| Development Matters | Skills and Techniques for Drawing | Skills and Techniques for Painting | Skills and Techniques for Printing | Assessment |
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| **22-36 months**<br>• Experiments with blocks, colours and marks<br><br>**22-36 months**<br>• Understands that they can use the lines to enclose a space and then begin to use these shapes to represent objects<br>• Beginning to be interested and describe the texture of things<br>• Realises tools can be used for a purpose<br><br>**40-60 months**<br>• Explores what happens when they mix colours<br>• Experiments to create differen5 textures<br>• Understands that different media can be combined to create new effects<br>• Manipulates materials to achieve a planned effect<br>• Uses simple tools and techniques competently and appropriately<br>• Selects appropriate resources and adapts work where necessary<br>• Selects tools and techniques needed to shape, assemble and join materials they are using | • Recognising, copying and creating horizontal and vertical lines, circles (ELG 4)<br>• Create simple representations of events, people and objects. This could be a portrait, an observational picture or a sketch from some stimulus. (ELG 17)<br>• Talk to children about ways of finding out what they can do with different media. (ELG 16) | • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (ELG 16)<br>• Chooses particular colours to use for a purpose. (ELG 17)<br>• Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. (ELG 17)<br>• Extend children's experience and expand their imagination through the provision of pictures and paintings. (ELG 17)<br>• Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. (ELG 6 & 16) | • Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. (ELG 6 & 16)<br>• Use different objects for combining colours to make a print picture. (ELG 17) | **Drawing**<br>• Can ch use different media to name, match and draw horizontal/vertical lines and circles?<br>• Are ch able to draw a representation of an event, person or object and talk about what they have done?<br>**Painting**<br>• Can children talk about differences in colours they see in the environment?<br>• Are ch able to choose colours to paint a picture on different media and with different equipment?<br>**Printing**<br>• Are ch able to print using a range of manmade and natural objects or their own bodies?<br>**Collage**<br>• Can children select their own materials and stick them down to create a picture?<br>**Textiles**<br>• Can ch describe the colour and feel of different materials?<br>**3D Work**<br>• Can ch make a sculpture from junk modelling resources?<br>**Exploring and Developing Ideas**<br>• Can children use their skills and explore concepts and ideas through their representations.<br>• With support can children think about what they want to make, the process that might be involved and the materials they would need?<br>**Evaluating and Developing Work**<br>• Can children talk about what their work means to them. |
| | **Skills and Techniques for Collage** | **Skills and Techniques for Textiles** | **Skills and Techniques for 3D Work** | |
| | • Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. (ELG 17)<br>• Introduce vocabulary to enable children to talk about their observations and experiences, e.g. *'smooth' 'shiny' rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard* (ELG 3) | • Provide resources for joining things together and combining materials, demonstrating where appropriate. (ELG 17)<br>• Introduce vocabulary to enable children to talk about their observations and experiences, e.g. *'smooth' 'shiny' rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard*. (ELG 3) | • Introduce children to a wide range of sculpture.<br>• Encourage children to take time to think about sculpture that is unfamiliar to them before they talk about it or express an opinion. (ELG 17)<br>• Provide resources for joining things and combining materials, demonstrating where appropriate. (ELG 17) | |