# Learning in EYFS New Curriculum 2020:

# Art

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 statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

| Art | | |
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| Three and Four-Year-Olds | Physical Development | • Use large-muscle movements to wave flags and streamers, paint and make marks.<br>• Choose the right resources to carry out their own plan.<br>• Use one-handed tools and equipment, for example, making snips in paper with scissors.<br>• Use a comfortable grip with good control when holding pens and pencils. |
| | Expressive Arts and Design | • Explore different materials freely, in order to develop their ideas about how to use them and what to make.<br>• Develop their own ideas and then decide which materials to use to express them.<br>• Join different materials and explore different textures.<br>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.<br>• Draw with increasing complexity and detail, such as representing a face with a |

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| | | circle and including details.<br>• Use drawing to represent ideas like movement or loud noises.<br>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.<br>• Explore colour and colour mixing. |
| Reception | Physical Development | • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.<br>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br>• Develop overall body-strength, balance, coordination and agility. |
| | Expressive Arts and Design | • Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>• Create collaboratively, sharing ideas, resources and skills. |

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| ELG | Physical Development | Fine Motor Skills | • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.<br>• Use a range of small tools, including scissors, paintbrushes and cutlery.<br>• Begin to show accuracy and care when drawing. |
| | 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.<br>• Share their creations, explaining the process they have used. |