

What does Art and Design look like in Reception?

The EYFS framework is structured differently to the national curriculum as it is organised across seven areas of learning (Communication and language, Personal, social and emotional development, Physical development, Literacy, Mathematics, Understanding the world and Expressive arts and design) rather than subject areas. Development matters provides guidance for the early years foundation stage in these seven areas. The most relevant statements for Art and Design are taken from the Expressive arts and design and the Physical development areas of learning. Our planning is developed with reflection upon the relevant Expressive arts and design and Physical development statements and progression of knowledge and skills from Kapow. These statements and skills will be taught in topic lessons throughout the year to tie in with our current theme/topic and through exploring and deepening their curiosity in the continuous provision in independent learning time. Throughout the year, children will explore different art skills such as drawing, painting and sculpture.

The table below show our Art and Design termly plan with links to Kapow activities:

	Autumn 1 Me and my Community	Autumn 2 Let's Celebrate!	Spring 1 Our amazing world	Spring 2 Come Outside!	Summer 1 The land before time	Summer 2 Are we nearly there yet?
Topic/ WOW moments	Drawing focus - Self portraits Painting junk modelling houses Leaf printing Artist: Paul Klee	Rangoli patterns – Felt tips Create Diya lamps Poppies – tearing paper and sticking Bonfire night – Splatter paint Christmas card: Collage Christmas decoration: Weaving tree decoration Anti-bullying week: Finger printing and threading friendship bracelets Light and dark: Christmas suncatcher Artist: Jackson Pollack	Winter – snowflake Valentines cards – stamps Collage – loose parts – Jungle animals Artist: Eric Carle	Observational drawings Mother's day cards – Finger printing Easter cards - weaving Artist: Van Gogh	Dinosaur 3D sculptures Artist: Julie Wilson	Landscaping Father's day cards - cutting Artist: Megan Coyle

Kapow	<p>Drawing: Marvellous marks: Activity 1 wax crayons (leaf rubbing) Activity 3 chalk (Drawing around hands, feet, bodies) Activity 4 Observational drawings (harvest) Activity 5: Drawing faces Activity 6: Drawing faces in colour</p> <p>Painting and mixed media: Activity 2: Painting outside (Forest school)</p> <p>Sculpure and 3D: Activity 3: Outdoor landscape art (Autumn)</p>	<p>Drawing: Marvellous marks: Activity 2 Felt tips</p> <p>Painting and mixed media: Activity 4: Collage Paper poppies Fireworks – loose parts Activity 6: Group artwork: Fireworks</p> <p>Sculpure and 3D: Activity 2: Play dough: Diwali diya lamps</p> <p>Craft and design: Activity 2: Threading (Anti-bullying week – friendship bracelets)</p>	<p>Craft and design: Activity 4: Paper snakes</p> <p>Painting and mixed media: Activity 4: Collage: Jungle animals</p>	<p>Drawing: Marvellous marks: Activity 4 Observational drawings (spring flowers)</p> <p>Painting and mixed media: Activity 1: Finger painting (Mother's day cards) Activity 2: Painting outside</p>	<p>Sculpure and 3D: Activity 1 Activity 4,5 and 6 Dinosaurs</p>	<p>Painting and mixed media: Activity 3: Painting to music</p> <p>Craft and design: Activity 1: Cutting (Father's day cards-Rosette)</p>

Progression of skills and knowledge

The table below outlines the progression of skills and knowledge from Kapow and the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Reception to match the programme of study for Art and Design.

Making skills	<p><u>Kapow – Drawing</u> How to:</p> <ul style="list-style-type: none"> ● Explore mark making using a range of drawing materials. ● Investigate marks and patterns when drawing. ● Identify similarities and difference between drawing tools. 	<p><u>Kapow – Painting</u> How to:</p> <ul style="list-style-type: none"> ● Explore paint, using hands as a tool. ● Describe colours and textures as they paint. <p>Explore what happens when paint colours mix.</p> <ul style="list-style-type: none"> ● Make natural painting tools. 	<p><u>Kapow – 3d Sculptures</u> How to:</p> <ul style="list-style-type: none"> ● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. Playdough, clay. ● Select and arrange natural materials to make 3D artworks.
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	<ul style="list-style-type: none"> ● Investigate how to make large and small movements with control when drawing. ● Practise looking carefully when drawing. ● Combine materials when drawing. 	<ul style="list-style-type: none"> ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> ● Talk about colour, shape and texture and explain their choices. ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge of artists</p>	<p>Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.</p> <ul style="list-style-type: none"> ● Artists use modelling materials like clay to recreate things from real life. ● Artists choose colours to draw or paint with. ● Artists draw many different things and use different tools to draw with. ● Sometimes artists are inspired by the seasons. ● Some art doesn't last long- it is temporary. ● Sometimes artists cut and stick photos to make new images 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating and analysing</p>	<p>Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring... Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Development matters</p>	<p>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.</p>		

ELG By the time children leave our EYFS they will be able to:

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Expressive Arts and design Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Physical development: Fine motor skills:

- 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.

Expressive Arts and design: Creating with materials

- Share their creations, explaining the process they have used.