

EYFS curriculum links	AIMS / COVERAGE	Step 1	Step 2	Step 3	Basic Activities covered
<ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. <p>Early Learning Goal They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 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.</p>	<p>PRODUCE CREATIVE WORK, EXPLORING THEIR IDEAS AND RECORDING THEIR EXPERIENCES</p> <ul style="list-style-type: none"> • Record from first-hand evidence, experience and imagination. • Ask and answer questions about starting points for work. • Exploring materials and processes used in making art, craft and design 	<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>INVESTIGATING AND BECOMING PROFICIENT IN ART, CRAFT AND DESIGN TECHNIQUES</p> <ul style="list-style-type: none"> • Investigate the possibilities of a range of materials and processes. • Try out tools and techniques, including drawing. • Represent observations, ideas and feelings, and design and make images and artefacts. 	<p>I have explored and experimented with lots of collage materials.</p> <p>I cut and tear paper, textiles and card for my collages.</p> <p>I can sort and arrange collage materials for a purpose.</p> <p>I use: paste glue and other adhesives.</p>	<p>I create collages sometimes in a group and sometimes on my own.</p> <p>I mix paper and other materials with different textures and appearances</p> <p>I use shapes, textures, colours and patterns in my collages.</p>	<p>My cutting skills are precise. My skills now include: Coiling, Overlapping I know the striking effect work in a limited colour palette can have, through experimentation. I can make paper coils and lay them out to create patterns or shapes. I use mosaic. I use montage. I use tessellation and other patterns in my collage.</p> <p>I use my cutting skills to produce repeated patterns.</p>	

	<ul style="list-style-type: none"> Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. 				
	<p>EVALUATE AND ANALYSE CREATIVE WORKS USING THE LANGUAGE OF ART, CRAFT AND DESIGN</p> <ul style="list-style-type: none"> Review what they and others' have done and say what they think and feel about it. Say what they may change or improve in the future. 	<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>KNOW ABOUT GREAT ARTISTS, CRAFT MAKERS AND DESIGNERS, AND UNDERSTAND THE HISTORICAL AND CULTURAL DEVELOPMENT OF THEIR ART FORMS.</p> <ul style="list-style-type: none"> Differences and similarities in the work of artists, craftspeople and designers in different times and cultures. 	<p>I can see similarities and differences with great artists from different times and cultures.</p>	<p>I can say how other artists have used texture, colour, pattern and shape in their work.</p>	<p>I look at mosaic, montage and collage from other cultures and historical developments.</p>	