

## Progression Guidance for Art & Design from Early Years

### Overview

Art and Design in the EYFS Framework falls predominantly under the Expressive Arts and Design area of learning. In addition, 'drawing' is referred to in Physical Development within Fine Motor Skills. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.

The following table shows how the Statutory EYFS Framework Educational Programmes (curriculum) fit alongside Year 1 subject content and how Year 1 key skills, knowledge and understanding fit alongside relevant early learning goals (assessment). In addition, suggested key skills, knowledge and understanding for EYFS are provided. These are intended as guidance only. Individual schools should review their own curriculum and identify the appropriate skills, knowledge and understanding to be taught based on knowledge of their unique school context. In addition, it should be noted that the Early Learning Goals must not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.

Art and Design		
Year 1 Subject Content	EYFS Educational Programmes (Curriculum)	Suggested EYFS Key Skills, Knowledge and Understanding* (Curriculum)
Drawing	<b>Expressive Arts and Design</b>  The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate	<ul style="list-style-type: none"> <li>• Hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks</li> <li>• Select coloured drawing implements for a purpose</li> <li>• Use drawing tools to make marks, lines and curves</li> <li>• Draw accurate representations of people and objects</li> <li>• Talk about their own and others' work</li> <li>• Recognise and name different colours</li> <li>• Understand that when colours are mixed, new colours are created.</li> <li>• Select and create different colours</li> <li>• Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</li> <li>• Explore working with paint on different surfaces and in different ways</li> </ul>
Colour		
Texture		

Form	through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	<ul style="list-style-type: none"> <li>• Work from direct observation and imagination</li> <li>• Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.</li> <li>• Impress and apply simple decoration</li> <li>• Cut shapes using scissors and other modelling tools</li> <li>• Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately</li> <li>• Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials and kits</li> <li>• Explore and use a variety of textiles, printing methods and patterns</li> <li>• Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.</li> <li>• Thread a needle and make simple stitches</li> <li>• Create simple weavings</li> <li>• Create simple collages by layering fabric</li> <li>• Load an object with paint and print with it.</li> <li>• Make rubbings from textured surfaces.</li> <li>• Make a range of other prints, e.g. from bubbles.</li> <li>• Print regular, irregular and symmetrical patterns</li> </ul>
Printing		
Pattern		

**Year 1 Key Skills, Knowledge and Understanding**

**Linked Early Learning Goals (Assessment)\***

- Use a range of materials creatively to design and make products  
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Evaluate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

#### 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

#### Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

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*\*The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.*

The table below shows suggested key skills, knowledge and understanding to focus on in EYFS alongside those identified in the KS1 Programme of Study for Art and Design. These are intended as guidance only. Individual schools should review their own curriculum and identify the appropriate skills, knowledge and understanding to be taught based on knowledge of their unique school context.

Step by Step Guidance to Support Planning for Art & Design Progression			
1.	Establish where, when and how often, children are given opportunities to develop the Characteristics of Effective Teaching and Learning which will prepare them for accessing all subject areas in KS1.		
2.	Establish where and when children are given opportunities to explore the identified skills, knowledge and understanding across EYFS which will prepare them for accessing Art and Design in KS1.		
3.	Map out where Art and Design will have a predominant focus within EYFS teaching and learning. As well as direct teaching, you should also consider child-led learning and how the physical learning environment lends itself to Art and Design.		
4.	<table border="1"> <tr> <td>Look at the progression of your subject across school.</td> <td>           Consider:           <ul style="list-style-type: none"> <li>• What children cover in Early Years</li> <li>• When Art and Design topics or skills are revisited later on in school</li> <li>• If the curriculum offer in Early Years provides the appropriate foundations for future learning</li> <li>• What specific skills and knowledge children are learning in Early Years related to Art and Design</li> <li>• If these skills provide children with the foundations needed to apply these skills in Year 1 and beyond</li> </ul> </td> </tr> </table>	Look at the progression of your subject across school.	Consider: <ul style="list-style-type: none"> <li>• What children cover in Early Years</li> <li>• When Art and Design topics or skills are revisited later on in school</li> <li>• If the curriculum offer in Early Years provides the appropriate foundations for future learning</li> <li>• What specific skills and knowledge children are learning in Early Years related to Art and Design</li> <li>• If these skills provide children with the foundations needed to apply these skills in Year 1 and beyond</li> </ul>
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5.	Map out the skills and knowledge children will achieve throughout their time in Early Years	<ul style="list-style-type: none"> <li>• What skills, knowledge and understanding will children have in Art and Design by the end: <ul style="list-style-type: none"> <li>○ Autumn term, Spring term and Summer term of Nursery?</li> <li>○ Autumn term, Spring term and Summer term of Reception?</li> </ul> </li> <li>• Is this learning progressively sequenced?</li> <li>• Does this provide the opportunity to integrate new knowledge into larger concepts?</li> <li>• Are links made between new and previous learning?</li> </ul>
6.	Map out the vocabulary associated with Art and Design children will learn at different points throughout Early Years. Does this vocabulary help to prepare children for the next phase?	
7.	Monitor the implementation of the long-term plan (set out by following steps 1-6).	<p>Consider:</p> <ul style="list-style-type: none"> <li>• The opportunities children have to apply Art and Design knowledge and skills and embed understanding through child-initiated learning</li> <li>• The opportunities children have to embed learning through different contexts, e.g. across multiple areas of the Early Years environment during play.</li> <li>• How adults support children to learn and understand specific vocabulary related to Art and Design</li> </ul>
8.	Assess the impact of the long term plan and implementation process.	<ul style="list-style-type: none"> <li>• Are children able to demonstrate the skills (identified in step 1 and 2)?</li> <li>• Can children use and apply the taught vocabulary?</li> <li>• Are children confident with basic concepts related to Art and Design by the end of Reception?</li> <li>• Do children enter Year 1 ready for the Art and Design National Curriculum Programme of Study?</li> </ul>