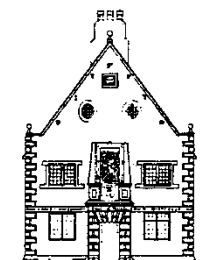


Progression of Knowledge and Skills for Expressive Arts and Design

Creating with Materials and Being Imaginative & Expressive

Early Years Curriculum



Nursery (3-4 years)

Progression of Knowledge and Skills – Expressive Arts and Design

Expressive Arts and Design: Being Imaginative and Expressive

End of Nursery:
 Develops preferences for forms of expression.
 Movements to express feelings.
 Movements in response to music.
 Sings to them self and makes up simple songs.
 Notices what adults do, imitate what is observed and then do it spontaneously when the adult is not there.
 Engages in imaginative role-play based on own first-hand experiences.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (Just tuned 3y) (Nursery)			Begins to use representation to communicate (e.g. drawing a line and saying 'That's me.'). Begins to make-believe by pretending.			
Rising 5s (3y-4y) (Pre-school)			Begins to use representation to communicate, (e.g. drawing a line and saying 'That's me.'). Begins to make-believe by pretending	<i>Takes part in simple pretend play, using an object to represent something else even though they are not similar.</i> <i>Begins to develop complex stories using small world equipment (e.g .animal sets, dolls and dolls houses etc.)</i> <i>Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i> <i>Listens with increased attention to sounds</i> <i>Responds to what they have heard, expressing their thoughts and feelings.</i> <i>Remembers and sing entire songs.</i> <i>Sings the pitch of a tone sung by another person ('pitch match').</i> <i>Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i> <i>Creates their own songs, or improvise a song around one they know.</i>	Develops preferences for forms of expression. Movements to express feelings. Movements in response to music. Sings to them self and makes up simple songs. Notices what adults do, imitate what is observed and then do it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences.	

Progression of Knowledge and Skills – Expressive Arts and Design

Expressive Arts and Design: Creating with Materials

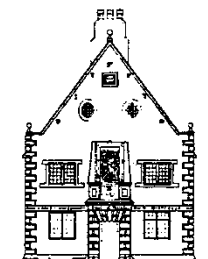
ELG:

and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
 creations, explaining the process they have used;
 of props and materials when role playing characters in narratives and stories.

Language of evaluation:

I made this train. 'I like the way the wheels rotate', 'I've done this picture, 'I can see you have put lots of detail in there, flowers, people, trees', I like this because..., I made this..., I did this..., I've done this...,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (Nursery)			Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks .			
Rising 5s (Pre-school)	Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing.		Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks Explores different materials freely, in order to develop their ideas about how to use them and what to make. Develops their own ideas and then decide which materials to use to express them. Joins different materials and explore different textures. Creates closed shapes with continuous lines, and begin to use these shapes to represent objects. Draws with increasing complexity and detail (e.g. representing a face with a circle and including details) Uses drawing to represent ideas like movement or loud noises. Shows different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explains colour and colour mixing Shows different emotions in their drawings – (happiness, sadness, fear ect.) Plays instruments with increasing control to express their feelings and ideas.		I can enjoy joining in with dancing and ring games. I can sing a few familiar songs. I can begin to move rhythmically. I can imitate movement in response to music. I can tap out simple repeated rhythms. I can explore and learn how sounds can be changed. I can explore colour and how colours can be changed. I can understand that I can use lines to enclose a space and then begin to use these shapes to represent objects. I can show interest in and describe the texture of things. I can use various construction materials. I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. I can join construction pieces together to build and balance.	



Reception (4-5 years)

Progression of Knowledge and Skills – Expressive Arts and Design

Expressive Arts and Design: Being Imaginative and Expressive

ELG:

- *Invent, adapt and recount narratives and stories with peers and their teacher;*
- *Sing a range of well-known nursery rhymes and songs;*
- *Perform songs, rhymes, poems and stories with others, and –when appropriate –try to move in time with music.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music instrumental	Explores using a variety of instruments and hears the differences Copies a simple beat played by an adult on an instrument		Creates own beat with instrument making it quicker, slower, louder, quieter.		ELG: <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • <i>Invent, adapt and recount narratives and stories with peers and their teacher;</i> • <i>Sing a range of well-known nursery rhymes and songs;</i> • <i>Perform songs, rhymes, poems and stories with others, and –when appropriate –try to move in time with music.</i> 	
Singing	Joins in with Singing sessions copying actions and repeated refrains Can sing familiar simple repetitive songs Performs familiar songs		Learns songs with subject specific vocabulary			
Dance & movement	Beginning to move to rhythms in Dance Copies movement to music		Moves in a variety of ways to music Adjusts movements to music they hear Creates own movements to match the tempo, feeling of the music.			

Progression of Knowledge and Skills – Expressive Arts and Design

Expressive Arts and Design: Creating with Materials

ELG:

- 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.

Language of evaluation:

I made this train. 'I like the way the wheels rotate', 'I've done this picture, 'I can see you have put lots of detail in there, flowers, people, trees', I like this because..., I made this..., I did this..., I've done this...,

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Drawing	Gives meaning to marks they make	Beginning to draw people (head with legs)	Drawings include – squares, rectangles and circles, crosses and letters When drawing people, details emerging such as fingers, arms and trunk. Draws what they know not what they see	Combines shapes to create another (a rectangle and a circle to form a hat) Drawings begin to show some understanding of basic observation	Draws a variety of objects with increased detail and shapes, some based on detailed observations	ELG: <i>Children at the expected level of development will:</i> <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; • Make use of props and materials when role playing characters in narratives and stories.
	Painting	Uses large paint brush to add colour to a template	Creates recognisable simple representations in paint	Holds a smaller paint brush correctly (matches pencil grip)	Copies a range of painting techniques modelled to them printing, stamping and colour wash Knows paint needs to dry and stores paintings safely and independently	Selects own painting techniques and resources and tools to create representations	
	Colour	Names and identifies colours (Check point)	Explores mixing colours and observes the change Uses a variety of colours when colouring when colouring and painting	Selects a colour for a purpose (yellow for the sun)	Keeps paint colours clean due to painting process Explores adding black, and white of shades and tints and comments on observations	Knows which primary colours are mixed to make secondary colours	
	Multimedia	Creates basic shapes in clay Explores stamping, cutting and printing into clay/dough	Selects from a variety of resources of interest the wish to use	Selects from a variety of resources for collage according to size, shape and colour	Explores existing textures of objects and describes them verbally Adds marks and textures into clay/dough surface	Explains the process they went through making the choices they made.	

Progression of Knowledge and Skills – Expressive Arts and Design

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design & Technology	Design	Creates items of personal interest	Uses the environment/images to support the decision of what to create	Says what they are going to make before doing so and what it will look like	Creates objects for a given purpose by that for play or given functionality	Effectively selects own resources and fixings for their desired project	ELG: <i>Children at the expected level of development will:</i> <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; • Make use of props and materials when role playing characters in narratives and stories.
	Make	Uses large scale simple construction to create simple models (Duplo) Beginning to cut materials using scissors	Uses/holds scissors correctly Glues paper effectively using a glue stick	Cuts out more complicated shapes independently with some skill. Uses a variety of construction materials skilfully and with confidence	Manipulates materials to use with some skill: folding, fringing, twisting ect.		