

EYFS Progression of skills and assessment checkpoints - **Expressive Art and Design.**

| Art | | Design | | Being Expressive | | Music | |
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| Art | | | | | | | |
| <p>Birth-Three</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <ul style="list-style-type: none"> . Start to make marks intentionally. . Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. . Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. . Explore different materials, using all their senses to investigate them. <p>Manipulate and play with different materials.</p> <ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. | | <p>Three- Four Years</p> <ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. . Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. . Create closed shapes with continuous lines and begin to use these shapes to represent objects. <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <ul style="list-style-type: none"> . Explore colour and colour-mixing. | | <p>Reception</p> <ul style="list-style-type: none"> . Explore, use and refine a variety of artistic effects to express their ideas and feelings. . Return to and build on their previous learning, refining ideas and developing their ability to represent them. . Create collaboratively sharing ideas, resources and skills. | | <p>Creating with materials- ELG .</p> <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. CWM. ELG . Share their creations, explaining the process they have used. CWM. ELG . Make use of props and materials when role playing characters in narratives and stories. CWM. ELG | |
| (Painting skills) | Uses hands and fingers for painting. | Holds a paintbrush/ printing tools in the palm of the hand. | Holds the paintbrush with the correct grip with some reminders. | Correctly holds and uses a fine brush to paint. | Uses good control to correctly hold and paint carefully in the lines. | Uses very good control to correctly hold and paint carefully in the lines. | |
| Control of paintbrushes. | | | | | | | |
| Use of tools | Enjoys using hands, feet and fingers to make marks. | Holds a paintbrush/ printing tools in the palm of the hand. | Uses thick brushes. | Uses thin brushes to add detail and holds the brush with a tripod grip. | Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers. | | |

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| Colour | Uses pre-made paints and is able to name most colours. | Mixes primary colours (red, yellow and blue) to appropriate consistency. | Uses primary colours to make secondary colours, e.g. green, orange and purple. | Adds white or black to alter a shade or tint of paint. | Mixes and matches to a specific colour or shade needed. | Colours matches by altering the tint or shades. Creates warm and cold colours. |
| Technique | Makes marks by drawing circles and lines. Does not always give meaning. | Paints enclosed spaces using lines and gives meaning. Draws faces with basic features. | Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects. | Paints bodies and shapes for objects that are an appropriate size and have some features. | Paints with detail including finer details such as fingers, ears, hair styles or items onto features. | Paints from observation by making a careful study and then includes features and details in the pictures. |
| Printing skills | I can print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off. | I am beginning to understand that to print, I must press down and carefully lift off the printing tool. | I can print simple shapes with adult prompting for instructions. | I can independently print simple shapes, but I am helped with using the space to build up my composition. | I can independently print clear representations to create full pictures, without any support and add details | I can independently print <u>very careful</u> representations to create full pictures, without any support and add <u>fine</u> details. I think about the full composition of the picture and <u>use the space</u> . |
| Pattern skills | I can use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads. | I can use objects to copy a simple repeating pattern with three items. Lay out the pattern/ thread beads. Begin to make own patterns by laying out items. | I can create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns. | I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint. | I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors. | I can create drawings, paintings, printings and models with more than one line of symmetry. |

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| (Drawing skills) Technique | Makes marks by drawing circles and lines. Does not always give meaning. | Draws enclosed spaces using lines and gives meaning. Draws faces with basic features. | Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects. | Draws bodies and shapes for objects that are an appropriate size and have some features. | Draws with detail including finer details such as fingers, ears, hair styles or items onto features. | Draws from observation by making a careful study and then includes features and details in the pictures. |
| Subject | Draws things that I have seen. | Draws simple things from memory. | Draws self-portraits and uses ideas from objects or pictures in own work. | Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects. | | Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation. |
| Collage and Weaving | Product is all one texture. | Adds additional textures, e.g., rough or smooth. Begins to weave. | Adds a range of textures, e.g., smooth, rough, bendy and hard. Weaves through a simple loom. | Uses an improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid. | Makes collages/mosaics adding details with a wide range of textures and describes these. | |
| Joining Techniques | Uses glue sticks to join pieces. | Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick. | Joins items using tapes - masking and Sellotape - cutting lengths needed. | Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon. | Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support. | Joins items using hot glue guns. Joins items using hammers and nails. |
| Making skills | Creates my own piece of art - picture or model. | Creates my own piece of art and gives meaning. | Creates my own piece of art with some details, and I begin to self-correct any mistakes. | I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model. | I review my own work. I discuss strengths and areas for improvement. I make considered improvements. | |
| Sewing | I can explore holding a sewing needle. | I can begin to use the skill of sewing over and under to make a | I can begin to use the skill of sewing over and under to make a running | I can complete some running stitches and | I can independently sew a series of running stitches independently, and I | I can join two fabrics with various stitches. |

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| | | running stitch with 1:1 support. | stitch with some support. | work independently. | can attempt a cross stitch with support. | |
| Sculpture (Clay or Dough) | I can explore the clay/ dough. | I can make marks in the clay/ dough. | I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting. | I can make something and give meaning to it. | I can make something with clear intentions from start to finish. | I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model. |
| Design | | | | | | |
| Birth-Three . Notice patterns with strong contrasts and be attracted by patterns resembling the human face. . Start to make marks intentionally. . Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. . Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. | | Three- Four Years • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. . Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. . Create closed shapes with continuous lines and begin to use these shapes to represent objects. . Explore colour and colour-mixing. | | Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. . Return to and build on their previous learning, refining ideas and developing their ability to represent them. . Create collaboratively sharing ideas, resources and skills. | | Creating with materials-ELG . . Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG . Share their creations, explaining the process they have used. CWM. ELG . Make use of props and materials when role playing characters in narratives and stories. CWM. ELG |
| DT Progression for sewing | I can explore holding a sewing needle. | I can begin to use the skill of sewing over and under to make a running | I can begin to use the skill of sewing over and under to make a running stitch with some support. | I can complete some running stitches and work independently. | I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support. | I can join two fabrics with various stitches. |

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| | | stitch with 1:1 support. | | | | | | | |
| DT Progression for planning my ideas | I can work with independence to try and develop basic skills. | I can develop and share my ideas with support from my peers or an adult. | I work with my friend, and we copy, share, and develop ideas together. I can work independently to develop my ideas. | I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further. | | | I can carefully develop and share my ideas, experiences, and imagination independently or collaboratively. | | |
| DT Progression for constructing my ideas. | I can build by stacking vertically. | I can join construction components by pushing, clicking, twisting, and snapping. | I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally. I can tessellate basic shapes. | I can cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features. I can balance items. I can explore and add moving parts to my constructions. | | I can adapt and improve my models with added features. I add improvements to ensure stability, scale and that it fits the purpose. | | I can design, build, review and adapt my constructions to ensure they fit the purpose. I combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale. | |
| DT Progression for sculpting. | I can explore the clay/ dough. | I can make marks in the clay/ dough. | I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting. | I can make something and give meaning to it. | I can make something with clear intentions from start to finish. | I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model. | | | |
| DT Progression for using scissors. | I can hold the scissors with two hands, and I am learning how the blades close and open | I can hold the scissors and open and close the blades | I can make small snips into the paper. | I can snip the paper and move the scissors forward. | I am beginning to cut along the paper with support from a helping hand holding the paper. | I can cut along a straight line, and I am improving in accuracy. | I can cut a curved line. | I can cut a circle shape, cutting around the shape with round edges. I can cut out a square shape. | I can cut around complex shapes such as people. |

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| DT Progression for joining techniques. | Uses glue sticks to join pieces. | Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick. | Joins items using tapes - masking and Sellotape - cutting lengths needed. | Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon. | Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support. | Joins items using hot glue guns. Joins items using hammers and nails. |
| DT Progression for making. | Creates my own piece of art -picture or model. | Creates my own piece of art and gives meaning. | Creates my own piece of art with some details, and I begin to self-correct any mistakes. | I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model. | I review my own work. I discuss strengths and areas for improvement. I make considered improvements. | |
| DT Progression for cooking. | I can begin to develop a food vocabulary using taste, smell, texture and feel. | | I can stir, spread, knead and shape a range of food and ingredients. | I can begin to work safely and show basic hygiene awareness, e.g., washing hands. | I can measure and weigh food items, non-standard measures, e.g., spoons, cups. | |

Being Expressive (Drama/Role play)

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| Birth-Three . Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. | Three- Four Years . Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. | Reception Develop storylines in their pretend play. | Being imaginative and expressive-ELG . • Invent, adapt and recount narratives and stories with peers and their teacher. BI&E.ELG • Sing a range of well-known nursery rhymes and songs. BI&E.ELG . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG |
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| Small world | I can explore small worlds such as farms, castles, doll's houses and garages. I can join in with small world play that retells simple stories, events and rhymes. | I can take part in pretend and small world play using objects to represent something else that may not be similar. | I can enhance small world play by adding my own resources and constructions. I am beginning to develop complex stories. | I can make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. I can combine different resources to make | I can use small world resources to retell a familiar event or known story in the correct sequence. I can develop storylines and characters into my pretend play. | I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&E.ELG . I can perform songs, rhymes, poems and stories |
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| | | | | cities with different buildings, a park with different features or a building with different rooms. | | with others. BI&E.ELG |
| Role Play | <p>I can join in with Role Play that retells simple stories, events and rhymes.</p> <p>I play with familiar resources, e.g., Main items in the Home Corner.</p> | <p>I can take part in pretend play using objects to represent something else that may not be similar.</p> <p>I use my own experiences to develop simple storylines.</p> | <p>I can enhance my Role Play by adding my own resources and constructions.</p> <p>I am beginning to develop complex storylines using my own experiences and known stories.</p> | <p>I can use my imagination to develop complex storylines.</p> | <p>I can develop storylines and characters into my pretend play.</p> <p>I can take part in group Role play to retell a known story. I collaborate with my peers to retell the story in the correct sequence.</p> | <p>I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&E.ELG</p> <p>. I can perform songs, rhymes, poems and stories with others. BI&E.ELG</p> |

Music

Birth-Three

- . Show attention to sounds and music.
- . Respond emotionally and physically to music when it changes.
- . Move and dance to music.
- . Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- . Explore their voices and enjoy making sounds.
- . Join in with songs and rhymes, making some sounds.
- . Make rhythmical and repetitive sounds.
- . Explore a range of sound-makers and instruments and play them in different ways.

Three- Four Years

- . Listen with increased attention to sounds.
- . Respond to what they have heard, expressing their thoughts and feelings.
- . Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- . Play instruments with increasing control to express their feelings and ideas.

Reception

- . Listen attentively, move to and talk about music, expressing their feelings and responses.
- . Sing in a group or on their own, increasingly matching the pitch and following the melody.

Being imaginative and expressive-ELG .

- . Sing a range of well-known nursery rhymes and songs. **BI&E.ELG**
- . Perform songs, rhymes, poems and stories with

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| <p>. Enjoy and take part in action songs, such as 'Twinkle Little Star'.</p> | | <p>. Explore and engage in music making and dance, performing solo or in groups.</p> | <p>others, and (when appropriate) try to move in time with music. BI&E.ELG</p> | | |
| <p>Singing / Voice</p> | <p>I can use my voice for whispering, speaking, singing, and shouting.</p> | <p>I can experiment with changing my voice with different tempos, pitch, and dynamics.</p> <p>I can sing part/ most of some familiar songs. I know some of the words.</p> <p>I can sing in a small group.</p> | <p>I can join in with singing songs with changes to pitch, tempo, or dynamics.</p> <p>I can sing a whole familiar nursery rhyme and familiar song.</p> <p>I can sing in a group and keep in time.</p> | <p>I can show some control in using my singing voice to create changes in dynamics, tempo, or pitch.</p> <p>I can sing in a group and match the pitch and follow the melody.</p> <p>I can sing in tune and keep to the beat.</p> | <p>.I can sing a range of well-known nursery rhymes and songs. BI&E.ELG</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG</p> |
| <p>Exploring and playing instruments</p> <p>Compositions of music</p> | <p>I can explore how to make sounds using body percussion and percussion instruments.</p> <p>I am beginning to name a few familiar instruments, e.g.,</p> | <p>I can copy and join in with a simple beat on a percussion instrument.</p> <p>I can describe the sounds that I make in simple terms such as loud, quiet, fast, or slow.</p> | <p>I can play an instrument in time to a simple piece of music.</p> <p>I know how to play a wide range of percussion instruments.</p> <p>I can create suitable sound effects to match a given theme/story.</p> | <p>I can show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch.</p> <p>I can compose, adapt, and play my own composition/tune using</p> | <p>I can sing a range of well-known nursery rhymes and songs. BI&E.ELG</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to</p> |

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| | drum, keyboard or guitar. | | <p>I can experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo.</p> <p>I can play a simple composition by following a sequence of some simple symbols, pictures or patterns</p> | <p>simple symbols, pictures or patterns.</p> <p>I am beginning to record my own composition in pictures/symbols.</p> | <p>move in time with music. BI&E.ELG</p> | |
| Listening and responding to Music | I enjoy listening to music. | I respond when I listen to music. | <p>I can talk about how music makes me feel.</p> <p>I can listen to songs/music with changes to pitch, tempo, and dynamics.</p> <p>I can respond to changes in the dimensions of music.</p> | <p>I can talk about emotions in the music, e.g., This music sounds happy, sad, or scary.</p> | <p>I can listen to pieces of music and recognises some familiar instruments that are playing.</p> <p>I can express my opinion on a piece of music.</p> <p>I can talk about what a piece of music reminds me of.</p> | <p>I can sing a range of well-known nursery rhymes and songs. BI&E.ELG</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG</p> |