

EYFS Progression of skills and assessment checkpoints - **Expressive Art and Design.**

Art	Design	Being Expressive		Music		
Art						
<p>Birth-Three Notice patterns with strong contrasts and be attracted by patterns resembling the human face. . Start to make marks intentionally. . Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. . Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. . Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.</p>	<p>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.</p>		<p>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.</p>		<p>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</p>	
(Painting skills)	Uses hands and fingers for painting.	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 <u>good control</u> to correctly hold and paint carefully in the lines.	Uses <u>very good control</u> to correctly hold and paint carefully in the lines.
Control of paintbrushes.						
Use of tools	Enjoys using hands, feet and fingers to make marks.	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	Uses primary colours to make secondary colours,	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.



		appropriate consistency.	e.g. green, orange and purple.			
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.
Printing skills	I can print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off.	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 <u>very careful</u> representations to create full pictures, without any support and add <u>fine</u> details. I think about the full composition of the picture and <u>use the space</u> .
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 and Weaving	Product is all one texture.	Adds additional textures, e.g., rough or smooth. Begins to weave.	Adds a range of textures, e.g., smooth, rough, bendy and hard. Weaves through a simple loom.	Uses an improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid.	Makes collages/mosaics adding details with a wide range of textures and describes these.	
Joining Techniques	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.	
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.
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.
Design						



<p>Birth-Three</p> <ul style="list-style-type: none"> . Notice patterns with strong contrasts and be attracted by patterns resembling the human face. . Start to make marks intentionally. . Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. . Explore different materials, using all their senses to investigate them. <p>Manipulate and play with different materials.</p> <ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 		<p>Three- Four Years</p> <ul style="list-style-type: none"> • 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. 		<p>Reception</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> . Return to and build on their previous learning, refining ideas and developing their ability to represent them. . Create collaboratively sharing ideas, resources and skills. 		<p>Creating with materials- ELG</p> <ul style="list-style-type: none"> . 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 	
<p>DT Progression for sewing</p>	<p>I can explore holding a sewing needle.</p>	<p>I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.</p>	<p>I can begin to use the skill of sewing over and under to make a running stitch with some support.</p>	<p>I can complete some running stitches and work independently.</p>	<p>I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support.</p>	<p>I can join two fabrics with various stitches.</p>	
<p>DT Progression for planning my ideas</p>	<p>I can work with independence to try and develop basic skills.</p>	<p>I can develop and share my ideas with support from my peers or an adult.</p>	<p>I work with my friend, and we copy, share, and develop ideas together. I can work independently to develop my ideas.</p>	<p>I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further.</p>	<p>I can carefully develop and share my ideas, experiences, and imagination independently or collaboratively.</p>		
<p>DT Progression for constructing my ideas.</p>	<p>I can build by stacking vertically.</p>	<p>I can join construction components by pushing, clicking, twisting, and snapping.</p>	<p>I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally. I can tessellate basic shapes.</p>	<p>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.</p>	<p>I can adapt and improve my models with added features. I add improvements to ensure stability, scale and that it fits the purpose.</p>	<p>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.</p>	



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 with two hands, and I am learning how the blades close and open	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.
DT Progression for joining techniques.	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.	
DT Progression for making.	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.	
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.	

Being Expressive (Drama/Role play)

Birth-Three . 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.	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
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<p>Small world</p>	<p>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.</p>	<p>I can take part in pretend and small world play using objects to represent something else that may not be similar.</p>	<p>I can enhance small world play by adding my own resources and constructions. I am beginning to develop complex stories.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
<p>Role Play</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>I can use my imagination to develop complex storylines.</p>	<p>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.</p>	<p>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</p>
<p>Music</p>						



<p>Birth-Three</p> <ul style="list-style-type: none"> . Show attention to sounds and music. . Respond emotionally and physically to music when it changes. . Move and dance to music. . Anticipate phrases and actions in rhymes and songs, like 'Peepo'. . Explore their voices and enjoy making sounds. . Join in with songs and rhymes, making some sounds. . Make rhythmical and repetitive sounds. . Explore a range of sound-makers and instruments and play them in different ways. . Enjoy and take part in action songs, such as 'Twinkle Little Star'. 	<p>Three- Four Years</p> <ul style="list-style-type: none"> . Listen with increased attention to sounds. . Respond to what they have heard, expressing their thoughts and feelings. . Remember and sing entire songs. <ul style="list-style-type: none"> • 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. 	<p>Reception</p> <ul style="list-style-type: none"> . 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. 	<p>Being imaginative and expressive-ELG .</p> <ul style="list-style-type: none"> . 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 		
<p>Singing / Voice</p>	<p>I can use my voice for whispering, speaking, singing, and shouting.</p>	<p>I can experiment with changing my voice with different tempos, pitch, and dynamics.</p> <p>I can sing part/ most of some familiar songs. I know some of the words.</p> <p>I can sing in a small group.</p>	<p>I can join in with singing songs with changes to pitch, tempo, or dynamics.</p> <p>I can sing a whole familiar nursery rhyme and familiar song.</p> <p>I can sing in a group and keep in time.</p>	<p>I can show some control in using my singing voice to create changes in dynamics, tempo, or pitch.</p> <p>I can sing in a group and match the pitch and follow the melody.</p> <p>I can sing in tune and keep to the beat.</p>	<p>.I can sing a range of well-known nursery rhymes and songs. BI&E.ELG</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG</p>
<p>Exploring and playing instruments</p> <p>Composition of music</p>	<p>I can explore how to make sounds using body percussion and percussion instruments.</p>	<p>I can copy and join in with a simple beat on a percussion instrument.</p> <p>I can describe the sounds that I make in simple terms</p>	<p>I can play an instrument in time to a simple piece of music.</p> <p>I know how to play a wide range of percussion instruments.</p>	<p>I can show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch.</p>	<p>I can sing a range of well-known nursery rhymes and songs. BI&E.ELG</p> <p>I can perform songs, rhymes, poems and</p>



	I am beginning to name a few familiar instruments, e.g., drum, keyboard or guitar.	such as loud, quiet, fast, or slow.	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 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.	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