

Holmesdale Infant School
Yearly Knowledge and Skills Progression
Subject: Art Year: Nursery

We have identified 4 BIG IDEAS that run through our Art curriculum. These are evident threads that run through the year group
 1. Generating ideas 2. Making skills (including formal elements) 3. Knowledge of artists 4. Evaluating and analysing

In the EYFS, Art is primarily covered through the following areas of learning:

Prime Areas

- **Physical Development** – developing fine motor control, strength, and coordination when using tools such as pencils, paintbrushes, scissors, and malleable materials.
- **Personal, Social and Emotional Development** – building confidence, self-expression, resilience, and pride in creative achievements, as well as learning to manage feelings through art.

Specific Areas

- **Expressive Arts and Design** – exploring and using a variety of media and materials; experimenting with colour, texture, shape, and form; and sharing thoughts, ideas, and feelings through art.
 - **Communication and Language** – discussing ideas, describing processes, and reflecting on their own and others' artwork using appropriate vocabulary.
 - **Understanding the World** – learning about artists, cultures, materials, and how art can reflect different experiences and environments.
- Together, these areas support children's creative development, imagination, self-expression, and technical skill in art during the Early Years.

Autumn Term

- To explore and make marks using a range of writing tools.
- To join different materials and explore different textures.
- To identify primary colours and explore using primary colours to make secondary colours.
- To use colours for a purpose.

Spring Term

- To explore and make marks.
- To use simple shapes in drawings.
- To use a range of writing tools.

Summer Term

- To draw with increasing complexity and details.
- To handle and manipulate rigid and malleable materials such as playdough, clay, plasticine and card.

Vocabulary:

mark	line	dot	circle	shape	pattern	draw	scribble	picture	detail
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pencil	crayon	pen	paint	brush	chalk	scissors	glue	paper	card
rough	smooth	soft	hard	sticky	bumpy	join	stick	press	squash
colour	red	blue	yellow	green	orange	purple	mix	light	dark
circle	square	triangle	rectangle	playdough	clay	plasticine	roll	squeeze	pinch
bend	twist	choose	same	different	match				

Outcomes:

- **Make a variety of marks using different tools (pencils, crayons, chalks, paintbrushes) with growing control.**
- **Use and join simple materials (paper, card, glue, tape)**
- **Explore texture by selecting and talking about rough, smooth, soft, sticky or bumpy surfaces.**
- **Recognise and name the three primary colours (red, blue, yellow).**
- **Mix colours experimentally to notice when a new colour appears.**
- **Use simple shapes (circle, line, dot, basic geometric shapes) in drawings with intention.**
- **Choose independently from a small selection of drawing tools.**
- **Make marks with increasing control, showing early coordination (controlled dots, lines, circles).**
- **Talk about marks they have made (“This is me”, “I made circles”).**
- **Draw with increasing complexity, adding emerging detail (eyes, limbs, marks representing objects).**
- **Use malleable materials (playdough, clay, plasticine) by rolling, squeezing, flattening or pinching.**
- **Manipulate rigid materials (paper, card) with early purpose—scrunching, folding, bending.**
- **Use simple tools safely (plastic scissors, dough tools) with support.**
- **Choose materials for a simple creative purpose (e.g., “I want sticky tape... the paper won’t stay”).**