Expressive Arts and Design Progression Overview

Baseline - Oct **Check point 1 - December** **Check Point 2 – March** **Check Point 3 – May** **EYFSP – June**

Intent Our children will leave EYFS at Dundry Primary having had a wide variety of experiences within the Arts, where all their senses have been engaged and stimulated, and many other skills (such as language and team work) developed. At Dundry Primary, Expressive Arts allows the children to revisit interested areas through many different media to gain multiple perspectives and a higher level of understanding. Due to our curriculum promoting and valuing creativity, originality, expressiveness and individuality, pupils are confident in sharing their own preferences and making choices about different ways they can express themselves.

Implementation Our topics, lessons and learning environment, including Forest School, give our children new, and varied experiences within the arts. They have ample opportunities to observe and experiment with different materials, tools, techniques, music and movements. For our pupils, emphasis is put on the process they go through rather than the finished product. In creating, designing and making, children investigate and use a variety of materials and techniques and explore colour, line, shape, space, form, texture and pattern in two and three dimensions. They develop their visual, spatial and tactile awareness and use marks, picture drawings, paintings and constructions to create products. Through music, pupils express feelings and emotions. They participate in playing instruments, using everyday objects to make music, sing, move rhythmically and expressively to music, listen to music and create their own, often applying their ICT skills to enhance or record their work. Children are supported to develop their confidence and pride in their creative achievements. Direct adult led activities such as dance, role-play, stories, art, ICT and music lessons, ignite children's creativity which they further explore through provision and child-led activities. We use practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.

Impact We believe all children will reach the Early Learning Goals in EAD by the end of the Foundation Stage. Our teaching and provision allow pupils to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. Our pupils leave EYFS ready for the new knowledge and skills the National Curriculum has to offer in these areas.

Below shows the progression of skills that build towards the EAD ELG.

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Creating with Materials

Big Ideas	Materials and Tools	Talking and reflecting	Stories and role play props
Preschool & Baseline (Oct)	- Explores materials freely - Explores colour mixing - Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes, fingers, hands - Drawings have some resemblance to people, objects - Draws around the outline of a shape - Makes simple marks based on own experiences - Form prints with simple objects – leaf, hand - Can use a simple ICT program to create pictures, patterns and shapes	- Explores freely in order to create designs and think about what they would like to make - Talks about what they are doing - Takes pictures of their work using a camera or iPad	- Begins to make up sections of stories using small world - Uses pre-prepared themed costumes, generic dress up boxes and literal representation of objects (bowls, cups, spoons, dolls etc) e.g. a teapot is a teapot - Roleplays every day events
YR CP1 (Dec)	- Knows primary colours - Chooses colour for a purpose - Makes marks using shape and pattern on a range of surfaces - Develops simple patterns by printing with objects using range of materials - Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy	- Explores and uses a range of artistic effects to express themselves Refine ideas in designs created - Articulates what they are doing to an adult - Can open up camera to take pictures of their work on an iPad	- Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves) - Uses fabric, boxes, tubes and joining materials to make props - Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) - Makes up own situations - Retells well known stories
YR CP2 (March)	- Draws with precision around the outline of shapes - Develops language of colour (secondary colours) and mix colours to make new colours - Create a simple collage	- Plans what they will create and what they will need to do so - Creates their own products and begins to self-correct any mistakes	- Uses different props for different characters to show their personalities (e.g. lady with necklace and handbag, other with backpack and binoculars)

YR CP3 (May)	- Can use fabrics to weave - Uses variety of art tools with greater accuracy	- Reviews own work and makes improvements, explaining why changes are better - Can save a photo of their work in a folder on an iPad	- Makes up own stories - Retells well know stories in great detail, using new language - Uses props that are very specific and for a purpose to add detail or convey meaning in their stories (some are made by pupils) eg a bow and arrow for Rama or a hat for the Queen in The Queen's Hat
ELG	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, deign, 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
	Provision Provide free choice and process driven art activities- paint, collage, drawing, chalk/ pastels, junk modelling, playdough, clay, computer programs Teach skills in focus groups that children can transfer to their art learning (cutting, joining, mixing paint, how to print, making 3D sculptures, simple weaving etc)	**Provision** Provide space for children to keep their creations and provide "talk time" opportunities for them to share, pre made plans and pens and paper, ipads	**Provision** Deconstructed role play- art/ design area- place for making props to support their own stories Materials for costume and prop creation Enhancement in role play to reflect current learning Helicopter Stories Drawing Club

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Being Imaginative and Expressive

Big Ideas	Stories & Role Play	Dancing	Singing	Music
PS & Baseln (Oct)	- Plays with familiar resources in role play and small world (e.g. farm animals) - Listens to stories	- Moves to music - Copies basic actions - Beginning to watch performances for short periods of time	- Knows some words when singing - Sings in small group - Joins in with parts of nursery rhymes	-Explores instruments and how sounds can be changed (e.g. louder, quieter) - Beginning to name them (drum, tambourine, maraca, triangle…)
YR CP1 (Dec)	- Uses own experiences to develop storylines - Talks about stories - Uses new vocabulary in different context - Participates in small world play related to rhymes and stories	- Watches dances and performances - Shares likes and dislikes about dances/performances - Learns short routines, beginning to match pace - Uses Ipad to record a performance and knows how to watch it back	- Sings in a group, trying to keep in time - Knows some nursery rhymes - Knows some Christmas songs -- Uses Ipad to record a performance and knows how to watch it back	-Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) - Talks about the different sounds they make (e.g. loud, quiet, bombing, banging, high pitched) - Can clap and stamp to a beat -Plays a given instrument to a simple beat - Responds to what they have heard, expressing their thoughts and feelings - Uses Ipad to record a performance and knows how to watch it back
YR CP2 (March)	- Children enhance small world play with simple resources - Retells stories as a repetition, using some of their own words - Uses imagination to develop own storylines	- Replicates dances and performances - Learns longer dance routines, matching pace	- Sings in a group, matching pitch and following melody	-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

YR CP3 (May)	- Enhances with resources that they pretend are something else - Retells stories with others - Retells stories with others, changing/substituting some of the details	- Put a sequence of actions together - Begin to improvise independently to create a simple dance	- Sings by themselves, matching pitch and following melody - Sings in tune and to the correct beat - Knows a wide variety of nursery rhymes and school songs	- Can change the tempo and dynamics - Recognises instruments in music - Compose their own simple tunes - Creates sound effects - Writes down compositions
ELG	Invent, adapt and recount narratives and stories with peers and their teachers	Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music (also see other ELG for story telling) Sings a range of well-known nursery rhymes and songs		
	Provision Role play, small world, puppets Enhancements linked to themes and stories which are familiar Helicopter stories Drawing Club	**Provision** Song time- singing in class Nursery rhymes introduced when linked to topic (e.g. Incey, Wincey Spider when looking at 'Bugs') Musical instruments in the environment Listen to a variety of music and dance/ respond with drawings etc. C.D. player, C.D.s, Ipad Charanga and BANES music support		