

# Learning in EYFS:

## What Art Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which early years outcomes are prerequisite skills for Art within the national curriculum. The table below outlines the most relevant early years outcomes from Birth to three to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Art.

The most relevant Early Years outcomes for Art are taken from the following areas of learning:

- Creating with Materials
- Being Imaginative and expressive
- Fine Motor Skills

Art			
Birth to 3 years	Expressive Arts and Design	Creating with materials	<i>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Make simple models which express their ideas.</i>
		Being imaginative and expressive	<i>Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</i>
	Physical Development	Fine motor skills	<i>Develop manipulation and control. Explore different materials and tools.</i>
3-4 years	Expressive Arts and Design	Creating with materials	<i>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.</i>

		Being imaginative and expressive	<p>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>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.</p>
	Physical Development	Fine motor skills	<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.</p>
Reception		Creating with materials	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>
		Being imaginative and expressive	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>
		Fine motor skills	<p>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.</p>
ELG		Creating with materials	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
		Being imaginative and expressive	N/A

		<i>Fine motor skills</i>	<i>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</i>
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