



EYFS Progressions of Skills - Expressive Art and Design

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work						
Enrichment opportunities						
Knowledge						
Pupils know:	Colour: <ul style="list-style-type: none"> The names of a wide range of colours. Colours can be mixed to make new colours. Form: <ul style="list-style-type: none"> Modelling materials can be shaped using hands or tools. Shapes: <ul style="list-style-type: none"> The names of simple shapes in art. 		Line: <ul style="list-style-type: none"> Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'. Pattern: <ul style="list-style-type: none"> When they have made a pattern with objects/colours/drawn marks and be able to describe it. 		Texture: <ul style="list-style-type: none"> Simple terms to describe what something feels like (e.g. bumpy). Tone: <ul style="list-style-type: none"> There are different shades of the same colour and identify colours as 'light' or 'dark'. 	
Skills						
Creating with Materials	Pupils know how to: <ul style="list-style-type: none"> Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and differences between drawing tools. Investigate how to make large and small movements with control when drawing. 					



	<ul style="list-style-type: none"> ● Practise looking carefully when drawing. ● Combine materials when drawing. <p>So that they can:</p> <ul style="list-style-type: none"> ● Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. ● Begin to develop observational skills (for example, by using mirrors to include the main features of faces)
<p>Painting and Mixed Media</p>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Explore paint, using hands as a tool. ● Describe colours and textures as they paint. ● Explore what happens when paint colours mix. ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage. <p>So they can:</p> <ul style="list-style-type: none"> ● Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.
<p>Sculpture and 3D</p>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices.



	<ul style="list-style-type: none">• Plan ideas for what they would like to make.• Problem-solve and try out solutions when using modelling materials.• Develop 3D models by adding colour. <p>So that they can:</p> <ul style="list-style-type: none">• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.• Cut, thread, join and manipulate materials safely, focussing on process over outcome.• Begin to develop observational skills (for example, by using mirrors to include the main features of faces).
Junk Modelling	<p>Design:</p> <ul style="list-style-type: none">• Making verbal plans and material choices.• Developing a junk model. <p>Make:</p> <ul style="list-style-type: none">• Improving fine motor/scissor skills with a variety of materials.• Joining materials in a variety of ways (temporary and permanent).• Joining different materials together.• Describing their junk model, and how they intend to put it together. <p>Evaluate:</p> <ul style="list-style-type: none">• Giving a verbal evaluation of their own and others' junk models with adult support.• Checking to see if their model matches their plan.• Considering what they would do differently if they were to do it again.• Describing their favourite and least favourite part of their model. <p>Technical Knowledge:</p> <ul style="list-style-type: none">• To know there are a range to different materials that can be used to make a model and that they are all slightly different.• Making simple suggestions to fix their junk model.



<p>Evaluating & Analysing</p>	<p>Pupils know the key questions: What is Art?</p> <ul style="list-style-type: none">• Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring. <p>So they can answer: How do people talk about Art?</p> <ul style="list-style-type: none">• Talk about their artwork, stating what they feel they did well.• Say if they like an artwork or not and begin to form opinions by explaining why.
<p>Knowledge of Artists</p>	
<p>Pupils know: Meanings:</p> <ul style="list-style-type: none">• This aspect of the curriculum is child-led; encourages discussion and individual responses to their own and other artworks. <p>Interpretation:</p> <ul style="list-style-type: none">• This aspect of the curriculum is child-led; encourages discussion and individual responses to their own and other artworks. <p>Materials and Processes:</p> <ul style="list-style-type: none">• Artists use modelling materials like clay to recreate things from real life.• Artists choose colours to draw or paint with.• Artists draw many different things and use different tools to draw with.• Sometimes artists are inspired by the seasons.• Some art doesn't last long- it is temporary.• Sometimes artists cut and stick photos to make new images. <p>So they can:</p> <ul style="list-style-type: none">• Enjoy looking at and talking about art.• Recognise that artists create varying types of art and use lots of different types of materials.• Recognise that artists can be inspired by many things.	



Artists explored in EYFS:	Jackson Pollock	Henry Matisse	Georgia O'keefe
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