



EYFS Expressive Art and Design – National Curriculum Art and Design

At the heart of our holistic and innovative approach to teaching Expressive Art and Design at Westfield we believe that it is our role to provide the children in our care with opportunities for them to develop their creative talents supported by knowledgeable practitioners who help guide and support them whilst they express their individuality and flair. As staff, we understand the make-up of the curriculum and the intrinsic links it has with other areas of the EYFS curriculum and strive to immerse children in the world of Art and Music through interaction with quality, authentic learning experiences that foster a love of the arts.

At Westfield we believe that children,

Children are born ready, able, and eager to learn. They actively reach out to interact with other people, and in the world around them.

Development is not an automatic process, however.

It depends on each unique child having opportunities to interact in positive relationships and enabling environments”.

(DfE Guidance)

We believe that the development of children’s artistic and cultural awareness supports imagination and creativity.

We aim to meet the requirements of the EYFS (2021) curriculum and believe that: -

- 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.
- It is important to ensure 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.
- That is important to ensure the frequency, repetition, and depth of their experiences. This is fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.



Art and Design in The Early Years Foundation Phase

Development Matters

Physical development, Expressive Arts and Design

Nursery	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p>
Reception	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination, and agility.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>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	<p>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.</p> <p>Begin to show accuracy and care when drawing.</p> <p>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.</p>

IMPLEMENTATION

See EYFS Curriculum Documents on website.

- Ongoing throughout the year through carefully planned Continuous Provision activities.
- We use natural open-ended materials, and loose parts to stimulate imagination.
- Children are able to access a range of different tools and materials within the day-to-day provision.
- Discrete lessons are often taught as well as links made with the 'Text of the Week'.
- Art and creative skills are developed through children's own ideas.
- It is the process that the children go through that is celebrated rather than the end product.