

EYFS curriculum links	AIMS / COVERAGE	Step 1	Step 2	Step 3	Basic Activities covered
<ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• Create simple representations of events, people and objects.</li> <li>• Chooses particular colours to use for a purpose.</li> </ul> <p><b>Early Learning Goal</b>  <b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>  <b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>	<p><b>PRODUCE CREATIVE WORK, EXPLORING THEIR IDEAS AND RECORDING THEIR EXPERIENCES</b></p> <ul style="list-style-type: none"> <li>• Record from first-hand evidence, experience and imagination.</li> <li>• Ask and answer questions about starting points for work.</li> <li>• Exploring materials and processes used in making art, craft and design</li> </ul>	<p>I respond to ideas and starting points. (Stories, rhymes, objects, the natural world)</p>	<p>I explore ideas from my imagination or from real starting points.</p>	<p>I explore ideas and collect visual and other information for my work</p>	
	<p><b>INVESTIGATING AND BECOMING PROFICIENT IN ART, CRAFT AND DESIGN TECHNIQUES</b></p> <ul style="list-style-type: none"> <li>• Investigate the possibilities of a range of materials and processes.</li> <li>• Try out tools and techniques, including drawing.</li> <li>• Represent observations, ideas and feelings, and design and make images and artefacts.</li> </ul>	<p>I can use thick and thin brushes.</p> <p>I can use ready mixed or powder paints to show my ideas.</p> <p>I paint pictures of what I see.</p> <p>I can name the primary and secondary colours.</p>	<p>I mix primary colours to make secondary colours.</p> <p>I add white to colours to make tints.</p> <p>I add black to colours to make tones.</p> <p>I know the positions of primary and secondary colours in relation to each other on the colour wheel.</p> <p>I link colours to natural and man-made objects.</p>	<p>I mix colours using tints and tones.</p> <p>I use watercolour paint to produce washes for backgrounds and then add detail.</p> <p>I experiment in creating mood and feelings with colour.</p> <p>I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.</p>	

	<ul style="list-style-type: none"> <li>Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space.</li> </ul>				
	<p><b>EVALUATE AND ANALYSE CREATIVE WORKS USING THE LANGUAGE OF ART, CRAFT AND DESIGN</b></p> <ul style="list-style-type: none"> <li>Review what they and others' have done and say what they think and feel about it.</li> <li>Say what they may change or improve in the future.</li> </ul>	<p>I describe what I think about my own and others' work.</p>	<p>I comment on differences in others' work and I suggest ways of improving my own work.</p>	<p>I comment on similarities and differences between my own and others' work. I adapt and improve my own work.</p>	
	<p><b>KNOW ABOUT GREAT ARTISTS, CRAFT MAKERS AND DESIGNERS, AND UNDERSTAND THE HISTORICAL AND CULTURAL DEVELOPMENT OF THEIR ART FORMS.</b></p> <ul style="list-style-type: none"> <li>Differences and similarities in the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<p>I can say how different artists from a variety of times and cultures have used colour in painting.</p>	<p>I have created a painting in response to the work of an artist or designer.</p> <p>I have looked at how artists and designers have used colour, texture, shapes and lines to create patterns.</p>	<p>I make notes in my scrapbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</p>	