

Learning in EYFS – Art

The Early Years Foundation Stage (EYFS) Framework is structured different to KS1 and KS2’s National Curriculum. In the EYFS, learning is organised across **seven Areas of Learning**, rather than subject areas. The skills and knowledge taught across EYFS feed into learning in Art in KS1 and KS2.

The table below outlines the **statements and goals from EYFS** which are **prerequisite skills** for KS1 and KS2 programme of study for Art.

The most relevant statements for Art are taken from the following areas of learning in the EYFS

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Expressive Art and Design**

Prerequisite learning for Art		
Three and four year olds (ref: Development Matters)	Communication and language	<ul style="list-style-type: none"> • Use a wider range of vocabulary including Primary Colours • Understand a question or instruction that has two parts, such as “get your coat and wait at the door” or “pick up your pencil and a piece of paper” • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions “do you like this piece of art?”
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. Including selecting different art resources either given to them or through self selection • Increasingly follow rules, understanding why they are important including wear an apron when painting • Remember rules without needing an adult to remind them no running with scissors
	Physical Development	<ul style="list-style-type: none"> • Use large – muscle movements to wave flags and streamers, paint and make marks • 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 • Show preference for a dominant hand
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, 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 increasingly complexity and detail, such as representing a face with a circle and include details • Use drawing to represent ideas like movement or loud noises

		<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour mixing
Reception (ref: Development matters)	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary including names of secondary colours • Articulate their ideas and thoughts in well-formed sentences I'm using the colour red because my character is angry
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge including trying to cut out something that is tricky
	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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
Early Learning Goals (EYFS Statutory Framework)	Communication and Language	<ul style="list-style-type: none"> • Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
	Physical Development	<ul style="list-style-type: none"> • 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 when drawing
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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
Greater Depth Statements (ref: Sheringdale Skills and Knowledge Progression, Art)		<ul style="list-style-type: none"> •