



Newbold & Tredington CofE Primary School and day Nursery Progression in Learning Framework - Expressive Arts & Design



COMMUNICATION & LANGUAGE & EXPRESSIVE ARTS & DESGN	Communication & Language underpins the EYFS curriculum and is fundamental in the development across all areas.	
Expressive Arts & Design Statutory Guidance - EYFS Framework	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.	
Non Statutory Guidance - Development Matters	3-4 YEARS	RECEPTION -
Where children are emerging, we plan for them using Birth to Three. We may use 'Birth to Five Matters' to support our planning if smaller steps are needed.	<ul style="list-style-type: none"> - 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. - Explore different materials freely, 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. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour-mixing. - 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. 	<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. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups.



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	AUTUMN		SPRING		SUMMER		AUTUMN		SPRING		SUMMER	
Creating With Materials	Use some of the materials and equipment in the Creative Area.	Join using a glue stick and masking tape, with some help.	Join using a glue stick and masking tape.	Use tape to join materials. (masking tape and sellotape) Use different joining techniques. (Glue sticks, masking tape, pegs, hole punches and treasury tags.)	Use different joining techniques. (Glue sticks, masking tape, pegs, hole punches and treasury tags.)	Join different materials and textures.	Use PVA glue to join.	Use different joining techniques. (Including different types of glue and sticky tapes)	Use different joining techniques. (Including different size of paper clip, hole punches and treasury tags, split pins)	Use my threading skills to join by sewing through holes.		
	Use simple marks to draw people.	Use simple marks and some lines to draw patterns.	Create enclosed shapes with continuous lines to represent objects.		I know how to draw representations of people and objects. E.g: drawing a circle to represent a face and adding some details, such as eyes, nose and mouth. including some emotions	I can add more details in drawing or painting my face. I am beginning to represent the parts of my body in my creations.	I know how to tools and equipment with care and more precision.	I am adding some more detail to pictures and representations of objects and people.	I know how to add more detail to pictures and representations of objects and people.			
	Name the colours: red, yellow, blue, green, orange, pink.	Name the colours: red, yellow, blue, green, orange, pink, brown, black, gold, silver.	Explore colour mixing.	Know how to colour mix.			Explore mixing paint to match colours around me.	Know how to mix to make green, purple, orange.	Use colours I need in my creations.			



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	Manipulate and play with different materials using all of my senses.	Build structures and arrangements by arranging vertically and horizontally.	Make pictures and models using objects and equipment.	Explore different textures.	Create simple representations of people and objects using play dough, construction and small parts.	Use different mark making tools, malleable materials and equipment to build and create. I am beginning to represent the parts of my body in my creations. I can use different tools to print.	Begin to combine a wider range of materials/resources to create.	Know some ways to create different textures.	Choose the materials and techniques that I need to create.	
	Name what I am creating.	Talk about what I am creating.	Name and talk simply about what I have created.	Name and describe what I have created.		Talk about the work of artists I have seen. Talk about what how I have created my models and pictures in more detail.	Talk about what I want to create and what I need.	Talk about problems when I am creating and how I might solve them.	Reflect on how I have achieved with the support of an adult.	Reflect on how I have achieved my aims with an adult.
Music (Being Imaginative & Expressive)	Share some rhymes and songs you know.	Learn some Christmas songs and new rhymes, copying an adult to help me join in.	Learn new songs and rhymes using props to help me join in.	Learn new songs and rhymes using actions and words to join in.	Join in with a range of songs, rhymes and stories.	Join in with some new songs and rhymes.	Match pitch and melodies in some of our Christmas songs.	Talk about change in words in songs.	Play with words and actions of familiar songs, rhymes and poems, playing with pitch and tempo.	Know a wide range of songs, rhymes and poems.
	Show interest in playing percussion instruments/pans outside.	Explore playing loud/quiet, fast/slow.	Know how to Clap/tap/stamp: - The pulse of a song/music. - The syllables and rhythms of words/rhymes/songs. (Unlocking Letters & Sounds Phase 1, Development Matters P.79, P.122)	Join in with sound and action patterns.	Join in with repeated sounds and actions in stories and dances.		Talk about change in patterns and sounds in music. Use instruments to represent an action or mood.	Use instruments to represent an action or mood.	Explore the names and sounds of percussion and band instruments.	Interpret a simple score for changes in sounds.



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Movement & dance (Being Imaginative & Expressive)	Copy movements that an adult makes.		Move different parts of body in songs and to music.	Copy a short sequence of movements.		Move in response to music and give some reasons about my movement.	Talk about change in patterns, words and sounds in music and songs. Express feelings in movement and dance.		Move in response to changes in tempo	
Role Play & Small World Play (Being Imaginative & Expressive)	Use some of the role play and small world in the setting.		Take part in pretend play taking on different roles.		Use role play and small world toys to share experiences.	Develop narrative in play.	Take on roles in play using developing knowledge of the past and places.	Take on roles in play using developing knowledge of the past and places.		Make own stories using a familiar story - changing events or characters. Use role play and small world to tell stories and share information.
	Play alongside others in play.	Interact with others in play	Play with others imaginatively, Take part in setting up role play/other play activities.		Take part in pretend play with others: dress up/in role in home corner/animals/figures/etc		Play cooperatively in a pair or group to develop pretend play: own experiences, real or imaginary ideas and stories.			
			Use repetitive phrases to join in retelling familiar story.		Join in with parts of a story using actions and words.	Join in with stories and non-fiction during class and group retelling using new vocabulary.				
	Use resources to represent objects in my play.		Use resources to build objects to use in my play.		Begin to use resources to make objects to use in my play.	Use own ideas to create props for play for myself and others.				
Key Vocabulary	Draw, paint, print, shape, line, straight, curved, zig zag, pattern, stripes, spotty, pencil, felt tip, crayon, chalk, paint, brush, roller, stamp, stencil, paint dabber, colour names, mix Play dough, plasticine, clay, texture, loop scissors, scissors, glue stick, PVA glue, treasury tag, paper clip, ribbon, pom poms, sequin, glitter									