

**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 shadeWarm/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 materialsWeaves items | Improved vocab – flexible, rigid | Smooth, rough, bendy, hardWeave (fine motor) | Additional textures – children describe as smooth or bumpyBeginning 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 dynamicsRecognises instruments in musicCompose their own simple tunesCreates sound effectsWrites down compositions | Selects own instruments and plays them in time to music.Can change the tempo and dynamics whilst playingKnows 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;  |