EYFS – Art

Early Learning Goals	Development Matters	Vocabulary
Creating with materials • 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. • Make use of props and materials when role playing characters in narratives and stories.	**Expressive Arts and design** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	chalk, crayons, felt tip pen, draw, wax crayons, lines, marks, objects, pen, pencil, colour, mix, paint, paintbrush, cut, glue, join, scissors, snip, shape, different, same, model, tools, dough, pattern, collage, sort, tear, sponge, roll, pinch, artist, clay, light, dark, explore, materials, make, feel, push, pull, smooth, repeat

Mono-Chromatic	Chromatic	Sculpture
• Explore mark-making with a variety of tools (pencils, chalks, crayons) in child-led and adult-guided activities. • Develop a comfortable grip and control through repeated opportunities, building fine motor strength. • Begin to vary pressure to create different marks and experiment with simple patterns. • Draw simple shapes and figures with increasing detail (faces with features, objects from stories). • Create closed shapes with continuous lines and use them to represent objects. • Experiment with lines and shapes to express ideas and feelings. • Explore spatial concepts through large-scale mark-making before refining control on smaller surfaces. • Use small tools such as scissors and glue spreaders with increasing accuracy and safety. • Practise routines for tool care (carrying, cleaning, storing) with adult modelling. • Select and use appropriate materials for a purpose, refining techniques through exploration.	• Explore colour and colour mixing in child-led play and adult-guided activities. • Talk about differences between colours (e.g., lighter/darker) and notice changes when colours are mixed. • Safely use and explore a variety of materials, tools and techniques; experiment with colour. • Develop fine motor control needed to handle paint pans/brushes and to rinse/clean tools with support. • Draw with increasing complexity and detail (e.g., faces with features) and use drawing to represent ideas like movement or loud noises. • Practise hand–eye coordination and precision through repeated arts and crafts opportunities.	• Explore malleable materials such as playdough and clay in child-led and adult-guided activities. • Roll, squeeze, flatten, and pinch materials to develop hand strength and coordination. • Experiment with making simple forms (balls, coils, slabs) and pressing objects to create imprints. • Begin to notice and describe texture in natural and man-made objects. • Explore creating texture through mark-making and pressing patterns into soft materials. • Use shapes to represent objects and ideas in drawings and models. • Use small tools such as rolling pins, cutters, and paintbrushes with increasing control. • Select appropriate tools for shaping, cutting, and decorating materials. • Handle clay and similar materials confidently, showing curiosity and persistence. • Combine materials to create simple models and begin to plan what to make. • Talk about what they are making and the steps involved.