


# EXPRESSIVE ARTS AND DESIGN

Early Years Curriculum Plan: Progression of Skills

To see topic lead learning, please refer to our  
Curriculum Mapping Webs

# By the time children finish in the EYFS, we want them...

- ▶ To make a model using malleable materials such as clay
  - ▶ To know how to mix primary colours to make secondary colours
  - ▶ To make a detailed observational painting
  - ▶ To know how to join materials such as paper, card or wood
  - ▶ To be able to design, plan and then make a model using construction or junk modelling materials
  - ▶ To be able to sing a range of songs
  - ▶ To be able to keep a beat using a musical instrument or clapping
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# Autumn Term/ Term 1

## 2 to 3 Years-

Show attention to sounds and music.

Anticipate phrases and actions in rhymes and songs, like 'Peepo'.

Start to make marks intentionally.

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.

Respond emotionally and physically to music when it changes.

Explore their voices and enjoy making sounds.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

## Pre School-

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Play instruments with increasing control to express their feelings and ideas.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Remember and sing entire songs

## Reception-

Develop storylines in their pretend play.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Use instruments to explore tempo

Explore music from a range of cultural celebrations

Explore joining techniques

Combine materials

Mark make using different materials

Begin to draw from observations

# Spring Term/ Term 2

## 2 to 3 Years-

Move and dance to music.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Join in with songs and rhymes, making some sounds.

Enjoy and take part in action songs, such as 'Twinkle, Twinkle little Star'

## Pre School-

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Use drawing to represent ideas like movement or loud noises.

Continue to play instruments with increasing control to express their feelings and ideas.

Develop their own ideas and then decide which materials to use to express them.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Sing the pitch of a tone sung by another person ('pitch match').

## Reception-

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively sharing ideas, resources, and skills.

Explore paint and painting techniques e.g. nature, music and collaborative art.

Move to a beat

Express feelings through music

Create movements that match the tempo, pitch and dynamics of a piece of music.

# Summer Term/ Term 3

## 2 and 3 Years-

Make rhythmical and repetitive sounds.

Explore different materials, using all their senses to investigate them.

Manipulate and play with different materials.

Make simple models which express their ideas.

Explore a range of sound-makers and instruments and play them in different ways.

Use their imagination as they consider what they can do with different materials.

## Pre-School-

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Listen with increased attention to sounds.

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Join different materials and explore different textures.

Explore colour and colour mixing.

Respond to what they have heard, expressing their thoughts and feelings.

Create their own songs, or improvise a song around one they know

## Reception-

Listen attentively, move to and talk about music, expressing their feelings and responses.

Interpret and perform a simple score

Watch and talk about dance and performance art, expressing their feelings and responses

Follow a beat using an untuned instrument

Design and create a floating structure

Use tools and joining techniques for a purpose

# Early Learning Goal- Expressive Arts & Design

## **ELG: Creating with Materials**

- 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.

## **ELG: Being Imaginative and Expressive**

- 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.

# Expressive Arts and Design: Next steps (Year 1 National Curriculum)

## Art and Design

- To use a range of materials creatively to design and make products
- 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
- 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.

(End of KS1)

## Design and Technology

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
  - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
  - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
  - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
  - Explore and evaluate a range of existing products
  - Evaluate their ideas and products against design criteria
- (End of KS1)

## Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 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

(End of KS1)