EYFS Progression of skills - Expressive Art and Design

ART

| **Three- Four Years** • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. . Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. . Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. . Explore colour and colour-mixing        | **Reception** . Explore, use and refine a variety of artistic effects to express their ideas and feelings. . Return to and build on their previous learning, refining ideas and developing their ability to represent them. . Create collaboratively sharing ideas, resources and skills.  | **Creating with materials- ELG .**. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG . Share their creations, explaining the process they have used. CWM. ELG . Make use of props and materials when role playing characters in narratives and stories. CWM. ELG |
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| **PAINTING SKILLS** **Control of** **paintbrushes.**  | Holds a paintbrush/ printing tools in the palm of the hand.  | Holds the paintbrush with the correct grip with some reminders. | Correctly holds and uses a fine brush to paint. | Uses good control to correctly hold and paint carefully in the lines. | Uses very good control to correctly hold and paint carefully in the lines. |
| **Use of tools**  | Holds a paintbrush/ printing tools in the palm of the hand. | Uses thick brushes.  | Uses thin brushes to add detail and holds the brush with a tripod grip.  | Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers.  |
| **Colour**  | Uses pre-made paints and is able to name most colours.  | Mixes primary colours (red, yellow and blue) to appropriate consistency.  | Uses primary colours to make secondary colours, e.g. green, orange and purple. | Adds white or black to alter a shade or tint of paint.  | Mixes and matches to a specific colour or shade needed.  | Colours matches by altering the tint or shades. Creates warm and cold colours.  |

| **Technique**  | Makes marks by drawing circles and lines. Does not always give meaning. | Paints enclosed spaces using lines and gives meaning. Draws faces with basic features. | Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects. | Paints bodies and shapes for objects that are an appropriate size and have some features. | Paints with detail including finer details such as fingers, ears, hair styles or items onto features. | Paints from observation by making a careful study and then includes features and details in the pictures. |
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| **PRINTING SKILLS**  | I am beginning to understand that to print, I must press down and carefully lift off the printing tool.  | I can print simple shapes with adult prompting for instructions. | I can independently print simple shapes, but I am helped with using the space to build up my composition.  | I can independently print clear representations to create full pictures, without any support and add details | I can independently print very careful representations to create full pictures, without any support and add fine details. I think about the full composition of the picture and use the space. |
| **PATTERN SKILLS**  | I can use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads. | I can use objects to copy a simple repeating pattern with three items. Lay out the pattern/ thread beads. Begin to make own patterns by laying out items. | I can create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns. | I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint. | I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors. | I can create drawings, paintings, printings and models with more than one line of symmetry. |
| **DRAWING SKILLS** **Technique**  | Makes marks by drawing circles and lines. Does not always give meaning.  | Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.  | Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.  | Draws bodies and shapes for objects that are an appropriate size and have some features.  | Draws with detail including finer details such as fingers, ears, hair styles or items onto features.  | Draws from observation by making a careful study and then includes features and details in the pictures.  |
| **Subject**  | Draws things that I have seen.  | Draws simple things from memory.  | Draws self-portraits and uses ideas from objects or pictures in own work.  | Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.  | Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.  |

| **Collage**  | Collage includes all one texture, with larger pieces and gaps between | Tears media into smaller pieces, but with gaps between | Layering of smaller pieces is evident, so there are fewer gaps | Makes collages/mosaics adding details with a wide range of textures Pieces are layers carefully, so there are no gaps |
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| **JOINING SKILLS**  | Uses glue sticks to join pieces.  | Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.  | Joins items using tapes - masking and Sellotape - cutting lengths needed.  | Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.  | Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.  | Joins items using hot glue guns. Joins items using hammers and nails.  |
| **MAKING SKILLS**  | Creates my own piece of art -picture or model. | Creates my own piece of art and gives meaning. | Creates my own piece of art with some details, and I begin to self-correct any mistakes. | I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model. | I review my own work. I discuss strengths and areas for improvement. I make considered improvements. |
| **Sculpture** **(Clay or Dough)**  | I can explore the clay/ dough. | I can make marks in the clay/ dough. | I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting. | I can make something and give meaning to it. | I can make something with clear intentions from start to finish. | I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model. |
| **READINESS FOR YEAR ONE:**• Hold tools like pencils, paint brushes, scissors with increasing precision • Experiment with using different everyday and art materials to explore colour, texture and form • To explore their ideas and imagination by creating drawings, paintings and sculptures. • To explore creating designs and art work on a range of scales. • To explore a range of techniques to draw, paint, print and sculpt to help them create art work. • Recognising and exploring the colour, patterns and shapes in other artist’s work. • Expressing opinions and feelings in response to their own art work and other artist’s work. • Sharing their work with other people, talking about what they have created it. |

| **DESIGN**  |
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| **Three- Four Years**• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. . Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. . Create closed shapes with continuous lines and begin to use these shapes to represent objects. . Explore colour and colour-mixing.  | **Reception** Explore, use and refine a variety of artistic effects to express their ideas and feelings. . Return to and build on their previous learning, refining ideas and developing their ability to represent them. . Create collaboratively sharing ideas, resources and skills.  | **Creating with materials- ELG .** . Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG . Share their creations, explaining the process they have used. CWM. ELG . Make use of props and materials when role playing characters in narratives and stories. CWM. ELG   |

| **DT Progression for sewing**  | I can explore holding a sewing needle. | I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support. | I can begin to use the skill of sewing over and under to make a running stitch with some support. | I can complete some running stitches and work independently. | I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support. | I can join two fabrics with various stitches. |
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| **DT Progression for planning my ideas**  | I can work with independence to try and develop basic skills. | I can develop and share my ideas with support from my peers or an adult. | I work with my friend, and we copy, share, and develop ideas together. I can work independently to develop my ideas. | I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further. | I can carefully develop and share my ideas, experiences, and imagination independently or collaboratively. |
| **DT Progression for constructing my** **ideas.**  | I can build by stacking vertically. | I can join construction components by pushing, clicking, twisting, and snapping. | I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally. I can tesselate basic shapes. | I can cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features. I can balance items. I can explore and add moving parts to my constructions. | I can adapt and improve my models with added features. I add improvements to ensure stability, scale and that it fits the purpose. | I can design, build, review and adapt my constructions to ensure they fit the purpose. I combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale. |
| **DT Progression for sculpting.**  | I can explore the clay/ dough. | I can make marks in the clay/ dough. | I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting. | I can make something and give meaning to it. | I can make something with clear intentions from start to finish. | I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model. |

| **DT Progression for using scissors.**  | I can hold the scissors and open and close the blades | I can make small snips into the paper. | I can snip the paper and move the scissors forward. | I am beginning to cut along the paper with support from a helping hand holding the paper. | I can cut along a straight line, and I am improving in accuracy. | I can cut a curved line. | I can cut a circle shape, cutting around the shape with round edges. I can cut out a square shape. | I can cut around complex shapes such as people. |
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| **DT Progression for joining techniques.**  | Uses glue sticks to join pieces. | Uses glue spatulas and PVAglue to join pieces. I know that this is stronger than using the glue stick. | Joins items using tapes - masking and Sellotape - cutting lengths needed. | Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon. | Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support. | Joins items using hot glue guns.Joins items using hammers and nails. |
| **DT Progression for making.**  | Create my own piece of art - picture or model. | Create my own piece of art and gives meaning. | Create my own piece of art with some details, and I begin to self correct any mistakes. | I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model. | I review my own work. I discuss strengths and areas for improvement. I make considered improvements. |
| **DT Progression for cooking.**  | I can begin to develop a food vocabulary using taste, smell, texture and feel. | I can stir, spread, knead and shape a range of food and ingredients. | I can begin to work safely and show basic hygiene awareness, e.g., washing hands. | I can measure and weigh food items, non-standard measures, e.g., spoons, cups. |
| **READINESS FOR YEAR ONE:**• To describe something they want to make / build / construct • To say who they are making / building / constructing for • To talk about what materials they are going to use when making / building / constructing • To make / build / construct objects using a variety of materials • To join materials together when making / building / constructing • To talk about their constructions / products, and what they are pleased with • To talk about their constructions and say how it could be even better • To talk about everyday objects that they like and say why they are good • To build / construct structures from a range of materials to a design brief that they have created or been given. • To build / construct structures that are tall or strong. • To know that tape and glue can join materials together and can make structures stronger. • To recognise different foods as either healthy or unhealthy • To know how to use basic cutlery and utensils to make and eat food • To follow simple instructions to make different foods • To know when we make food for other people that it needs to be appealing. |

| **BEING EXPRESSIVE (DRAMA/ROLE PLAY)**   |
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| **Three- Four Years**. Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  | **Reception** Develop storylines in their pretend play.  | **Being imaginative and expressive- ELG .** . Invent, adapt and recount narratives and stories with peers and their teacher. BI&E.ELG . Sing a range of well-known nursery rhymes and songs. BI&E.ELG . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG  |
| Small world   | I can explore small worlds such as farms, castles, doll’s houses and garages. I can join in with small world play that retells simple stories, events and rhymes.  | I can take part in pretend and small world play using objects to represent something else that may not be similar.  | I can enhance small world play by adding my own resources and constructions. I am beginning to develop complex stories.  | I can make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. I can combine different resources to make cities with different buildings, a park with different features or a building with different rooms. | I can use small world resources to retell a familiar event or known story in the correct sequence. I can develop storylines and characters into my pretend play.  | I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&E.ELG . I can perform songs, rhymes, poems and stories with others. BI&E.ELG   |
| Role Play  | I can join in with role play that retells simple stories, events and rhymes. I play with familiar resources, e.g., Main items in the Home Corner. | I can take part in pretend play using objects to represent something else that may not be similar. I use my own experiences to develop simple storylines. | I can enhance my role play by adding my own resources and constructions. I am beginning to develop complex storylines using my own experiences and known stories. | I can use my imagination to develop complex storylines. | I can develop storylines and characters into my pretend play. I can take part in group role play to retell a known story. I collaborate with my peers to retell the story in the correct sequence. | I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&E.ELG . I can perform songs, rhymes, poems and stories with others. BI&E.ELG |

| **MUSMusic****IC**  |
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| **Three- Four Years** . Listen with increased attention to sounds. . Respond to what they have heard, expressing their thoughts and feelings. . Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. • Create their own songs or improvise a song around one they know. . Play instruments with increasing control to express their feelings and ideas.  | **Reception** . Listen attentively, move to and talk about music, expressing their feelings and responses. . Sing in a group or on their own, increasingly matching the pitch and following the melody. . Explore and engage in music making and dance, performing solo or in groups.  | **Being imaginative and expressive- ELG .** . Sing a range of well-known nursery rhymes and songs. BI&E.ELG . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG  |

| **Singing / Voice**  | I can use my voice for whispering, speaking, singing, and shouting. | I can experiment with changing my voice with different tempos, pitch, and dynamics. I can sing part/ most of some familiar songs. I know some of the words. I can sing in a small group. | I can join in with singing songs with changes to pitch, tempo, or dynamics. I can sing a whole familiar nursery rhyme and familiar song. I can sing in a group and keep in time. | I can show some control in using my singing voice to create changes in dynamics, tempo, or pitch. I can sing in a group and match the pitch and follow the melody. I can sing in tune and keep to the beat. | .I can sing a range of well known nursery rhymes and songs. BI&E.ELG I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG |
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| **Exploring and** **playing** **instruments** **Compositions of music**   | I can explore how to make sounds using body percussion and percussion instruments. I am beginning to name a few familiar instruments, e.g., drum, keyboard or guitar. | I can copy and join in with a simple beat on a percussion instrument. I can describe the sounds that I make in simple terms such as loud, quiet, fast, or slow. | I can play an instrument in time to a simple piece of music. I know how to play a wide range of percussion instruments. I can create suitable sound effects to match a given theme/story. I can experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo. I can play a simple composition by following a sequence of some simple symbols, pictures or patterns | I can show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch. I can compose, adapt, and play my own composition/tune using simple symbols, pictures or patterns. I am beginning to record my own composition in pictures/symbols. | I can sing a range of well known nursery rhymes and songs. BI&E.ELG I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG |

| **Listening and** **responding to** **Music**  | I enjoy listening to music. | I respond when I listen to music. | I can talk about how music makes me feel. I can listen to songs/music with changes to pitch, tempo, and dynamics. I can respond to changes in the dimensions of music. | I can talk about emotions in the music, e.g., This music sounds happy, sad, or scary. | I can listen to pieces of music and recognises some familiar instruments that are playing. I can express my opinion on a piece of music. I can talk about what a piece of music reminds me of. | I can sing a range of well known nursery rhymes and songs. BI&E.ELG I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG  |
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| **READINESS FOR YEAR ONE:**• To join in with singing familiar songs and rhymes. • To make up songs and rhymes of their own. • To match the pitch of their voice to the pitch of the song they are singing. • To listen to live and recorded music, hearing lyrics, rhymes and instruments. • To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. • To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. • To respond to music, including individual instruments with movement and dance • To match movements to the rhythm and pulse of a piece of music • To explore the range of sounds made by different instruments. • To use a range of percussive instruments to enhance songs and rhymes. • To know the names of instruments that they have explored and used. |