**EYFS Progression of Skills – Expressive Arts and Design (Art/DT EYFS Progression)**

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| **Pre-School** | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **Creating with Materials**  To explore with paint and make marks.  To make marks with pens, chalk, pencils and crayons.  To make marks in different textures.  To form enclosures.  To explore and arrange different materials and talk about what they have made.  To paint shapes to represent a picture.  To draw shapes to represent a picture.  To explore and name the colours that they use.  To flick paint to create their own Jackson Pollack.  To begin to make 3D stickmen in the playdough.  To stack blocks to create simple models and structures.  To explore 2D and 3D structures.  To link track together to create an enclosure in the small world.  **Being Imaginative and Expressive**  To engage in familiar pretend play.  To recreate familiar play using small world and construction materials.  To respond emotionally and physically to music.  To move and dance to music.  To explore their voice.  To enjoy songs and rhymes.  To begin to explore different sound makers. To create sound effects and movements, e.g., the sound of a car.  To use words to identify and name sounds. | **Creating with Materials**  To begin to paint a picture with some features and shape.  To begin to draw a picture with some features and shape.  To experiment with chalk to draw a picture.  To explore combining two colours and talk about what they see.  To begin to attach 2D and 3D materials together and talk about them.  To join paper/card together using glue.  To attach different construction kits to make different shapes and structures that they can talk about.  To make enclosures when the using the various construction kits.  **Being Imaginative and Expressive**  To begin to take on a role in pretend play.  To begin to develop a simple story using the equipment within the small world.  To begin to use familiar story characters to react part of the story.  To make rhythmical and repetitive sounds.  To enjoy taking part in action songs.  To move, sing and listen whilst playing instruments.  To listen with increased attention to sounds.  To partake in songs and rhymes.  To explore different sound makers and match the sounds. | **Creating with Materials**  To paint a picture with increasing detail.  To draw a picture with increasing detail.  To show a range of emotions within their drawings and paintings.  To draw with increasing complexity and detail.  To create closed shapes with continuous lines.  To combine two colours and name what they have made.  To freely explore different materials and textures thinking about how they may use them.  To make simple models and talk about them using a range of equipment.  To experiment join materials using masking tape.  To make imaginative and complex buildings and models with the construction kits that they can talk about.    **Being Imaginative and Expressive**  To take on a role in pretend play using some social phrases and objects to represent their play.  To begin to develop a more complex story using the equipment within the small world.  To begin to use familiar story characters to react a story.  To sing an entire song.  To ‘pitch match’.  To sing a melodic shape of a familiar song.  To play a range of instruments with increasing control, expressing their ideas and feelings/emotions.  To create their own song based on a familiar song.  To use words to describe sounds and music. |

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| **Reception** | **Autumn Term** | **Spring Term** | **Summer Term** | **EARLY LEARNING GOALS** |
|  | **Creating with Materials**  To talk about colours, shapes and texture of autumnal materials.  To create a picture using materials from the natural world. (Andy Goldsworthy)  To draw black and white pictures of their family using pencils and felt tips.  To create simple representations of people, objects and characters from stories heard.  To draw and colour with pencils, felt tips and crayons.  To experiment with cotton buds and cotton wool when painting pictures.  To use pastels and chalks to create their own Starry Night picture. (Vincent Van Gogh)  To look at artists and talk about the techniques that they use.  To experiment with paint mixing by adding black and white paint to colours.  To experiment with paint mixing using primary colours.  To talk about the colours that they have made.  To use collage materials to create a picture of a character.  To manipulate materials by tearing or cutting with scissors.  To explore folding and rolling paper for 3D models.  To explore wrapping and covering 3D materials.  To explore different techniques for joining materials using glue sticks and masking tape.  To make 3D structures with a variety of construction kits and talk about them.  To experiment with different ways of rolling playdough for effect.  To use some cooking techniques – cutting, melting.  **Being Imaginative and Expressive**  To listen to music from different cultures, faiths and countries.  To talk about how music makes them feel and move.  To tap/clap the rhythm of the different sounds.  To copy simple rhythms.  To listen to and talk about high and low pitches.  To explore the percussion instruments.  To learn to sing Nursery Rhymes.  To create narratives based around stories. | **Creating with Materials**  To experiment with different shapes and sizes to create their own picture. (Kandinsky - circles)  To draw around shapes to create their own pictures.  To experiment with charcoal to create pictures.  To experiment with making thick and thin paints.  To use a range of thick and thin brushes when painting pictures.  To explore scrunching and curling collage materials to create a picture.  To explore different techniques for joining materials using PVA glue and sellotape.  To manipulate 3D materials and construction kits to make scenes and 3D maps.  To pinch, squeeze and manipulate playdough to make 3D models.  To experiment with clay to make simple thumb pots.  To use some cooking techniques – kneading, rolling, spreading.  **Being Imaginative and Expressive**  To listen to music from Africa.  To move in response to the music.  To join in with a simple rhythm using a chime bar.  To make high and low pitches.  To name the percussion instruments.  To experiment with African instruments.  To beat out a simple rhythm on a drum.  To explore dynamics – fast and slow sounds.  To use costumes and resources to act out narratives. | **Creating with Materials**  To cut and rotate different shapes to create a picture. (Matisse – snail)  To paint different patterns.  To experiment with sketching pencils to create observational drawings.  To create pictures using different rollers.  To explore folding paper to make corrugated effects.  To create pictures using different textured materials.  To mould, cut, join and assemble materials to make a 3D model.  To share creations, talk about process and evaluate them.  To use some cooking techniques – whisking.  **Being Imaginative and Expressive**  To listen to traditional music.  To explore pitch by creating sounds using voices and instruments.  To perform songs to others.  To copy and create sound patterns using simple graphic scores.  To create their own rhythms that can be copied.  To invent their own narratives. | **Creating with Materials**  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.  **Being Imaginative and Expressive**  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. |