EYFS Progression in Learning Framework

Expressive Arts and Design

Manor Park Primary School

Manor Park Primary School: Progression in Learning Framework - Expressive Arts & Design

EYFS Statutory Educational Programme. The curriculum needs to include

The development of children's **artistic and cultural awareness** supports their **imagination and creativity**. It is important that children have **regular opportunities to engage** with the arts, enabling them to **explore and play with a wide range of media and materials**.

The quality and variety of what children see, hear and participate in is crucial for **developing** their **understanding, self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

ELG: Creating with Materials

Children at the expected level of development will:

- **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

Children at the expected level of development will:

- **Invent, adapt, and recount narratives and stories with peers and their teachers**
- **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 & Design - Progression in Learning small steps Nursery to KS1

	Nursery			Reception			Interface with KS 1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
CREATING WITH MATERIALS	Can explore pre-made paint using large brushes, blocks, sponges held in the palm of the hand to create own pieces of art	Can paint using large brushes, blocks, sponges with increasing control Prints on varied materials inspired by the work of other artists	Can mix own paint – primary colours Can paint on large paper using thick and medium brushes Can print with a range of small shapes and notices where their work is similar/different to the art of others	Can mix primary colours to make secondary colours and use in own work Uses thin paintbrushes to add details to work Engages in large scale collaborative art using paint, sharing ideas with peers	Knows how to use white or black paint to add tint or shade and uses in own work Usually uses tripod grip to hold brushes, charcoal, pastels Can create own artwork using printing and a range of media and materials	Can colour match close to a specific colour/shade Can selects tools and materials to use in their painting Engages in collaborative art, choosing materials and media, inspired by the work of other artists Edits and improves work	Colour matches, altering tint and shade Uses a variety of brushes and tools to create different effects Prints with a range of resources
	Distinguishes between the different marks they make Draws circles and lines Draws from observation to create own pieces of art	Sometimes gives meaning to their drawings and paintings Draws enclosed spaces, giving meaning Draws from observation and, supported by an adult, adds in detail	Draws faces with features Draws potato people (no neck or body), inspired by other artists Draws from memory	Shows some emotions in drawings of people e.g., happy, sad Draws from the imagination	Draws simple people of an appropriate size for what they are drawing Begins to self-correct any mistakes Draws houses and simple landscapes	Draws a self-portrait with detail (bodies with 'sausage' limbs and additional features) Draws landscapes, buildings, and animals with some details	Draws portraits, detailed pictures, landscapes, buildings, and animals

	Explores malleable materials including clay Uses 3D and 2D structures to explore materials and/or express ideas	Makes marks in malleable materials including clay Uses small world equipment and other resources to develop stories in pretend play	Manipulates malleable materials, to create own designs With adult support, works with others to construct with open-ended resources to make imaginative and complex 'small worlds'	Constructs a piece, using inspiration from other artists/designers, using their own choice of media Makes use of a variety of resources – loose part play	Works with others to create collaborative ideas, design and make something they give meaning to With some support, negotiates with others to build models which replicate those in real life	Constructs a collaborative piece with clear intentions, discussing problems and how they might be solved as they arise, and reflecting on how they have achieved their aims	Uses a variety of techniques and shapes to sculpt
BEING IMAGINATIVE & EXPRESSIVE	Explores instruments from a range of cultures and times Listens with increased attention to sounds Enjoys listening to a wide range of music	Explores instruments, including some tuned instruments, from a range of cultures and times Responds to music in their own way	Uses instruments, including music apps, to experiment with making music to express ideas Can name a few different instruments Plays an instrument to a simple beat Talks about how music makes them feel	Names and explores a wide range of instruments eg chime bars, xylophones Selects own instrument and plays in time to music Understands different emotions through music	Changes the tempo and dynamics whilst playing Begins to create own music with others, sharing ideas and developing skills together Moves differently to different sounds e.g. march to a drum, creep to a maraca	Begins to write own compositions using symbols, pictures, or patterns Expresses opinion about music they have heard	Changes tempo and dynamics Recognises instruments in music Composes own simple tunes Creates sound effects Writes own compositions Expresses opinion
	Sings some familiar songs Moves to music	Sings a range of songs and rhymes Sings in a small group Copies some basic actions Watches short dances and performances	Sings a repertoire of songs Sings in a group, trying to keep in time Copies and uses basic actions in songs Shares some likes and dislikes about music	Sings in a group, matching pitch and following the melody Learns short routines, beginning to match pace Begins to replicate dances and performances	Sings calls and responds to songs, echoing phrases sung to them Watches and talks about dance performances from different times and cultures and responds through their own creative dance	Sings by themselves, following melody Inspired by others, choreographs own dance moves, sharing ideas and developing skills with peers	Sings in tune and to the beat Puts a sequence of actions together Begins to improvise to create a simple dance
	Plays with familiar resources in role play Uses simple small world resources e.g. farm, cars, dolls – sometimes working independently	Uses own experiences in role play Notices what others do, mirroring what is observed, adding variations and then doing it spontaneously Engages in small world play related to rhymes and stories	Begins to use objects to represent something else in pretend play With support, begins to negotiate roles in play, working with others, copying ideas Plays alongside others who are engaged in the same theme	Uses first hand experiences and learnt stories to develop storylines in role play Enhances small world play with a range of props which can be used flexibly and which encourage imagination	Uses own experiences and learnt stories to develop storylines Works with others to enhance small world play with a range of props used flexibly and with imagination	Works with others to engage in and develop creative role play and small world play, which sometimes develops over time	Takes part in a simple role play of a known story

Assessment: On track/not on track using best fit for each Milestone Descriptor – Expressive Arts & Design	
Milestone 1	***Creating with Materials:*** ***I can explore pre-made paint using large brushes, blocks, sponges held in the palm of the hand to create my own pieces of art. I distinguish between the different marks I make. I draw circles and lines. I draw from observation to create my own pieces of art. I explore malleable materials including clay. I use 3D and 2D structures to explore materials and/or express ideas.*** ***Being Imaginative & Expressive:*** ***I explore instruments from a range of cultures and times. I listen with increased attention to sounds. I enjoy listening to a wide range of music. I sing some familiar songs. I move to music. I play with familiar resources in role play. I use simple small world resources, sometimes working independently***
Milestone 2	***Creating with Materials:*** ***I can paint using large brushes, blocks, sponges with increasing control. I print on varied materials inspired by the work of other artists. I sometimes gives meaning to my drawings and paintings. I draw enclosed spaces, giving meaning. I draw from observation and, supported by an adult, I add in detail. I make marks in malleable materials including clay. I use small world equipment and other resources to develop stories in pretend play.*** ***Being Imaginative & Expressive:*** ***I explore instruments, including some tuned instruments, from a range of cultures and times. I respond to music in my own way. I sing a range of songs and rhymes. I sing in a small group. I copy some basic actions. I watch short dances and performances. I use my own experiences in role play. I notice what others do, mirroring what is observed, adding variations and then doing it spontaneously. I engage in small world play related to rhymes and stories.***
Milestone 3	***Creating with Materials:*** ***I can mix my own paint using primary colours. I can paint on large paper using thick and medium brushes. I can print with a range of small shapes and notice where my work is similar/different to the art of others. I draw faces with features. I draw potato people (no neck or body), inspired by other artists. I draw from memory. I manipulate malleable materials, to create my own designs. With adult support, I work with others to construct with open-ended resources to make imaginative and complex 'small worlds'.*** ***Being Imaginative & Expressive:*** ***I use instruments, including music apps, to experiment with making music to express ideas. I can name a few different instruments. I play an instrument to a simple beat. I talk about how music makes me feel. I sing a repertoire of songs. I sing in a group, trying to keep in time. I copy and use basic actions in songs. I share some likes and dislikes about music. I begin to use objects to represent something else in pretend play. With support, I begin to negotiate roles in play, working with others, copying ideas. I play alongside others who are engaged in the same theme.***
Milestone 4	***Creating with Materials:*** ***I can mix primary colours to make secondary colours and use in my own work. I use thin paintbrushes to add details to work. I engage in large scale collaborative art using paint, sharing ideas with peers. I show some emotions in drawings of people. I draw from the imagination. I construct a piece, using inspiration from other artists/designers, using my own choice of media. I make use of a variety of resources – loose part play.*** ***Being Imaginative & Expressive:*** ***I name and explore a wide range of instruments eg chime bars, xylophones. I select my own instrument and play in time to music. I understand different emotions through music. I sing in a group, matching pitch and following the melody. I learn short routines, beginning to match pace. I begin to replicate dances and performances. I use first hand experiences and learnt stories to develop storylines in role play. I enhance small world play with a range of props which can be used flexibly, and which encourage imagination.***

Milestone 5	***Creating with Materials:*** ***I know how to use white or black paint to add tint or shade and use in my own work. I usually use a tripod grip to hold brushes, charcoal, pastels. I can create my own artwork using printing and a range of media and materials. I draw simple people of an appropriate size for what I am drawing. I am beginning to self-correct any mistakes. I draw houses and simple landscapes. I work with others to create collaborative ideas, design and make something I give meaning to. With some support, I negotiate with others to build models which replicate those in real life.*** ***Being Imaginative & Expressive:*** ***I change the tempo and dynamics whilst playing. I am beginning to create my own music with others, sharing ideas and developing skills together. I move differently to different sounds. I sing calls and respond to songs, echoing phrases sung to me. I watch and talk about dance performances from different times and cultures and respond through my own creative dance. I use my own experiences and learnt stories to develop storylines. I work with others to enhance small world play with a range of props used flexibly and with imagination***
Milestone 6	***Creating with Materials:*** ***I can colour match close to a specific colour/shade. I can select tools and materials to use in my painting. I engage in collaborative art, choosing materials and media, inspired by the work of other artists. I edit and improve my work. I draw a self-portrait with detail (body with 'sausage' limbs and additional features). I draw landscapes, buildings, and animals with some details. I construct a collaborative piece with clear intentions, discussing problems and how they might be solved as they arise, and reflecting on how I have achieved my aims.*** ***Being Imaginative & Expressive:*** ***I am beginning to write my own compositions using symbols, pictures, or patterns. I express my opinion about music I have heard. I sing by myself, following melody. Inspired by others, I choreograph my own dance moves, sharing ideas and developing skills with peers. I work with others to engage in and develop creative role play and small world play, which sometimes develops over time.***