



Ashleigh Primary School and Nursery Art & Design in EYFS

Phase	Development Area	Target	How We Do It
<p style="text-align: center;">Three and Four-Year-Olds</p>	<p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> • Upright mark-making equipment - easels indoor and out, blackboards and chunky mark-making materials- chalks and paint pens • ACTIVATE sessions to promote rhythm, movement and Gross Motor Skills • Introduce a range of ways to collect textures: collage, frottage • Open shelves resourced with a range of brushes, sponges, craft materials, mark-making resources • Skills-based activities to cut along lines, snip straws, follow a line with a pencil, roll a clay ball • Emphasis on holding a pen / pencil / brush correctly with increasing accuracy and control • Outdoor Art and Design experiences - drawing in sand, drawing with a damp brush on the ground
	<p style="text-align: center;">Expressive Arts and Design</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Free access to a range of Arts and Crafts materials • Exposure to a creative and inspirational environment • Children to feel confident in their abilities and worth as an artist • Language to describe materials modelled by adults and promoted when children are describing their work - dark, light, cold, rough, smooth etc. • Children shown examples of Art work e.g. Henri Matisse to talk about colours and their likes/ dislikes • Use photographs and mirrors to look at their face • Practise drawing enclosed shapes • Learn some properties of 2D shapes

		<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing 	<ul style="list-style-type: none"> • Choose and draw around 2D shapes to represent objects e.g. a car has circles for wheels • Noticing patterns • Printing patterns and shapes using fingers / tools / manipulatives • Represent and record celebrations including firework displays • Adult modelling and open access to ways of joining materials- tapes, glues, string • Use colour to express mood • Contribute to floor book • Practise mixing paints to create new colours with increasing levels of intention
<p style="text-align: center;">Reception</p>	<p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. 	<ul style="list-style-type: none"> • Fine motor skills: tray activities- beads, pegs, puzzles • Fine motor skill activities: using play doh, clay, cutting skills, patterns with pencils and pens • Writing and drawing in a range of positions: table, carpet spot, outdoor, with a clipboard • ACTIVATE sessions to promote rhythm and co-ordination • PE lessons - dance and gymnastics
	<p style="text-align: center;">Expressive Arts and Design</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. 	<ul style="list-style-type: none"> • Art skills taught- painting: being able to create a desired colour, making secondary colours • Continue building confidence- ‘You are already an artist’ • Use the work of famous artists: Pablo Picasso, Wassily Kandinsky, Andy Goldsworthy, Giuseppe Arcimboldo within discreet Art lessons / project lessons to inspire Art work and promote conversation and correct use of key words • Art Movement investigation: Still Life • Large scale collaborative ‘Messy Maps’ • Create story maps • Junk modelling • Weekend / holiday news illustrations • Adding to group drawings in the floor book • Create their own puppets from paper / materials to tell stories

			<ul style="list-style-type: none"> • Create decorations to commemorate cultural celebrations: Christmas tree decorations, Diya lamps • Cultural Capital- Exposure to visiting Puppet Theatre- Q&A session and meeting the puppets 	
ELG	Physical Development	Fine motor skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> • Consistently use a good grip when using writing tools, brushes etc. • Use clay tools to create marks and textures purposefully • Apply smaller pieces of playdoh to show deliberate details • Writing for purpose- labelling / describing processes
	Expressive Arts and Design	Creating with Materials	<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. 	<ul style="list-style-type: none"> • Open access to a range of materials to create 2D & 3D realisations • Continue to build upon their Art and Design vocabulary- thinking words to describe colour (cold / warm), texture (bumpy, rough), appearance (shiny, dull) or emotional responses to a piece (this makes me feel happy because...) • Create artworks that require a number of stepped processes and be able to describe what they did • Label their designs with increasingly phonetically accurate subject- specific language - e.g. glitter • Talk with confidence about what they are planning to do, what they have made, why they chose the materials they chose.