

Art and Design Skills Progression Map



School Readiness Intent: At St Francis CE Primary School we want our children to explore, design and present information. As artists, we will use experiences and ideas to inspire our art work. We will learn about the work of a range of different artists, artisans and designers. We will then explore a range of techniques to present our work.

EYFS Intent: Children in the Early Years Foundation Stage will be given the opportunity to explore the materials around them through continuous provision and quality first teaching. They will be able to explore, design and create using a variety of tools, materials and techniques. They will experiment with colour, line, shape and pattern.

EYFS Stage	Development Matters	Implementation/ Context
F3 	16-26 Months: EAD - Exploring media and materials •Explores and experiments with a range of media through sensory exploration. PD – Moving and handling •Beginning to balance blocks to build a small tower. •Makes connections between their movement and the marks they make. 22-36 Months: EAD - Exploring media and materials •Notices and is interested in the effects of making movements which leave marks. PD - Moving and handling •Imitates drawing simple shapes such as circles and lines. •Experiments with blocks, colours and marks	Children will be provided with a variety of art materials such as chubby crayons, chubby chucks, chubby felts, paint and collage as well as 3D modelling using large wooden blocks and natural resources, stickle bricks, duplo, mega blocks and playdough. They will explore art through their environment and use natural resources to create pictures and begin to give meanings to their marks. Children will be using/developing a fist grip or palmar supinate grasp.
F2 	30-50 Months: EAD - Exploring media and materials •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. •Joins construction pieces together to build and balance. •Realises tools can be used for a purpose. 30-50 Months: PD - Moving and handling •Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control	Children will be given the opportunity to choose unusual or interesting materials and resources to enable them to explore colour, texture and space. They will explore colour through continuous provision and use different mediums such as pencils, crayons, felts, chubby chucks and crayons, paint and 3D sculpture using different modelling resources such as duplo, natural resources etc Children will be using/developing a digital pronate grasp and moving to a four-finger grasp and deciding on a dominant hand. Children are beginning to develop their own ideas and beginning to explore different techniques.

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EYFS Stage	Development Matters	Implementation/ Context
Reception  	40-60 Months: EAD – Exploring media and materials • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 40-60 Months: PD - Moving and handling • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. ELGs EAD – Exploring media and materials 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. ELGs PD – Moving and Handling They handle equipment and tools effectively.	Children will be given the opportunity to construct a variety of different products safely using different tools and media. Children will choose their own materials with a purpose in mind. They will be given the opportunity to share their ideas, and explain adaptations to work where necessary. Children will use a mixture of natural and man-made materials to explore and create new structures. They will explore mixing of colours and will use different mediums such as crayons, felts, chalks (fat and thin), paint, collage, sculpting and modelling, 3D sculpture with modelling resources with blocks, natural resources, lego etc. They will use a variety of pencils, pens, markers, chalks, charcoal etc for drawing and sketching whilst investigating the varying effects which can be made using these tools. Children will be using/developing a four-finger grasp and moving on to a static tripod grasp. Children are developing ideas and techniques.

The Characteristics of Effective Learning and Teaching

Playing and exploring

Engagement:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



Active Learning

Motivation:

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do



Creating and thinking critically

Thinking:

- Having their own ideas
- Making links
- Choosing ways to do things



Learning and Teaching in EYFS – New EYFS Curriculum

What Art Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

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EYFS Stage	Development Matters		Implementation/ Context
3-4 Year olds Nursery	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.	
	Expressive Arts and Design	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	

		• Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.	
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EYFS Stage	Development Matters		Implementation/ Context
Reception	Physical Development	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.	
	Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	

Art		
Three and Four-Year-Olds	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.

	Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
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ELG	Physical Development	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	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.