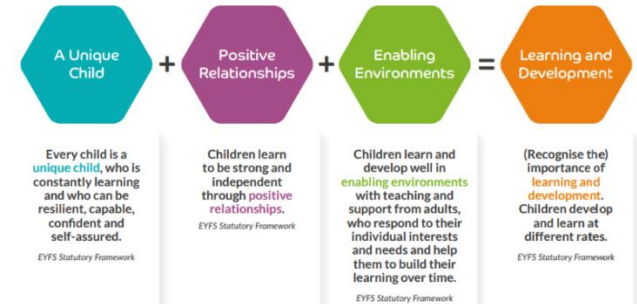
### Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020  
Revised July 2021



When considering lessons, challenges, and curriculum coverage, we used the Development Matters to help support us in our decisions of what to teach and when.



These are the four overarching principles of EYFS which shape our early years practice at Allanson Street Primary School.

# 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 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.**

**EYFS Statutory Educational Programme**

**Artist Appreciation:** Throughout the year, we will look at various artwork in books, we also focus on artists such as Kandinsky in Reception.

**Practising skills:** Our continuous provision allows children to revisit and practise skills throughout the year.

**Developing skills:** Our curriculum is planned to be progressive, so skills are continuously being developed.

**Applying skills:** Children are given plenty of opportunities to apply their skills in different contexts including combining skills to create a final piece.

**Final piece or design:** through direct teaching and time spent in provision, children are often creating a final piece which is then discussed as part of an **Evaluation**



**Our Early Years curriculum is planned and organised to allow children to learn new knowledge and skills which are then revisited to allow children to apply their knowledge and skills in new ways.**

## The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and 'have a go'
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS

# EYFS ART & DESIGN Overview



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – ART

<b>Nursery</b>	<p>Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of <b>these experiences are planned and accessed within provision</b>. Each week, enhancements are used to support child's understanding and skills in art &amp; design. Across the year, within provision, children will learn and develop skills in – drawing, painting, collage, patterns &amp; printing and sculpture. These skills are promoted and supported by the Early Years team.</p> <p>During Autumn 1, Nursery will focus on <b>Starting school/Me &amp; my family</b>. Through planned enhancements in continuous provision, the children will develop their art &amp; design skills. The activities may include:</p> <ul style="list-style-type: none"> <li>- Exploring a variety of media to make marks. To begin to add marks ie facial features.</li> <li>- Applying paint in different ways, brushes, fingers, tools.</li> <li>- Exploring and using a wide range of colours.</li> <li>- Using a variety of materials to make free collage.</li> <li>- Tearing and cutting paper – Collage of 'me'</li> </ul>
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	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
<b>Reception</b> <b>Technique:</b> <b>Drawing</b>  (HT1)	1	What makes us all unique?	<ul style="list-style-type: none"> <li>- To talk about and identify what makes us unique.</li> <li>- Can I hold a pencil and make a mark?</li> <li>- Can I draw an enclosed shape with a pencil?</li> <li>- To draw visual elements focusing on line and shape.</li> </ul>	Length, thickness, straight, curved, unique, same, different, eyes, eyebrows, lips, mouth, teeth, glasses, nose, ears, hair, blonde, brown, black, red, expression, feelings, emotion, special,	<p>Read the book <u>Elmer</u>. Discuss the word 'unique' ask the children if they have heard it before. Explain that everyone is unique. Show the children some different pictures of other children on the board and discuss what they have that is the same and what is different and make a list. Explain that we all have two eyes, but they are different colours, repeat with hair, etc. Then discuss other features children might have e.g., freckles, glasses, etc.</p> <p>Using a mirror, paper and a pencil, Model drawing these features on an A5 piece of paper.</p>		<ul style="list-style-type: none"> <li>- Mirrors for children to draw themselves.</li> <li>- Draw from memory and imagination.</li> <li>- Finish the drawing pages.</li> <li>- Draw the other half of photographed objects.</li> </ul>
	2	What makes us the same? How am I special?	<ul style="list-style-type: none"> <li>- To talk about and identify what makes us unique.</li> <li>- To draw visual elements focusing on tone and space.</li> </ul>		<p>Show the children a picture frame on the board. Ask the children if they have any of them in their house? What goes inside them? Explain to the children today we are going to be making our own self-portraits. Model how to draw a self-portrait, consider the shape of the features of your face, what patterns you can see? What colours might you use? Model this in front of the children continuing to focus on line, shape, tone and space.</p>		
	3	What is special to me?	<ul style="list-style-type: none"> <li>- Can I make a representation of a subject using a pencil?</li> </ul>		<p>Using an example of a picture frame of my family on the board, model to the children what is special to me. Explain that objects can be special to some but for me, it is the people in the frame that are special to me. Talk about the techniques for drawing previously taught</p> <p>Children to complete observational drawings of their special item. Children to take notice of details.</p>		

# EYFS ART & DESIGN Overview



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – ART

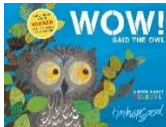


Nursery  
(HT2)

Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of **these experiences are planned and accessed within provision**. Each week, enhancements are used to support child's understanding and skills in art & design. Across the year, within provision, children will learn and develop skills in – drawing, painting, collage, patterns & printing and sculpture. These skills are promoted and supported by the Early Years team.

During Autumn 2, Nursery will focus on **Celebrations/Autumn** Through planned enhancements in continuous provision, the children will develop their art & design skills. The activities may include:

- Exploring a variety of media to make marks. To begin to add marks ie facial features.
- Applying paint in different ways, brushes, fingers, sticks, fruit & vegetables printing, firework printing.
- Exploring and using a wide range of colours.
- Using a variety of materials to make free collage.
- Tearing and cutting paper.

Transient art – Autumn Fruit and vegetables (Artist – Guiseppe Arcimboldo 'Four seasons')

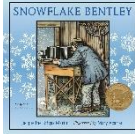

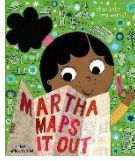
Reception	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Technique: Painting  (HT2)	1	What is a prime colour?	<ul style="list-style-type: none"> <li>- To know the names of colours.</li> <li>- To be able to Mix colours to find shades.</li> <li>- To use a paint brush to paint.</li> </ul> <p>Can I use my finger to apply paint to paper in different ways?</p>	Red, yellow, blue, green, orange, purple, black, white. Prime, secondary, stroke, brushes, combs, rollers,	<p>Read '<u>Wow said the Owl</u>'</p> <p>Have a discussion about the colours the owl sees. Naming them as they come up. Explain that some colours are prime colours. Explain what prime colours are and how they can be used to create other colours. Have 3 children stand at the front with two different prime colours painted on their hands. One at a time, the children are to rub their hands together to reveal the secondary colour – mixing colours.</p> <p>Children to explore with paint to create pictures.</p>		<ul style="list-style-type: none"> <li>- Add sand, glue, sawdust for texture.</li> <li>- Use natural items to create paint/colours.</li> <li>- Self-portrait paintings (using skills from HT1)</li> </ul>
	2	How can we paint our feelings?	<ul style="list-style-type: none"> <li>- To apply paint in different ways. Brushes, sticks, fingers, combs, rollers, knives etc.</li> <li>- Can I use my finger to apply paint to paper in different ways?</li> <li>- To look at the Emotional aspect of using colour i.e. red = angry, blue = sad, yellow = happy. Etc.</li> </ul>	artistic, painter, Matisse, artist, emotions, anger, sadness, happy, worried, frightened, Kandinsky, fear	<p>Read '<u>The Colour Monster</u>'</p> <p>Discuss how the colours in the story are linked to an emotions. Children to share experiences of when they have been worried, sad, happy, angry, excited etc. as we go through the book. Children to look at a colour chart for red, how do the children think colour monster would feel, the darker the red goes.</p> <p>How can we show anger on a page? Use red? What about the equipment we use to paint with? Model using equipment and red to depict anger and then do the same for sad. Compare the two and how they different depending on the equipment used.</p> <p>Children to paint using a variety of equipment to represent emotions. Sharing their experiences.</p>		
	3	How did Kandinsky paint?	<ul style="list-style-type: none"> <li>- To know that Kandinsky was an artist from the past.</li> <li>- To know use Kandinsky's skills to paint.</li> </ul>		<p>Show the artwork of Kandinsky. What do the children think of it? Likes &amp; dislikes. What do they think was used to create the art work? What colours were mixed? What did Kandinsky paint with? How do they know?</p> <p>Talk about the emotion in the paintings using our knowledge of colour monster. Can the children remember the colours and the emotions it represents?</p> <p>Children to recreate a Kandinsky style painting. First modelled by the adult.</p>		

# EYFS ART & DESIGN Overview



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – ART


<b>Nursery (HT3)</b>	<p>Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of <b>these experiences are planned and accessed within provision</b>. Each week, enhancements are used to support child's understanding and skills in art &amp; design. Across the year, within provision, children will learn and develop skills in – drawing, painting, collage, patterns &amp; printing and sculpture. These skills are promoted and supported by the Early Years team.</p> <p>During Spring 1, Nursery will focus on <b>Winter</b> Through planned enhancements in continuous provision, the children will develop their art &amp; design skills. The activities may include:</p> <ul style="list-style-type: none"> <li>- Use a variety of media to draw lines and circles. To develop lines and circles to represent objects.</li> <li>- Applying paint in different ways, washes, Winter scenes on tin foil, handprint for Christmas card.</li> <li>- Use a wide range of colours, begin to select colours for a purpose.</li> <li>- Using a variety of materials to make a Winter collage.</li> <li>- Tearing and cutting paper – Chinese dragon puppet.</li> </ul>
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	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
<b>Reception  Technique: Collage  (HT3)</b>	1	What is a collage?	<p>Can I use a pair of scissors to cut materials?</p> <p>Can I join two pieces of material using glue?</p>	Collage, artwork, art, create,	Using the text 'Snowflake Bentley'. Children to explore snowflakes. Discussion on how each snowflake is unique and symmetrical. Show the children the images of collage – how were these made? What did the artist use to create the effect. Explain what collage is. Explain and model how to collage using materials. Show how different materials can be used to create the effect. <b>Children challenged to use materials, scissors and glue to create a snowflake collage.</b>	 	<ul style="list-style-type: none"> <li>- Various materials out in provision</li> <li>- Using junk fabric, paper, foil, etc to make free patterns or pictures.</li> <li>- Using glues, threads to stitch, knitting, etc</li> </ul>
	2	Can we collage the school?	<p>To select, sort, tear and glue down items to create a simple collage using Natural/ man made textiles.</p> <p>Using glues, threads to stitch, knitting, etc</p> <p>Using collage techniques with other media.</p>		Recap on the previous lesson by showing a picture of some collaging. Ask the children what style of artwork is this? Again, explain what collage is. Talk to the children about how last week we collaged white and blue paper to make a snowflake. Do we think we could collage the school? What colours and shapes would we use and why? How would we collage the school building compared to the carpark? What could we use to represent the brick? Rough brown paper? How about the grass? Soft green tissue? Model collaging on a small scale. Explain that we as a class, will be recreating a map of the school using the art technique of collaging. <b>Children challenged to collaborate and create a large scale collage to represent the school.</b>		<ul style="list-style-type: none"> <li>- Outdoor - a simple collage using Natural/ man made materials.</li> </ul>

# EYFS ART & DESIGN Overview



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – ART

<p><b>Nursery</b></p>	<p>Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of <b>these experiences are planned and accessed within provision</b>. Each week, enhancements are used to support child’s understanding and skills in art &amp; design. Across the year, within provision, children will learn and develop skills in – drawing, painting, collage, patterns &amp; printing and sculpture. These skills are promoted and supported by the Early Years team.</p> <p>During Spring 2, Nursery will focus on <b>Plants &amp; Life cycles</b> Through planned enhancements in continuous provision, the children will develop their art &amp; design skills. The activities may include:</p> <ul style="list-style-type: none"> <li>- Applying paint in different ways – fruit &amp; vegetable printing.</li> <li>- Adding texture to paint using different tools/materials – Easter card.</li> <li>- Mixing colours for a purpose, butterfly painting.</li> <li>- Using a variety of materials to make free collage.</li> <li>- Tearing and cutting paper.</li> <li>- Exploring mark making materials – chalk, pastels, felt tips, crayons – comparing quality/differences of marks.</li> <li>- Observational drawing – Mother’s Day card – flowers.</li> </ul>						
<p><b>Reception</b></p> <p><b>Technique: Patterns and Printing</b></p> <p><b>(HT4)</b></p>	<p>#</p>	<p>Lesson:</p>	<p>Objectives</p>	<p>Vocabulary:</p>	<p>Input:</p>	<p>Book link:</p>	<p>Possible Continuous Provision ideas:</p>
<p>1</p>	<p>What can you print with?</p>	<ul style="list-style-type: none"> <li>- Can I create prints of my own hand using paint?</li> <li>- Can I create a print of an object by dipping it in paint and pressing in onto paper?</li> </ul>	<p>Camouflage, sequence, print, stamp, spots, stripes,</p>	<p>Show the children a series of images that have been printed. Can the children guess what has created the print, i.e hands, feet, LEGO bricks, sponge, cup, etc. Children to explore how the images where created.</p> <p>Adult to model printing using shapes to make a new picture i.e. creating a rocket with shapes. Show the children a stick that has been painted. Model to the children using natural objects to create rainbow sticks.</p>		<ul style="list-style-type: none"> <li>- Using fruit and vegetables.</li> <li>- String blocks and polystyrene.</li> <li>- Mono printing</li> </ul>	
<p>2</p>	<p>Why do animals have patterns?</p>	<p>To know about animal prints/patterns</p> <p>To know how to create patterns and sequences.</p> <p>To recreate animal prints.</p>		<p>Read and explore the story – <u>Animal patterns</u></p> <p>Talk to the children about the various patterns in the story, do they recognise the correct one for each animal. How did they know? Why do animals have patterns? Discuss the zebra having pink fur, would this help them in the wild or would it make him obvious to hungry lions. Discuss how the patterns of animals have a purpose i.e. zebra for hiding in tall grass, peacock feathers to attract other peacocks etc.</p> <p>Using various tools, model recreating some of the animal prints from the book. Talk about use of colour and shape of equipment. Discuss how the patterns are repeated in the animals fur. Can we continue to create repeated patterns?</p>		<ul style="list-style-type: none"> <li>- Blank animals to print their patterns on.</li> </ul>	

# EYFS ART & DESIGN Overview



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map

<b>Nursery</b> (HT 5 & 6)	Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of <b>these experiences are planned and accessed within provision</b> . Each week, enhancements are used to support child's understanding and skills in art & design. Across the year, within provision, children will learn and develop skills in – drawing, painting, collage, patterns & printing and sculpture. These skills are promoted and supported by the Early Years team.
	During Summer 1, Nursery will focus on <b>Farm animals &amp; Life cycles</b> . Through planned enhancements in continuous provision, the children will develop their art & design skills. The activities may include: <ul style="list-style-type: none"> <li>- Applying paint in different ways – patterns, texture (Add sand, glue, sawdust to paint for texture.) (animals)</li> <li>- Use a wide range of colours, mix colours for a purpose.</li> <li>- Using a variety of materials to make a collage animal.</li> <li>- Using scissors to cut shapes for a purpose.</li> </ul> During Summer 2, Nursery will focus on <b>Journeys</b> . Through planned enhancements in continuous provision, the children will develop their art & design skills. The activities may include: <ul style="list-style-type: none"> <li>- Use a variety of media to draw recognizable images.</li> <li>- Applying paint in different ways - wheels</li> <li>- Use a wide range of colours for a purpose.</li> <li>- Observational work - Draw from memory and imagination – vehicles.</li> </ul>

	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
<b>Reception</b> <b>Technique: Sculpture</b> (HT6)	1	Can you sculpt pirate treasure?	- To experiment with salt dough. To use salt dough to create pirate treasure.	Salt dough, sculpt, create, clay mould	Talk to children about the story, 'The Pirate Next Door'. Discuss how the pirate left treasure for the neighbours to find. Do we have any treasure we could give to our friends or family? Do we think we could make our own pirate treasure? Show the children the playdough treasure I made. What's wrong with it? Why is its still soft? Is playdough the best thing to use? What else could we sculpt out of? Introduce Salf dough (soft) explain that salt dough is made slightly different and so has different qualities. Model sculpting using the salt dough. Create the desired items – gold coin etc. Explain that when put in the oven, the salt dough shape will harden. Show them a harden one. Now we can paint it and decorate it. <b>Challenge the children to create their own salt dough pirate treasure.</b>		- Experimenting with plasticine, clay and dough. - 3D junk materials. - Clay- rolling cutting coiling. - Using clay to make pots, pinch, coil - Making impressions on materials.  - mod roc, plaster of Paris, fillers, and subtractive methods- carving
	2	Can you sculpt a pirate cruncher?	- To use Clay- rolling cutting coiling. - To use clay to create a pirate cruncher.		Look at the finished salt dough creations, discuss what we like about them and the process of making them. Explain that today, we are going to be sculpting using clay to create our very own pirate crunchers. Model using the clay and how the clay needs to warm up in your hands to make it easier to mould. Model creating a pirate cruncher by using hands and tools for rolling, making balls and using cutters for the desired effect. Once modelled, <b>children challenged to create their own pirate cruncher.</b>		



# Continuous Provision & Enhancements

## What is Continuous Provision?

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there a **core range of resources** that children can use all of the time, throughout the whole year. EYFS staff at Allanson Street plan an effective continuous provision that involves a consideration of classroom layout and resourcing – this allows us to offer a breadth of learning possibilities.

Our carefully planned continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It also provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. The intention is that the continuous provision positively impacts children’s engagement, independence, collaboration, self-confidence, resilience and curiosity.

## What are Enhancements?

Alongside the core range of resources, EYFS staff provide enhancements. These enhancements are **additional and not a permanent feature of the provision**. The enhancement could be linked to a specific learning intention, inspire children within an area linked to an interest or book, or provide opportunity for new learning. An example linked to Expressive Arts and Design – while learning about patterns and printing, staff will add animal print, various sized sponges and various objects to print with. This will allow children to further develop their knowledge of printing and patterns and promote independent experimentation.

Children could be found learning about ‘Art and Design’ (Expressive Arts and Design) in all areas of the continuous provision, indoor and outdoor. We provide lots of opportunities to practise and revisit skills within our ‘Creation Station’.

# Assessment and Planning Cycle

“Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.” – **Early years foundation stage statutory framework (2023)**

## Assessments

Through their day-to-day interactions and observations, staff in Early Years are always assessing children’s abilities. We know that in order to best provide appropriate learning opportunities, practitioners must have a full understanding of the children in their care. Due to this, we spend lots of our time, in provision, engaged with the children.

It involves staff understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In our interactions with children, staff make and act on their own day-to-day observations about children’s progress and observations that parents and carers share. **However, there is no requirement to keep written records in relation to this. Early years foundation stage statutory framework (2023)**

## Statutory Assessments

At the start of Reception, eligible children are expected to complete the Reception Baseline Assessment (RBA), this should be completed within the first 6 weeks. This assessment is used by the DfE to measure progress to from the start of Reception to the end of Year 6.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 17 early learning goals (ELGs), indicating whether they are:

- ‘Expected’ - meeting expected levels of development
- ‘Emerging’- not yet reaching the expected levels of development

**The ELG’s are a statutory assessment and not how we plan our curriculum.**

### Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

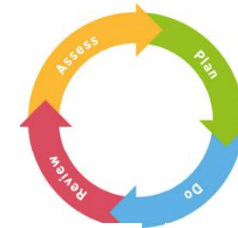
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

### Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



### Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

### Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

## Recording Assessments

Although the statutory framework is very clear on judgements coming from the practitioner’s knowledge and not from physical evidence, our team find it useful to record initials of children who have not met a curriculum goal on the assessment doughnut. Allowing us to discuss them at our weekly planning meeting and plan how we are going to support them in achieving this goal.

**Assessment Doughnut tool**

