

**Cale Green Primary School**

Expressive Arts and Design progress model for knowledge and skills

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|  | Links to KS1 curriculum | Minimum expectations for Reception (4-5 years) | | | | Minimum Expectations for Nursery (3-4 years) | | | | |
| Painting | Colour matching, altering tint and shade  Warm/Cool colours | Colour matching to a specific colour and shade | | Add white or black paint to alter tint or shade | Able to mix primary colours to make secondary colours and use appropriately in their work | | | Begin to explore mixing colours to make secondary colours with support | | Use pre-mixed paints and are able to name colours |
| Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools | Can independently select additional tools (stamps, rollers etc) to improve their painting | | Can hold a paintbrush using a tripod grip | Can use thin brushes to add detail | | Can use thick brushes | Enjoys using hands, feet and fingers to paint | | Can hold a paintbrush in the palm of their hand |
| Print with a variety of resources | Create patterns or meaningful pictures when printing | | | Print with small shapes, small sponges, fruit, shapes and other resources  **Autumn 2 ‘Why is it always cold in winter?’** | | | Print with large shapes and larger sponges | | |
| Drawing | Children must be exposed to models and be able to identify key features of living things | Draws with detail (bodies with sausage limbs and additional features) | Draws bodies of an appropriate size for what they’re drawing | | Draws people (no neck or body yet)  **Autumn 1 ‘What do I know about me?’** | | | Draws faces with features and draws enclosed spaces, giving meaning | | Makes marks. Draws circles and lines. |
| Children draw portraits, detailed pictures, landscapes, buildings and cityscapes | Children are beginning to draw self-portraits, landscapes and buildings/cityscapes  **Autumn 1 ‘Portraits: ‘What do I know about me?’** | | | Children are able to draw simple things from memory | | | Children draw things that they observe | | |
| Collage | Joins items which have been cut, torn or glued | Join items in a variety of ways – Sticky tape, masking tape, string, ribbon  **Autumn 2 ‘Why is it always cold in winter?’** | | Join items with glue or tape | Use glue sticks and glue spatulas independently | | | Use glue spatulas with support | | Use glue sticks with support |
| Improve models by adding texture | Knows how to secure boxes, toilet rolls, decorate bottles | | Knows how to improve models (scrunch, twist, fold, bend, roll) | Adds other materials to develop models (tissue paper, glitter…) | | | Use sprung/ dual/ single scissors with support | | Use masking tape with support |
| Make collages and mosaics using different materials  Weaves items | Improved vocab – flexible, rigid | | Smooth, rough, bendy, hard  Weave (fine motor) | Additional textures – children describe as smooth or bumpy  Beginning to weave (gross motor) | | | Exploring textures in workshop provision | | |
| Sculpture | Use a variety of natural, recycled and manufactured materials to sculpt | Builds models which replicate those in real life. Can use a variety of resources – loose part play | | | Builds simple models using walls, roofs and towers. | | | Builds walls to create enclosed spaces | | Builds towers by stackings objects |
| Use a variety of techniques and shapes to sculpt | Makes something with clear intentions | | Makes something that they give meaning to | Manipulates playdough and clay (rolls, cuts, squashes, pinches, twists…) | | | Makes marks in playdough | | Explores playdough |
| Music | Expresses their opinion | Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’ | | | Talks about how music makes them feel | | | Responds to music with expression/ movement/ by joining in | | Enjoys listening to music |
| Can change the tempo and dynamics  Recognises instruments in music  Compose their own simple tunes  Creates sound effects  Writes down compositions | Selects own instruments and plays them in time to music.  Can change the tempo and dynamics whilst playing  Knows how to use a wide variety of instruments.  Beginning to write own compositions using symbols, pictures or patterns  **Music lessons** | | | Is able to name a wide variety of instruments. Plays a given instrument to a simple rhythm  **Autumn 2 ‘Why is it always cold in winter?’** | | | Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle…) | | |
| Singing and dancing | Put a sequence of actions together | Learns longer dance routines, matching pace  **Spring term dance - PE** | | | Learns short routines, beginning to match pace  **Spring Term - Dance PE** | | | Copies basic actions | | Moves to music |
| Begin to improvise independently to create a simple dance | Replicates dances and performances  **Christmas performance**  **Nursery rhyme event - May** | | | Shares likes and dislikes about dances/performances | | Watches dances and performances | Beginning to watch performances for short periods of time | | |
| Sings in tune and to the correct beat | Sings by themselves, matching pitch and following melody | Sings in a group, matching pitch and following melody | | Sings in a group, trying to keep in time  **Ongoing, Christmas play, Nursery Rhyme Day / Week** | | | Sings familiar songs and rhymes | Knows some words when singing | |
| Role play | To take part in a simple role play of a known story | Uses imagination to develop own storylines | Uses experiences and learnt stories to develop storylines | | Uses own experiences to develop storylines | | | Plays with familiar resources and sometimes uses objects to represent things in play | | |
| Enhance with resources that they pretend are something else | Children enhance small world play with simple resources | | Participates in small world play related to rhymes and stories | | | Simple small world (farm, cars, trains, dolls) | | |
| Independence | Reviews own work and makes improvements | Combines media and materials – card, fabric, clay etc | | | Chooses resources from a wider selection and of which is appropriate to the task (black paint on white paper, white paint on black…) | | | Selects resources with support (increased choice) | | Selects resources with support (limited choice) |
| Returns to work on another occasion to edit and improve | | | Creates their own piece of art and begins to self-correct any mistakes | | | Creates their own piece of art and gives meaning | | Creates their own piece of art |
| To develop and share their ideas, experiences and imagination | Creates collaboratively, sharing ideas with peers and developing skills further | | | Works independently and with friends, copying ideas and developing skills together | | | Children work independently and with adult support to develop basic skills | | |
| Resources  (not limited to) | Children are exposed to using different materials | Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws  **Continuous Provision / Enhancements** | | | Thick and thin paintbrushes, thin chalks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, interactive screen  **Continuous Provision / Enhancements** | | | Palm brushes, Large chalks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, differentiated scissors, card, paper, embellishments, card boxes, card tubes, plastic lids, wooden sticks etc. | | |
| Linked aspects of Early Learning Goals | **Physical Development**  Fine Motor Skills ELG  Children at the expected level of development will:  - Use a range of small tools, including scissors, paint brushes and cutlery;  - Begin to show accuracy and care when drawing.  Gross Motor Skills ELG  Children at the expected level of development will:  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Expressive Arts and Design**  Creating with Materials ELG  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.  Being Imaginative and Expressive ELG 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 with music. | | | **Literacy**  Comprehension ELG  Children at the expected level of development will:  - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | | **Understanding the World**  The Natural World ELG  Children at the expected level of development will:  - Explore the natural world around them, making observations and drawing pictures of animals and plants; | | |