



EYFS	
COMPONENT SKILL To explore and develop art and design ideas. (Exploring & Developing)	
To question, make observations and to offer feedback about their art and design work.	To express and share ideas and feelings about their own and other's artwork.
To use sketchbooks to record ideas, and to review, revisit.	To share their creations, explaining the process they have used.
To use different methods to improve artwork and to develop ideas.	To discuss what they could do to make their work better.
To use key vocabulary that demonstrates their knowledge and understanding of exploring and developing ideas.	See vocabulary list below.
COMPONENT SKILL To use drawing techniques to express their ideas and experiences. (Drawing)	
To develop fine motor skills to control pencils with increasing skill.	To hold a pencil effectively in preparation for fluency.
	To develop small motor skills.
	To use a range of other equipment to strengthen finger grip, stamina and control, e.g. Dough Disco
To be confident in using a variety of tools, media and surfaces.	To experiment using a variety of tools including, pencils, fingers, coloured pencils, pastels and chalk.
	To use drawings to tell a story.
	To practise accurate drawings of people ensuring it includes all visible parts of the body – head, hands, fingers, etc.
To use a variety of techniques to create effects.	To explore different lines including thick, thin, wavy and straight.
	To explore different textures.
	To express their thoughts, feelings and ideas through drawing.

To use key vocabulary that demonstrates their knowledge and understanding of drawing.	See vocabulary list below.
COMPONENT SKILL To use painting techniques to express their ideas and experiences. (Painting)	
To name the primary and secondary colours and to mix colours effectively using correct language such as, tint, shade, primary and secondary.	To name colours.
	To experiment with primary colours.
	To experiment with mixing colours independently.
To be confident in using different brushes, a range of paints and other painting tools.	To use different tools to paint marks on paper including brushes, sponges and fingers.
To use key vocabulary that demonstrates their knowledge and understanding of painting.	See vocabulary list below.
COMPONENT SKILL To use sculpting techniques to express their ideas and experiences. (Sculpting)	
To be confident in using a variety of tools and materials for sculpting.	To construct and build from simple objects including rigid and malleable materials (clay, dough, boxes, card and junk)
	To shape and model clay and dough from observation and their own imagination using their hands and simple tools.
	To begin to understand the safety of tools.
To use a variety of techniques and shapes to create effects.	To handle, feel, enjoy and manipulate (pull apart and reconstruct) materials.
	To impress and add simple decoration to models.
To use key vocabulary that demonstrates their knowledge and understanding of sculpting.	See vocabulary list below.
COMPONENT SKILL To use collage and textile techniques to express their ideas and experiences. (Collage & Textiles)	
To select and use a range of materials to create effect.	To make simple collages using fabric, paper, pasta, beans and larger tactile materials.
	To explore how materials and media can be combined and changed.
To develop skills in stitching, cutting and joining.	To make pictures and patterns by cutting, tearing and sticking a variety of materials.
	To thread various objects, e.g. cheerios on to pipe cleaners, beads on to string, etc.

To be confident using a variety of techniques and media to create texture, effect and colour.	To do simple weaving.
	To experiment with different textures, including sensory experience.
To use key vocabulary that demonstrates their knowledge and understanding of collage and textile.	See vocabulary list below.
COMPONENT SKILL To use printing techniques to express their ideas and experiences. (Printing)	
To select and use a range of materials to create effect.	To make marks with a variety of objects including natural and made materials.
	To imprint onto a range of textures including newspaper, coloured paper, plain paper, into clay and dough, etc.
To use a range of techniques to explore colour, shape, texture and pattern.	To make rubbings showing a range of textures and patterns.
	To produce simple pictures by printing with objects, e.g. sponges, vegetables, etc.
	To print with block colours.
To use key vocabulary that demonstrates their knowledge and understanding of printing.	See vocabulary list below.
COMPONENT SKILL To study and learn from the works of famous artists, craftspeople and designers, from different cultures and backgrounds. (Artists, Craftspeople & Designers)	
To use inspiration from well-known artists to replicate a piece of work.	To experiment with a technique that an artist uses.
To describe and express opinions about work of famous artists.	To describe a picture created by an artist.
To use key vocabulary that demonstrates their knowledge and understanding of the work of other artists.	See vocabulary list below.
COMPONENT SKILL To evaluate and develop their work and that of others using the language of art, craft and design. (Evaluating)	
To select and record from first hand observation, experience and imagination.	To recognise and describe key features of their own and others' work.
	To identify colours in artwork and discuss shapes in artwork – what they are, e.g. circles form the wheels on the car.

To ask and answer questions about the starting points for their work and select ideas to use in their own work.		To comment on the subject and narrative in artwork.		
To explore a range of artists, craftspeople and designers from different periods in time, cultures and backgrounds; the artwork they created and the purpose of their art.		To observe and discuss pieces of artwork by different artists, craftspeople and designers saying what they like / dislike and why.		
Vocabulary				
Exploring & Developing	Drawing	Painting	Sculpting	Collage & Textiles
art work design	line texture thick thin wavy straight	colour paint mix brush brushstroke	feel size look smell model shape materials	collage texture fabric weaving cut tear place over under decoration colour
Printing	Artists, Craftspeople & Designers			
rubblings pattern colour marks materials	Andy Goldsworthy (Focus Artist); Giuseppe Arcimboldo (Focus Artist); Wassily Kandinsky; Various Indian artist (street artists) Piet Mondrian; Vincent Van Gogh; Jackson Pollock			