

<u>Year group</u>	<u>National curriculum coverage</u>	<u>Skill to be taught</u>			
		<u>Drawing:</u> pencil, wax, chalk, ink, pen, brushes	<u>Colour:</u> pigment - paint, inks, pastels, dyes etc and tools to apply colour - brushes, sponges, straws etc	<u>Texture:</u> collage, weaving, threads, fibers, fabrics, surfaces, wood, clay	<u>Form:</u> 3D experience, rigid and malleable materials
Reception	<p><u>Early Learning Goal</u></p> <p>Expressive arts and design; Exploring and using media and materials.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Begin to use a variety of drawing tools - e.g. finger, stick, pencil, chalk.</p> <p>Use drawings to tell a story.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body.</p>	<p>Experiencing and using primary colours predominantly - to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper - glue sticks, sponges, brushes, fingers.</p>	<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>