

AccessArt & EYFS: Exploring Art in Early Years Settings

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To accompany the [AccessArt Primary Art Curriculum](#), we are pleased to share resources for use in EYFS and SEND settings.

The resources in this section are grouped around 7 areas of exploration:

- **What Can We See?**
- **How Can We Explore Colour?**
- **How Can We Build Worlds?**
- **How Can We Explore Materials & Marks?**
- **How Can We Explore 3d Materials?**
- **How Can We Use Our Bodies To Make Art?**
- **How Can We Use Our Imaginations?**

Within each area we have provided activities which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early

understanding of visual literacy skills, and begin to build the child's confidence in their ability to make a personal, creative response to a stimuli.

Together these opportunities provide a foundation for pupils to develop skills further through the [AccessArt Primary Art Curriculum](#).

FAQ

- **How Does the AccessArt EYFS Curriculum Feed Into the AccessArt Primary Art Curriculum**

The AccessArt Primary Art Curriculum promotes open-ended creative learning, placing emphasis on the creative journey and nurturing children to become confident and independent creators.

In order to prepare children for the pathways in the Primary Art Curriculum, we recommend using resources in this section suitable for EYFS and SEND.

The aim of these resources is to help give pupils opportunities and experiences which enable pupils to:

- Build dexterity skills
- Explore materials and mark making in a playful way
- Use bodies and imaginations to inspire making

- Explore how they can reflect and share their views about what they have seen or made
- Explore how art enriches our lives
- How Do We Structure Learning?

The resources below do not follow set pathways and do not need to be introduced in a particular order, neither is there any need to cover all activities. Instead, approach planning in a playful way, by asking yourself which activities do you think your children would enjoy, and which would you enjoy facilitating.

Try to choose at least one activity from each section (bearing in mind that many of the activities appear in more than one section). Balance out 3D making with 2D opportunities such as drawing, printing or painting.

- What Does Success Look Like?

Remember creativity is a fragile creature so always assess with great care.

Keep any assessment light, holistic and formative. Ask big, caring questions:

- What does success feel like to each child?
- What worked for them?

What could you change / provide as teacher to help them progress further next time?

Think in terms of simple criteria which might be applied to each activity:

- Connection** Is the child able to make a connection between the world, materials and ideas (whatever form that connection takes)?
- Enthusiasm** Has the activity engaged the child? Is it relevant and enabling?
- Dexterity** Is the child able to practise and progress dexterity skills to help them connect head, heart, hand?
- Materials** Is the child able to explore materials in a playful, explorative way?
- Articulation** Is the child able to articulate, at a level appropriate for that particular child, their likes/dislike/hopes both during and after a session?

You might like to see the resources at
www.accessart.org.uk/how-do-we-assess-creativity/

and in particular
www.accessart.org.uk/what-does-success-look-like/

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- **How Do We Access All Resources?**

To access all resources you must be a multiuser member of AccessArt. [Find out more about membership prices and benefits here.](#)

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EYFS & SEND: Resources & skills Editable document

EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING
HOW CAN WE EXPLORE COLOUR?	Observational and Imaginative Drawings Collecting, Arranging, Drawing Still Life Compositions Inspired by Cezanne	✓	
	Explorer's Books: Collecting Colour	✓	✓
	To Colour...	✓	
	Collaging with Wax Crayon Rubbings	✓	
	Collecting, Arranging, Drawing	✓	
	Printing With String	✓	
	T-Shirt Paintings	✓	

OVERVIEW OF DISCIPLINES, SKILLS & BEHAVIOURS DEVELOPED FROM EYFS TO KS2



The 7 Areas of Exploration

What Can We See?



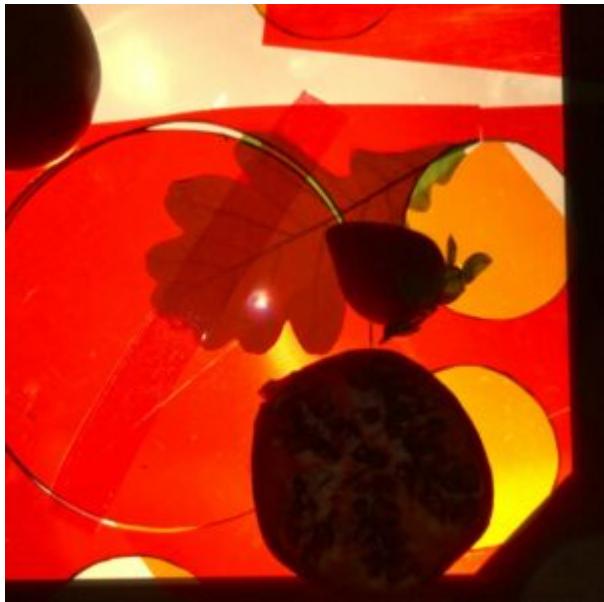
Enabling children to look is an essential foundation skill. Through looking we nurture curiosity, build knowledge, and make the world our own.

Looking provides us with an opportunity for active

exploration. Empowered by close looking, we can build confidence in our ability to make a creative response, developing dexterity skills along the way.

[Find resources to promote looking here.](#)

How Can We Explore Colour?



Exploring colour gives us a great opportunity to interact with the world through our senses.

In addition to develop our early knowledge of colour and colour mixing, we can also approach colour in an intuitive way, enjoying and exploring the way colour makes us *feel*.

[Find resources to enable an exploration of colour here.](#)

How Can We Build Worlds?



Manipulating the materials of the world and transforming them into something new is an empowering process.

Imagination is the stimulus for much making, and through enabling children to build and expand the worlds around them, we empower children to affect their own environments for the better.

[Find resources to enable making here.](#)

How Can We Explore Materials & Marks?

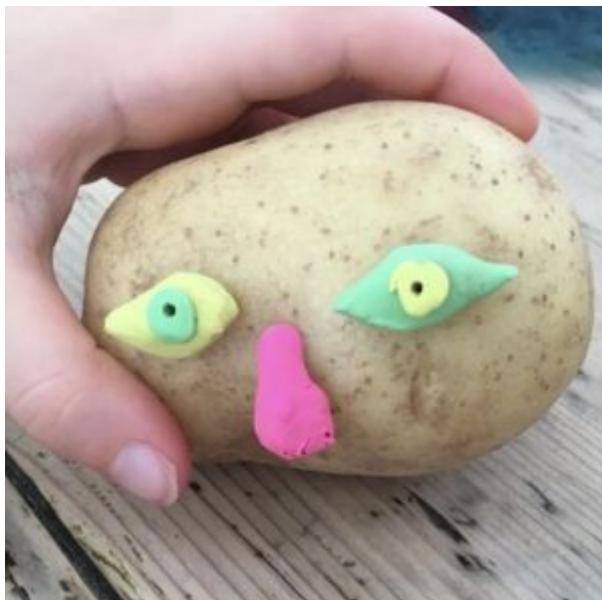


We don't just have to paint on paper – the world is full of textures and materials which we can use as surfaces for artwork!

How can we transform the surfaces around us by using line, colour and shape, and how can we make the objects we decorate reflect our personality?

[**Resources in this section**](#) encourage EYFS and SEND learners to be open and inventive about the surfaces on which they make art.

How Can We Explore 3D Materials?



The world is full of materials, waiting to be transformed by our hands, hearts and heads.

Giving children plenty of opportunity to explore materials through free exploration, ungoverned by our expectations of “outcome”, is vital if we are to help build experience of what it is possible to create.

The [resources in this section](#) help enable an open-ended exploration of materials whilst developing dexterity and imagination skills.

How Can We use Our Bodies To make Art?



We often assume we make art using our hands and eyes, but we can use all our senses to inform our exploration.

[Resources in this section](#) encourage pupils to explore how they can engage with the world and explore materials through their bodies and their senses.

How Can We Use our Imaginations?



Most very young children find it easy to use their imagination to help invent a world around them.

Through art we can encourage children to nurture their imaginations, building confidence in their instinct, intuition, sense of self and ability, to give an outward form to inner ideas.

The [resources in this section](#) help nurture and celebrate imagination.



Explore our Primary Art Curriculum (yrs 1 to 6)

We are excited to be able to share with you our curriculum, consisting of 36 pathways for Years 1 to 6, designed to inspire and enable high-quality visual arts teaching and learning in primary schools.

DALER 
ROWNEY



**A special thank you to Scola
and Daler Rowney for their
support.**