

Expressive Arts and Design Progression of Skills and Knowledge
Creating with Materials

	Caterpillars 2- 3 year olds	Butterflies 3- 4 year olds	Reception 4-5 year olds	ELG checkpoint Children at the expected level of development will
	<ul style="list-style-type: none"> Explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers /instruments Mirrors and improvises actions they have observed, Notices and becomes interested in the transformative effect of their action on materials and resources Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas 	<ul style="list-style-type: none"> Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways, Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Develops an understanding of how to create and use sounds intentionally Taps out simple repeated rhythms Continues to explore colour and how colours can be changed Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses various construction materials Uses tools for a purpose 	<ul style="list-style-type: none"> Begins to build a collection of songs and dances Makes music in a range of ways Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, Expresses and communicates working theories, feelings and understandings using a range of art forms 	<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.
Key vocabulary	<p>Loud quiet music dance slow fast</p> <p>Cut stick paint pencil pen paper playdough colour names – make build</p>	<p>rhyme syllable pattern banging, shaking, tapping, blowing, clapping, songs, instrument (tuned and untuned), sound, low, high, loud, quiet, repeat, copy, beat</p> <p>Chalk Line Shape Colour names Dark Light Fold Dough Clay Pattern Shape Colour Bumpy Soft Hard Smooth Cut pencil pen paper playdough mix texture stick</p> <p>Scissors material build curved straight tool names taste, smell, texture feel stir, spread, knead shape safe Measure fill pour</p>	<p>Tempo pitch duration dynamic Percussion instrument names, compose, perform, beat, orchestra</p> <p>Line Shape Colour names Fold Dough Clay Pattern Shape jagged prickly Cut Stick Attach change pastel mix texture lighter darker collage pinch join</p> <p>hinge wheel axel material build curved straight tool names taste, smell, texture feel stir, spread, knead shape safe measure fill pour</p>	

Key visitors / visits / experiences	Opportunities to use instruments inside and outside Christmas / graduation songs to parents Cooking / tasting opportunities throughout the year	Opportunities to use instruments inside and outside Christmas / graduation songs to parents Cooking / tasting opportunities throughout the year	Diwali Dance workshop Music workshop with Portsmouth music Kapow music sessions Christmas Nativity Cooking / tasting opportunities throughout the year	
What is this the foundation for?	<p>In Art, in Year One children will:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>In Music in Year One children will:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>In DT, in Year One children will:</p> <ul style="list-style-type: none"> be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. <p>When designing and making, children will be taught to design, make, evaluate and develop technical knowledge</p>			
Expressive Arts and Design Progression of Skills and Knowledge Being imaginative and expressive				
	Caterpillars 2- 3 year olds	Butterflies 3- 4 year olds	Reception 4-5 year olds	ELG checkpoint Children at the expected level of development will
	<ul style="list-style-type: none"> Expresses self through physical actions and sound Pretends that one object represents another, especially when objects have characteristics in common Creates sound effects and movements, e.g. creates the sound of a car, animals Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music Creates rhythmic sounds and movements 	<ul style="list-style-type: none"> Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music Creates rhythmic sounds and movements Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music, stories and ideas Sings to self and makes up simple songs Creates sounds, movements, drawings to accompany stories Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Engages in imaginative play based on own ideas or first-hand or peer experiences. 	<ul style="list-style-type: none"> Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music, stories and ideas Creates sounds, movements, drawings to accompany stories Creates representations of both imaginary and real-life ideas, events, people and objects Introduces a storyline or narrative into their play Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects, Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative 	<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.

		<ul style="list-style-type: none"> • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme 		
Key vocabulary	Loud quiet music dance slow fast Cut stick paint pencil pen paper playdough colour names – make build	Fast slow loud quiet rhyme syllable Pattern banging, shaking, tapping, blowing, clapping, songs, instrument (tuned and untuned), sound, low, high, loud, quiet, repeat, copy, beat Chalk Line Shape Colour names Dark Light Fold Dough Clay Pattern Shape Colour Bumpy Soft Hard Smooth Cut pencil pen paper playdough mix texture stick Scissors material build curved straight tool names taste, smell, texture feel stir, spread, knead shape safe Measure fill pour	Tempo pitch duration dynamic Percussion instrument names, compose, perform, beat, orchestra Line Shape Colour names Fold Dough Clay Pattern Shape jagged prickly Cut Stick Attach change pastel mix texture lighter darker collage pinch join hinge wheel axel material build curved straight tool names taste, smell, texture feel stir, spread, knead shape safe measure fill pour	
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What is this the foundation for?	<p>In Art, in Year One children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>In Music in Year One children will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>In DT, in Year One children will:</p> <ul style="list-style-type: none"> • be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. <p>When designing and making, children will be taught to design, make, evaluate and develop technical knowledge</p>			