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. | | | | | | |