

Art and Design and Technology

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

Art and Design and Technology is taught cross curricular every day during both adult directed and child initiated learning. E.g. drawing, painting, junk modelling, clay, playdough and sticking.

We record Art and Design and Technology through observations which can be seen on Tapestry in Nursery and Reception. Tapestry is an online learning journal which consists of pictures of children's work, children's voice, moments from home e.g. one child has created tie dye tops, adult led activities, independent activities as well as child initiated learning (this is where children can choose where to work and we scaffold their learning). In Reception we also have a theme and maths folder. In the theme folder you can see work on observational drawings for space, ourselves, linked to books. Also art work and models are displayed around the classroom across EYFS.

Examples of some activities that can be seen across the year in EYFS are:

- Observational drawings of ourselves
- Playdough/clay diva lamps
- Mehndi patterns
- Drawings linked to stories we have read
- Creating Christmas cards
- Exploring the creative area
- Wellbeing days – what can you create with a piece of paper
- Junk modelling swords, shields linked to pirates and St. Georges Day
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Below is the EYFS statements taken from Birth to 5 that children need to meet during Nursery and Reception. You can see the progression from Range 5 to Early Learning Goals (ELG). ELG is where children should be at the end of Reception. Art and Design and Technology is mostly seen in Expressive Arts and Design Statements.

	Expressive Arts and Design
Range 5	<p><i>Creating with Materials</i> Continues to explore colour and how colours can be changed Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose</p>
Range 6	<p><i>Creating with Materials</i> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p><i>Being imaginative and expressive</i> Creates representations of both imaginary and real-life ideas, events, people and objects Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></p>
ELG	<p><i>Creating with Materials</i> 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>