

EYFS Art and Design & Design and Technology

Development Matters in the Early Years Foundation Stage Curriculum

Expressive Arts and Design

	Being Imaginative and Expressive	Creating with Material
Birth to Three	• Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	• 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. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.

EYFS Art and Design & Design and Technology

3 & 4 Year olds	Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.	Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • 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. • Explore colour and colour-mixing. • Show different emotions in their drawings – happiness, sadness, fear etc.
Reception	Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.	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	• Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	• 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

EYFS Art and Design & Design and Technology

Physical Development

	Fine motor
Birth to Three	• Reach out for objects as co-ordination develops. • Pass things from one hand to the other. Let go of things and hands them to another person or drops them. • Build independently with a range of appropriate resources. • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Start to eat independently and learning how to use a knife and fork. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress
3 & 4 Years olds	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. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Make healthy choices about food, drink, activity and toothbrushing
Birth to Three	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
ELG	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, paint brushes and cutlery • Begin to show accuracy and care when drawing

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

EYFS Art and Design & Design and Technology

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.

TOPIC		<u>Art</u>		<u>Design and Technology</u>	
		<u>Nursery</u>	<u>Reception</u>	<u>Nursery</u>	<u>Reception</u>
Autumn 1	Welcome to Nursery / Reception Ourselves and our Family Autumn,	Picasso's style of work Draw self-portraits/ draw their family members showing awareness of basic shapes. 	Joan Miro's style of work Using line, shape, and colour children to create a stick man figure of themselves. 	During settling in use different materials freely to develop their ideas about how to use them and what to make. 	Look at pictures of homes and local area and create them using different wooden blocks.  Diwali lanterns – explore

EYFS Art and Design & Design and Technology

Autumn 2	Harvest Bonfire night, Diwali Remembrance Day	Jackson Pollock 's technique and string painting string art. pour out colours onto plate. put string in colours then on canvas and move it around.: Ask the children to describe fireworks and attempt to write it. Art in ICT: Create Jackson Pollock's style of painting online http://www.jacksonpollock.org/  Transient Art: stimulating learning  <i>Diwali</i> Preschool Style Learning and Exploring Through	Join different materials and explore textures – Make rockets and torches. 	design and cutting techniques to create. 
----------	---	--	--	---

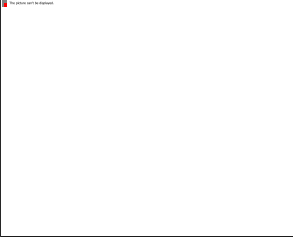
EYFS Art and Design & Design and Technology

	Christmas	 George Seurat's style of work- Pointillism 			
Spring 1	Growing	Andy Warhol's style of work Handprint pop art	Kandinsky's style of work- Concentric hearts for	Use fruit and toppings to design and decorate pancakes.	Measure ingredients, mix and make pancakes then use

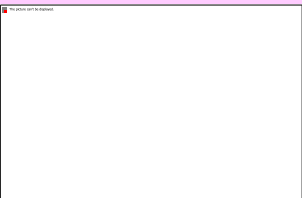
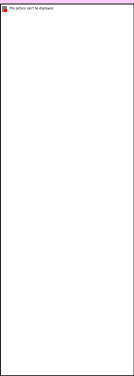
EYFS Art and Design & Design and Technology

	Life cycles Valentine's Day Chinese New Year	project  Weaving lanterns 	Valentines Day.  Chinese Writing Asian Art (Twinkle PPT) 		toppings to decorate. 
--	--	--	--	---	--

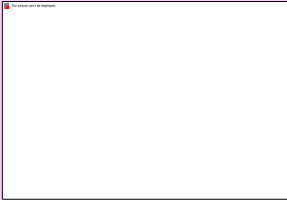
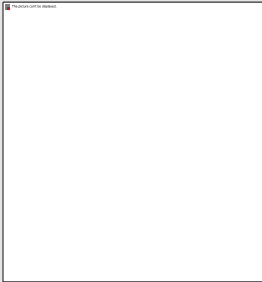
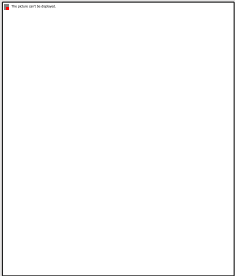
EYFS Art and Design & Design and Technology

Spring 2	Life cycles	Claude Monet Frogs/ lily pads/ flowers Using a wide range of media draw what they can see in the environment (tree, pond etc). Use water colour Explore texture of trees, grass, flowers, etc 	Jack and the Beanstalk picture using cotton wool, twigs, leaves, beans ect... 	Healthy me: Making a fruit salad. Cutting skills, hygiene and healthy foods.	Design and build a giant's castle using different materials.
	Mother's Day		Observation Drawing Daffodil painting Berthe Morisot (French Artist)		

EYFS Art and Design & Design and Technology

		 Exploring different techniques with paper: scrunching, cutting, rolling,			
	Easter	 Easter Card design using the folk	 Design an Easter egg or Easter bonnet.		

EYFS Art and Design & Design and Technology

Summer 1	Mini beasts (Eid, Summer)	Sculpture: Clay or play dough mini beasts 	Andy Goldsworthy Non-permanent art outdoors - Children to use natural objects to create an art effect and then using the camera take photographs. (Later printed by adults)   Focus tasks : Guided drawing to enhance detailed drawing in summer term.	Building the three little pigs houses, using blocks, sticks straw. 	Look at habitats of different mini beast. Discuss the best materials to use to create a bug hotel. 
----------	---	---	---	--	---

EYFS Art and Design & Design and Technology

Summer 2	Our Environment Being part of my world. (Father's Day)	 ARCIMBOLDO Faces: Using recycled unwanted books/ Guiseppe Arcimboldo Father's Day Cards	Artist HA Schults Recycling statues and buildings use recycled materials to create a recycled materials model.  Father's Day Cards	Use recycled boxes and tubes to build a cave for the bear (We're Going on a Bear Hunt) 	Ma bag the Sw a plastic story of dy / 
----------	--	--	---	---	--