

EYFS Expressive Arts and Design Progression Grid



Taught in 2 Year Provision and recapped in R3 and FS1	Taught in Rising Threes and FS1 and recapped in FS2	Taught in FS2	ELG	Y1 Link
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		<u>Steps of Progress</u>			<u>ELG</u>	<u>Y1 Links</u>
<u>Creating With Materials</u>	<u>Drawing</u>	<p>Start to make marks intentionally (DM).</p> <p>Begin to draw a circle to represent a person</p>	<p>Give meaning to the marks they make.</p> <p>Draw a portrait with eyes, nose and mouth.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects (DM).</p> <p>Use drawing to represent ideas like movement or loud noises (DM).</p>	<p>Represents their interests, thoughts and experiences.</p> <p>Draw a portrait with increased detail, for example hair, glasses, ears.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (DM).</p> <p>Select colours for a purpose.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (DT).</p>

<p><u>Creating With Materials</u></p>	<p>Painting and Printing</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools (DM).</p> <p>Print with large resources to promote gross motor skills.</p>	<p>Explore colour and colour mixing (DM).</p> <p>Loads paint on to a brush.</p> <p>Print with smaller resources to promote fine motor skills.</p>	<p>Mix primary colours to make secondary colours.</p> <p>Knows to add black or white paint to alter the shade of a colour.</p> <p>Prints to create patterns or pictures.</p> <p>Uses water to clean brush before changing colours.</p> <p>Experiment with different textures.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (DM).</p>	<p>AA</p>	<p>AA</p>
<p><u>Creating With Materials</u></p>	<p>Collage and Modelling</p>	<p>Explore different materials, using all their senses to investigate them (DM).</p> <p>Make simple models which express their ideas (DM).</p>	<p>Make choices about which materials to use when creating.</p> <p>Use glue and tape to join materials.</p> <p>Join different materials and explore different textures (DM).</p>	<p>Knows how to improve models, for example scrunch, twist, fold, bend, roll.</p> <p>Use sellotape, masking tape, string, ribbon, treasury tags, split pins to join materials.</p>	<p>AA</p>	<p>To use a range of materials creatively to design and make products.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products (DT).</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing (DT).</p>

<u>Creating With Materials</u>	Sculpture	Explores malleable materials.	Makes marks in malleable materials.	Manipulates malleable materials to look like something specific.	AA	To use drawing, painting and sculpture to develop and share their ideas, experiences.
		Builds towers by stacking objects.	Manipulates malleable materials-rolls, cuts, squashes, pinches, twists.	Builds models that replicate things in real life.		

<u>Creating With Materials</u>	Textiles	Weave materials using gross motor skills.	Weave materials using fine motor skills.	Being to sew using a hole punched material.	AA	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
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<u>Creating With Materials</u>	Evaluating	Begin to talk about their work.	Begin to say what they like about their own and others work.	Return to and build on their previous learning, refining ideas and developing their ability to represent them (DM).	Share their creations, explaining the process they have used.	Evaluate and analyse creative works using the language of art, craft and design. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria (DT).
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<u>Creating With Materials</u>	Vocabulary	Draw, line, circle, mark, dip, print, pattern, cut, stick, join, fold, bend, scrunch, twist, roll, pinch, squash, weave, sew, needle, thread.				
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<u>Being Imaginative and Expressive</u>	Singing	<p>Explore their voices and enjoy making sounds(DM).</p> <p>Join in with songs and rhymes, making some sounds and actions (DM).</p>	<p>Remember and sing entire songs (DM).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (DM).</p> <p>Sing the pitch of a tone sung by another person ('pitch match') (DM).</p> <p>Create their own songs or improvise a song around one they know (DM).</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses (DM).</p> <p>Sing and perform nursery rhymes.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody (DM).</p>	<p>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.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and Rhymes.</p>
<u>Being Imaginative and Expressive</u>	Dancing and Music	<p>Moves to music.</p> <p>Make loud and quiet sounds.</p> <p>Explores instruments and knows the names of a few.</p>	<p>Copies basic actions.</p> <p>Make fast and slow sounds.</p> <p>Clap along to a simple beat.</p> <p>Knows the names of common instruments.</p> <p>Follows signals when playing instruments (play and stop).</p> <p>Can say if music is 'happy', 'scary' or 'sad'.</p> <p>Can use instruments to express how they feel.</p>	<p>Learns short dance routines, keeping pace.</p> <p>Make high and low sounds.</p> <p>Plays an instrument to a simple beat.</p> <p>Knows how to use instruments.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses (DM).</p> <p>Explore and engage in music making and dance, performing solo or in groups (DM).</p>	AA	<p>Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

<u>Being Imaginative and Expressive</u>	Role Play	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone (DM).	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. (DM). Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park (DM).	Develop storylines in their pretend play (DM).	Invent, adapt and recount narratives and stories with peers and their teacher. Make use of props and materials when role playing characters in narratives and stories	Participate in discussions, presentations, performances, role play, improvisations and debates (English).
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<u>Being Imaginative and Expressive</u>	Artists	An artist to be planned for each term in Nursery and FS2 (see Medium Term Overviews).	Pupils should be taught: About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
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<u>Being Imaginative and Expressive</u>	Collaborative Working	Work independently to develop basic skills.	Being to work with a friend, copying ideas and developing skills together.	Create collaboratively, sharing ideas, resources and skills (DM).	Share their creations, explaining the process they have used.	
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<u>Being Imaginative and Expressive</u>	Vocabulary	Sing, dance, action, listen, sound, mood, feelings, rhyme, melody, pitch, fast, slow, loud, quiet, high, low, stop, start, bells, tambourine, wooden block, wooden claves, triangle, drum, xylophone, rainmaker, maracas, instrument, beat, perform, retell, act, pretend, character, setting.				
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