

How can children learn about Art and Design in Early Years?

The Early Years Foundation Stage Curriculum supports children to explore and develop their creativity, imagination and expression through a wide range of artistic experiences. Children are encouraged to investigate different media and materials such as paint, clay, collage, textiles and construction, allowing them to experiment with colour, texture, shape and form. They learn to communicate their ideas and feelings through drawing, painting, model-making and design projects, both individually and collaboratively. Opportunities for creative play, role play and music-making enable children to develop confidence in expressing themselves and valuing their own work as well as that of others. Through stories, visits, and exposure to different cultures and traditions, children gain inspiration and a wider appreciation for the diverse ways in which art and design are part of the world around them.

Links to Development Matters: Birth to Three

Understanding the World	• Explore materials with different properties. • Explore natural materials, indoors and outside
Communication and Language	• Understand and act on longer sentences. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
Personal, Social and Emotional Development	• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Express preferences and decisions. They also try new things and start establishing their autonomy.
Physical Development	• Develop manipulation and control. • Explore different materials and tools.
Expressive Art and Design	• Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Key Vocabulary

Yes, No, Show, Find, Look

End Points

- **Playing and Exploring** – children investigate and experience new things
- **Active learning** – children concentrate on something and keep trying even when it gets difficult to achieve the end goal.
- **Creating and thinking critically** – children develop their own ideas, make links between them and develop strategies to solve things.

Links to Development Matters: Three and Four Year Olds

Understanding the World	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.
Personal, Social and Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Play with one or more other children, extending and elaborating play ideas.
Physical Development	• 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.
Expressive Arts and Design	• 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. • Explore colour and colour-mixing.
Communication and language	• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Use longer sentences. • Use a wider range of vocabulary.

Key Vocabulary

cut, stick, scissors, fix, join, fold, build, glue, colour-mixing, materials, textures, tools

End Points

- **Playing and Exploring** – children investigate and experience new things.
- **Active learning** – children concentrate on something and keep trying even when it gets difficult to achieve the end goal.
- **Creating and thinking critically** – children develop their own ideas, make links between them and develop strategies to solve things.

Links to Development Matters: Reception

Physical development	• Develop small motor skills so that they can use a range of tools competently, safely and confidently. • Develop overall body-strength, balance, co-ordination and agility. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Communication and language	• Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Personal, social and emotional development	• Work and play cooperatively, and take turns with others
Understanding the world	• Explore the natural world around them.

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.
Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen.

Managing self	• Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
Physical Development	• Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants.

Key Vocabulary

cut, stick, glue, paint, chalk, crayons, draw, materials, tools, observation, explore, creations, colour mixing.

End Points

- Playing and exploring their environment.
- Active learning through creative and imaginative play.
- Critically thinking about how their actions can impact the world around them.

Links to National Curriculum: Year 1

Pupils should be taught about	• To use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
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