The Rivers CofE Academy Trust: Progression in Learning Framework – Expressive Arts and Design

EYFS Statutory Educational Programme

The curriculum needs to include:

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
• ***Artistic awareness and cultural awareness*** • ***Vocabulary for resources, colours, materials, tools***	• ***Techniques for painting, drawing, sculpting and building*** • ***Names of instruments*** • ***Rhythmic patterns***	**Imagine Create Explore Observe Play Participate Express Communicate Interpret Appreciate Engage Motor control - fine and gross, vestibular competence,** **Also – Co-operate Experiment Share Explain Sing Move**

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
• Realise that their actions have an effect on the world, so they want to keep repeating them • Reach for and accept objects. Make choices and explore different resources and materials • Plan and think ahead about how they will explore or play with objects • Make independent choices • Do things independently that they have been previously taught • Bring their own interests and fascinations into early years settings. This helps them to develop their learning • Respond to new experiences that you bring to their attention	• Use a range of strategies to reach a goal they have set themselves • Begin to correct their mistakes themselves • Keep on trying when things are difficult	• Take part in simple pretend play • Sort materials • Review their progress as they try to achieve a goal • Check how well they are doing • Solve real problems • Use pretend play to think beyond the 'here and now' and to understand another perspective • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas • Concentrate on achieving something that's important to them • They are increasingly able to control their attention and ignore distractions

ELG: Creating with Materials 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**	**ELG: Being Imaginative and Expressive** Children at the expected level of development will: • **Invent, adapt, and recount narratives and stories with peers and their teachers** • **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**

	Progression in Learning small steps Nursery to KS1						
	Pre- School (3-4 year olds)			Reception			Interface with KS 1
Exploring Paint	Explores pre-made paint using large brushes, blocks, sponges held in the palm of the hand – working independently to develop basic skills - to create their own pieces of art	Explores paint using hands, feet, fingers, and thick brushes Prints on varied materials inspired by the work of other artists	Can mix own paint – primary colours Prints with a range of small shapes and notices where their work is similar/different to the art of others, beginning to self-correct any mistakes	Can mix primary colours to make secondary colours and use in own work Uses thin paintbrushes to add details to work Begins to self-correct any mistakes Engages in large scale collaborative art using paint, sharing ideas with peers, and developing skills further	Uses white or black paint to add tint or shade and uses in own work Usually uses tripod grip to hold brushes, charcoal, pastels Creates own artwork using printing along with a range of media and materials	Colour matches to a specific colour and shade Selects tools and materials (e.g. rollers, stamps) to use in their painting Works with others, choosing materials and media to engage in collaborative art, inspired by the work of other artists Returns to work on another occasion to edit and improve	Colour matches, altering tint and shade Uses a variety of brushes and tools to create different effects Prints with a range of resources
Drawing	Makes marks and sometimes give meanings Draws circles and lines Draws from observation to create own pieces of art	Draws faces with features Draws enclosed spaces, giving meaning Draws from observation and, supported by an adult, adds in detail	Draws potato people (no neck or body), inspired by other artists Draws from memory	Shows some emotions in drawings of people e.g., happy, sad Draws from the imagination, sometimes sharing ideas and developing skills with peers	Draws simple people of an appropriate size for what they are drawing Begins to self-correct any mistakes Draws houses and simple landscapes	Draws a self-portrait with detail (bodies with 'sausage' limbs and additional features) Draws landscapes, buildings, and animals with some details	Draws portraits, detailed pictures, landscapes, buildings, and animals
Sculpt & Build	Explores malleable materials including clay Uses 3D and 2D structures to explore materials and/or express ideas	Makes marks in malleable materials including clay Uses small world equipment and other resources to develop stories in pretend play	Manipulates malleable materials, including clay (roll, cut, squash) to create own designs With adult support, works with others to construct with a range of open-ended resources to make imaginative and complex 'small worlds'	Constructs a piece, using inspiration from other artists/designers, using their own choice of media Makes use of a variety of resources – loose part play	Works with others to create collaborative ideas, design and make something they give meaning to With some support, negotiates with others to build models which replicate those in real life	Constructs a collaborative piece with clear intentions, discussing problems and how they might be solved as they arise, and reflecting on how they have achieved their aims. **ELG: Creating with Materials** Children at the expected level of development will: • **Safely use and explore a variety of materials, tools, and techniques, experimenting with**	Uses a variety of techniques and shapes to sculpt

						• 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	
Exploring Music	Explores instruments from a range of cultures and times Listens with increased attention to sounds Enjoys listening to a wide range of music	Explores instruments, including some tuned instruments, from a range of cultures and times and begin to name them Responds to music in their own way	Uses instruments, including music apps, to experiment with making music to express their feelings and ideas Plays an instrument to a simple beat Talks about how music makes them feel	Names and explores a wide range of instruments eg chime bars, xylophones Selects own instrument and plays in time to music Understands different emotions through music	Changes the tempo and dynamics whilst playing Begins to create own music with others, sharing ideas with peers and developing skills together Moves differently to different sounds e.g. march to a drum, creep to a maraca	Begins to write own compositions using symbols, pictures, or patterns Expresses their opinion about music they have heard	Changes tempo and dynamics Recognises instruments in music Composes own simple tunes Creates sound effects Writes own compositions Expresses opinion
Song and Dance	Knows some words when singing Moves to music Watches short performances	Sings familiar songs eg pop songs, songs from TV programmes, songs from home Sings in a small group Copies basic actions Watches dances and performances	Sings in a group, trying to keep in time Learns simple, short routines, sometimes working with others, copying ideas, and developing skills together Shares likes and dislikes about performances	Sings in a group, matching pitch and following the melody Learns short routines, beginning to match pace Begins to replicate dances and performances	Sings calls and responds to songs, echoing phrases sung to them Watches and talks about dance performances from different times and cultures and respond through their own creative dance moves	Sings by themselves, making pitch and following melody Inspired by others, choreographs own dance moves, sharing ideas and developing skills with peers Returns to work to edit and improve	Sings in tune and to the correct beat Puts a sequence of actions together Begins to improvise to create a simple dance

Role Play	**Plays with familiar resources in role play** **Uses simple small world resources e.g. farm, cars, dolls – sometimes working independently to develop basic skills**	**Uses own experiences in developing storylines in role play** **Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously** **Engages in small world play related to rhymes and stories**	**Begins to use objects to represent something else in pretend play** **With support, begins to negotiate roles in play, working with others, copying ideas, and developing skills together** **Plays alongside other children who are engaged in the same theme**	**Uses first hand experiences and learnt stories to develop storylines in role play** **Enhances small world play with a range of props which can be used flexibly and which encourage imagination**	**Uses own experiences and learnt stories to develop storylines** **Works with others to enhance small world play with a range of props used flexibly and with imagination**	**Works with others to engage in and develop creative role play and small world play, which sometimes develops over time.** **ELG: Being Imaginative and Expressive** Children at the expected level of development will: • **Invent, adapt, and recount narratives and stories with peers and their teachers** • **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**	**Takes part in a simple role play of a known story**