



Ettington Primary School EYFS Progression Document

Expressive Arts and Design



The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Knowledge		Skills
Know what an Artist is Know how to hold and manipulate tools Know colours can be made by mixing other colours together. Know how to mix a specific colour. Know how to form different lines and shapes. Know the functions of different tools. Know what collage, draw, paint, sculpt, weave, print, rub mean. Name different colours, shapes and patterns. Know different ways to join materials together. Know how I can arrange building materials to create spaces and enclosures. Know which details, lines, shapes and colours I need to use to make accurate representations of objects and people. Know how to use and change my voice to make different sounds. Know the names of instruments, the different sounds they make and different ways in which they can be played. Know how to join sounds and movements together to create songs and dances. Know how to be a good listener. Know how to perform to others. Know how to work with others.		Draw, paint, mix, shape, collage, arrange, weave, build, print, rub, flick, control, name, describe, discuss, explain, experiment, explore, combine, sculpt, mould, operate, manipulate, plan, hold, cut, join, balance, stack, create, identify, evaluate, adapt, compose, express, recall, play, respond, match, listen, perform, copy, create, collaborate, act, reflect, move, dance
Characteristics of effective learning that are relevant		
Playing and Exploring • Taking on a role in their play • Showing curiosity about objects, events and people • Showing particular interests • Acting out experiences with other people • Representing their experiences in play	Active Learning • Showing high levels of energy and involvement • Maintaining focus for a period of time • Showing a deep drive to know more about people and their world • Showing a belief of more effort/different approach will pay off.	Creating and Thinking Critically • Reviewing how well the approach worked • Thinking of ideas that are new and meaningful to the child • Making predictions • Developing ideas of grouping, sequences, cause and effect • Planning, making decisions about how to approach a task, solve a problem and reach a goal

Early Learning Goals

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.

EYFS – Expressive Arts and Design (EAD)
Creating with Materials

2-3 year olds			Pre-school 3-4 year olds			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
• Explores paint. • Make intentional marks with tools. • Explores different materials. • Begins to uses hands to manipulate materials such as dough.	• Make marks to express my ideas. • Use pain to make marks. • Know that things can be joined together.	• Knows tape and glue stick things together. • Explores materials and stacks objects. • Recognise primary colours. • Use imagination to consider what I could make/do with different materials.	• Explores materials freely with hands and simple tools. • Explores a range of materials (paint, dough, collage) with enjoyment. • Makes a mark or shape using a simple tool. • Colours are explored and mixed. • Explores mixing two colours together during play. • Talks about what they are doing while making.	• Uses different tools to make different marks or effects. • Tries a new tool or technique with adult encouragement e.g. printing, collage. • Chooses a material to use during a creative activity. • Joins two materials together. • Talks simply about what they have made.	• Knows that making can represent something we know or have experienced. • Creates something that represents a person, place or object they know. • Combines two or more materials in their making. • Explores a range of materials, tools and techniques and combines them to make something. • Explores materials, tools and techniques with growing confidence and enjoyment. • Talks about what they have made and, sometimes, why they made it.	• Explores a range of materials freely (paint, collage, clay, loose parts). • Makes marks and simple shapes using a variety of tools. • Begins to use basic tools safely (scissors, brushes, glue spreaders). • Talks about what they are making or have made • Knows names of colours. • Experiments with colour mixing using paint. • Knows different tools make different marks and effects. • Uses a growing range of tools with increasing purpose. • Begins to make choices about materials and colours. • Talks about what they have made and why.	• Knows that artists use different techniques (printing, collage, sculpture, drawing). • Begins to look at and discuss the work of artists and designers. • Uses the work of artists to inspire our own ideas. • Explore, use and refine a variety of artistic effects to express their feelings and ideas • Uses joining techniques with increasing confidence (glue, tape, weaving). • Will plan a design before starting. • Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.	• Represent and communicate ideas, feelings and experiences through their creative work. • Evaluates their own work and suggests improvements. • Know that artists, craftspeople and designers make creative choices about materials, techniques and purpose. • Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Shares their creative work with others and talks about it with confidence. • Shows increasing skill, accuracy and care when making. • Make use of props and

						• Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. • Uses a range of shapes and colours to represent observational drawings.	• Refines and adapts their work as they go. • Uses a range of techniques with growing control. • Combines materials to create a finished piece. • Creates collaboratively, sharing ideas, resources and skills.	materials when role playing characters in narratives and stories.
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Reception EYFS – Expressive Arts and Design (EAD)
Being Imaginative

2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
• Moves and dances to music • Plays with 'small world' objects. • Knows that instruments make different sounds. • Begins to imitates something familiar in their play	• Explores instruments. • Knows a nursery rhyme. • Develops pretend play with adult support. • Develops confidence in expressing ideas through exploration.	• Moves, dances and joins in with actions. • Knows 2 nursery rhymes. • Begins to develop pretend play	• Knows that pretend play lets us be someone or somewhere else. • Begins to engage in simple pretend play (feeding a doll, talking on a toy phone). • Enjoys music, songs and rhymes, joining in with actions. • Knows that everyday objects can stand in for something else in play (a box becomes a house). • Uses an everyday object to represent something else during play. • Sings along to part of a familiar song.	• Knows that familiar stories can be acted out. • Acts out a basic role from familiar experience (going shopping, being a parent). • Explores making sounds using their voice, body or a simple instrument. • Knows that play can be about a real-life experience we have had. • Recreates a real-life experience during play (going to the doctor's, a trip to the shops). • Moves to music with growing enjoyment.	• Knows that music, stories and pretend play are all ways of expressing our own ideas and feelings. • Develops a simple story within their play, linked to a familiar event. • Joins in with a favourite song or rhyme, using some of the words. • Engages in pretend play, using props and simple language to represent familiar roles and experiences. • Sings and moves to music with enjoyment, and begins to invent a simple sound or movement of their own.	• Knows music, song, dance and story are all ways of expressing ideas and feelings. • Knows that stories can be acted out using props. • Know that characters have simple roles in play. • Explores sound-making using voice, body and instruments. • Joins in with familiar songs, rhymes and dances. • Begins to use role play and small world to act out familiar stories. • Moves to music with growing confidence. • Knows music has a beat and a rhythm that can be felt and responded to. • Sings familiar songs with increasing	• Knows that dance and movement can tell a story or express a feeling. • Knows music can be created using instruments. • Knows that narratives can be created and developed in play. • Begins to play instruments with some control and intention. • Takes part in simple group performances. • Creates storylines in imaginative play with growing complexity. • Uses creative work to explore and express feelings and ideas. • Creates and performs simple songs, dances or pieces of music with growing confidence. • Listens attentively to music.	• Knows how to invent, adapt and recount narratives • Knows how to sing songs and perform rhymes. • Knows how to move, play and create with expression and imagination. • Shares and performs creative work with increasing confidence. • Creates increasingly complex imaginative play scenarios drawing on stories and experiences. • Uses a range of expressive forms (music, movement, drama, visual art) to communicate ideas. • Shows growing personal style and preference in creative choices

						accuracy and enjoyment. • Responds to music through movement and dance. • Begins to invent their own songs, sounds and movements.	• Responds to music and art with personal ideas and opinions. Along with others, collects resources to develop own role play storylines.	• Invents, adapts and recounts narratives and stories with peers and their teacher. • Sings a range of well-known nursery rhymes and songs with confidence. • Performs songs, rhymes, poems and stories with others, and (when appropriate) tries to move in time with music.
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