



The Laurels Primary School – EYFS Progression of Skills – Expressive Art and Design



What the educational programme says about					
Aged 3-4 (on entry and during Autumn 1 depending on starting points)	In Reception (Following 'typical development')				End of KS expectations
	Autumn	Spring	Summer		
<p>Create closed shapes with continuous lines and use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail e.g. representing a face with a circle and adding some details.</p> <p>Show different emotions in drawings.</p> <p>Know how to use a paint brush to fill shapes with colour.</p> <p>Explore the marks made by a variety of mark making tools such as large grip coloured pencils, felt tips, chalk, oil pastels and wax crayons.</p>	<p>Name the primary colours.</p> <p>Use colours for purpose.</p> <p>Draw features or people and objects with increasing skills. - self portraits on entry. Daily drawing available.</p>	<p>Explore how to mix colours to create new colours - painting Spring plants such as daffodils and Tulips. Observational drawing of blossom trees.</p> <p>Explore the marks made by a variety of mark making tools such as smaller grip coloured pencils, felt tips, chalk, oil pastels and wax crayons.</p>	<p>Refine their drawing skills so that they can represent objects with increasing skill - observational drawings of minibeasts and shells.</p> <p>Explore drawing on different surfaces and on different types of paper - under the sea dioramas.</p>	<p>Creating with Materials ELG</p> <p>Children at the expected level of development will: - 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>	
<p>Explore and experiment with dough to create forms.</p> <p>Create small world settings for stories</p>	<p>Know how to create different textures in dough/clay - making diva lamps and hedgehogs.</p> <p>Create small world settings that they can return to, refine and develop over time.</p>	<p>Refine their ability to create forms using dough or clay – representing objects with increasing skill - making playdough and making aliens.</p> <p>Enjoy exploring a wide range of 'junk modelling' and natural materials, making simple forms - building with 3D shapes. Making rockets and lanterns for Lunar New Year.</p> <p>Make biscuits and Gingerbread men, exploring the texture of foods. Make bread and observe how the dough rises and then twist and roll into different shapes.</p>	<p>Apply simple decorations to a sculpture made of sand or dough or clay. Make nature sculptures and transient art.</p> <p>Make textured props to support storytelling of 'We're Going on a Bear Hunt'.</p> <p>Learn technical ways of joining materials, using split pins and a variety of tapes and glues, and flaps.</p>		
<p>Create simple pictures by printing using found objects e.g. leaves.</p>	<p>Know how to use sponges to print areas of colour.</p>	<p>Take rubbings from objects such as leaves and bark .</p>	<p>Refine their printing skills to create works that show greater control and planning using found objects from the beach.</p>		
<p>Explore materials and develop ideas about how I might use them.</p> <p>Join different materials together and explore a variety of textures.</p>	<p>Join junk modelling items together and talk about what they have made with them.</p>	<p>Thread to create a representation of an object (e.g. a caterpillar)</p>	<p>Refine the ability to create collages –representing objects with increasing skill.</p> <ul style="list-style-type: none"> - under the sea collages and dioramas. 		
<p>Take part in pretend play, using objects to represent other objects.</p> <p>Begin to develop imaginative and complex stories using small world equipment.</p>	<p>Develop imaginative story lines in my pretend play using a wide range of props.</p>	<p>Take part in the group re-telling of a well-known story.</p> <p>Adapt well known stories either with peers or with a teacher.</p>		<p>Being Imaginative and Expressive ELG</p> <p>Children at the expected level of development will: - 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</p>	
<p>Remember and sing entire nursery rhymes.</p> <p>Sing the pitch of a tone sung by another person</p>	<p>Know a wide variety of well-known nursery rhymes and can learn some new songs as well.</p>	<p>Sing in a group or on my own with an increasing ability to match the pitch and follow the melody.</p>	<p>Begin to make up verses to songs by changing the words but keeping the rhythm e.g. 'Going on a Bear Hunt'</p>		

	<p>(pitch matching)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Create or improvise a song around one that they know (after this has been modelled)</p>		<p>Children will take part in 'Musical Stories' as part of Kapow music planning. They will learn about 'tempo', 'pitch' and 'dynamic'.</p>		with music.
	<p>Listen with increased attention to sounds.</p> <p>Respond to the music and sounds that I hear – expressing my thoughts and feelings.</p>	<p>Perform poems, songs and rhymes as part of my class/group. The children will take part in the class Nativity play, learning new songs and actions to support teacher-led narration.</p>	<p>Keep a rhythm and use percussion instruments to make a musical story as part of the Kapow planning and in independent play, using the stage area outside or whilst in the music room.</p> <p>Listen attentively, move to and talk about music, expressing my feelings and responses.</p>	<p>Attempt to move in time with music</p> <p>Watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>Recognise some tuned instruments. Children will listen to live or recorded orchestras and be taught about violins, flutes, recorders, trombones, and percussion instruments.</p>	