



Expressive Arts & Design

Knowledge and Skills Progress Model

Minimum expectations for Nursery	Minimum Expectations for Reception	ELG (Expected standard by the end of Reception)
<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>Painting</p> <ul style="list-style-type: none"> • Use pre-made paints and able to name colours • Mix primary colours to appropriate consistency • Can hold a paintbrush in the palm of their hand • Enjoys using hands, feet and fingers to paint • Can use thick brushes • Print with large blocks and larger sponges 	<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>Painting</p> <ul style="list-style-type: none"> • Able to mix primary colours to make secondary colours • Add white or black paint to alter tint or shade • Colour matching to a specific colour and shade • Can use thin brushes to add detail • Can hold a paintbrush using a tripod grip • Can independently select additional tools (stamps, rollers etc) to improve their painting • Print with small blocks, small sponges, fruit, shapes and other resources • Create patterns or meaningful pictures when printing 	<p>Creating with Materials:</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; -share their creations, explaining the process they have used; -make use of props and materials when role playing characters in narratives and stories.

<p>Drawing</p> <ul style="list-style-type: none"> • Make marks • Draw circles and lines • Draw faces with features and draws enclosed spaces, giving meaning • Draw 'potato people' (no neck or body) • Children are able to draw things that they observe 	<p>Drawing</p> <ul style="list-style-type: none"> • Draw bodies of an appropriate size for what they're drawing • Draw with detail (bodies with 'sausage' limbs and additional features) • Children are able to draw simple things from memory • Children are beginning to draw self-portraits, landscapes and buildings/cityscapes 	<p>Creating with Materials:</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; -share their creations, explaining the process they have used; -make use of props and materials when role playing characters in narratives and stories.
<p>Collage</p> <ul style="list-style-type: none"> • Use glue sticks with support • Use glue spatulas with support • Use glue sticks and glue spatulas independently • Explore materials • Select materials to piece together Product is all one texture • Additional textures – children describe as smooth or bumpy • Beginning to weave (gross motor) 	<p>Collage</p> <ul style="list-style-type: none"> • Join items with glue or tape • Join items in a variety of ways – sellotape, masking tape, string, ribbon • Add other materials to develop models (tissue paper, glitter...) • Know how to improve models (scrunch, twist, fold, bend, roll) • Know how to secure boxes, toilet rolls, decorate bottles • Smooth, rough, bendy, hard • Weave (fine motor) • Improve vocab – flexible, rigid 	<p>Creating with Materials:</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; -share their creations, explaining the process they have used; -make use of props and materials when role playing characters in narratives and stories.
<p>Sculpture</p> <ul style="list-style-type: none"> • Build towers by stacking objects • Build walls to create enclosed spaces • Explore play dough • Make marks in play dough • Manipulate play dough/clay (rolls, cuts, squashes, pinches, twists...) 	<p>Sculpture</p> <ul style="list-style-type: none"> • Build simple models using walls, roofs and towers • Build model which replicate those in real life. • Can use a variety of resources – loose part play • Make something that they give meaning to • Make something with clear intentions 	<p>Creating with Materials:</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; -share their creations, explaining the process they have used; -make use of props and materials when role playing characters in narratives and stories.

<p>Music</p> <ul style="list-style-type: none"> • Enjoy listening to music • Respond to music • Explore instruments and is beginning to name them (drum, tambourine, maraca, triangle...) 	<p>Music</p> <ul style="list-style-type: none"> • Talk about how music makes them feel • Understand emotion through music and can identify if music is 'happy', 'scary' or 'sad' • Children are able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) • Play a given instrument to a simple beat Select own instruments and play them in time to music • Can change the tempo and dynamics whilst playing • Know how to use a wide variety of instruments • Beginning to write own compositions using symbols, pictures or patterns 	<p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> -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.
<p>Singing and dancing</p> <ul style="list-style-type: none"> • Move to music • Copy basic actions • Learn short routines, beginning to match pace • Beginning to watch performances for short periods of time • Watch dances and performances • Know some words when singing • Sing in a small group • Sing in a group, trying to keep in time 	<p>Singing and dancing</p> <ul style="list-style-type: none"> • Learn longer dance routines, matching pace • Share likes and dislikes about dances/ performances • Replicate dances and performances • Sing in a group, matching pitch and following melody • Sing by themselves, matching pitch and following melody 	<p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> -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.
<p>Role play</p> <ul style="list-style-type: none"> • Play with familiar resources • Use own experiences to develop storylines • Simple small world (farm, cars, trains, dolls) • Participate in small world play related to rhymes and stories 	<p>Role play</p> <ul style="list-style-type: none"> • Use experiences and learnt stories to develop storylines • Use imagination to develop own storylines • Children enhance small world play with simple resources • Enhance with resources that they pretend are something else 	<p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> -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.

<p>Independence</p> <ul style="list-style-type: none"> • One piece of paper provided to child • Choose a piece of paper from a selection of 2/3 colours • Create their own piece of art • Create their own piece of art and gives meaning • Children work independently to develop basic skills • Work with a friend, copying ideas and developing skills together 	<p>Independence</p> <ul style="list-style-type: none"> • Choose paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) • Begin to paint on other materials – card, fabric, clay • Create their own piece of art and begins to self-correct any mistakes • Return to work on another occasion to edit and improve • Create collaboratively, sharing ideas with peers and developing skills further 	<p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> -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.
<p>Resources (not limited to):</p> <ul style="list-style-type: none"> • Palm brushes • Large chinks • Whiteboard pens • Chunky wax crayons • Chunky pencil crayons • Pencils • Pre-mixed paint • Primary powder paint colours • Glue sticks • Glue spatulas • PVA glue • Felt tips • Card • Paper • Embellishments • IWB 	<p>Resources (not limited to):</p> <ul style="list-style-type: none"> • Thick and thin paintbrushes • Thin chinks • Thin wax crayons • Thin pencils • Thin pencil crayon • Variety of powder paints • Clay • Charcoal • Highlighters • Tracing paper • Transient materials • Roller • Sculpting tools for playdough/clay, Sponges • Scissors • IWB • Watercolour paints • Pastels • String • Marbles • Cutlery • Whisks • Hole punches • Staplers (supervised) 	

	<ul style="list-style-type: none">• Cotton buds• Cotton wool• Foil• Art straws	
--	---	--