

# Expressive Arts and Design Subject Curriculum Progression

*NB: Through the delivery of all curriculum subjects focus to the prime areas of learning will be interwoven throughout learning experiences.*

*Children will be encouraged to use their speaking and listening skills by engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

*Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

*By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence*

*These objectives will be delivered, where relevant, through objective led planning and child initiated and adult directed play experiences.*

		Nursery		Foundation Stage 2		End of F2 HCAT expectation		
<b>Art and Design</b>	All Media	Use explore and manipulate different materials in imaginative ways responding to taught sessions as well as own ideas and interests		Select appropriate media and materials to use when creating with a purpose in mind		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to create with a purpose in mind drawing on own ideas as well as using ideas from taught sessions.	I respond to ideas and starting points (e.g. stories, rhymes, objects, the natural world)	
	Painting	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Use and refine a variety of artistic effects to express their ideas and feelings.	Explore colour mixing freely using poster paint		Mix primary colours in order to create a desired colour, explore using white and black paint to create tones.	Use a variety of paints including water colour and powder paints appropriately.	I know how to use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. I know the name of the primary colours being used. Mix and match colours to different artefacts and objects. I can explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.
	Drawing	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Explore mark making using a range of materials and on a variety of surfaces.	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.	I know how to use graphic tools, fingers, hands, chalk, pens and pencils. I know how to control a range of media. I draw on different surfaces and coloured paper. I know how to produce lines of different thickness and tone using a pencil. I know how to produce different patterns and textures from observations, imagination, and illustrations
	3D Sculptures	Make simple models which express their ideas.		Join different materials for a purpose using simple joining methods		Explore different ways of joining materials e.g pva glue, Sellotape and combine these with other techniques to create a desired finished piece.	I can create a variety of joins for my model using folding, cutting, sticking, splitpins etc.	I know how to build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.
	Printing	I can produce a simple hand print by adding paint to my hand and pushing down	I can use other objects to print a picture		I know what a stencil is and how to use it to create a picture	I can choose an object to print a pattern onto paper	I know how to make rubbings: leaf, brick, coin. I know how to create simple pictures by printing from objects such as fruit, vegetables, and sponges. I know how to develop simple patterns by using objects. I know how to use a stencil to create a picture. I know how to make my own printing blocks.	
		I understand how to create a rubbing						

	Photography	I know how to take a photo using an iPad	I can choose something to take a photo of and justify why		I can choose something to photograph when given a subject / idea	I can explain why I have taken a photo to represent an idea / subject	I know how to use an iPad and cameras to take photos. I know how to choose subjects to photograph. I know how to show experience in simple composition. I can use photos to tell stories or show feelings	
	Children describe what they think or feel about their own and	Through exploration can develop their own ideas and then decide which materials to use to express them.	Create collaboratively sharing ideas, resources and skills.		Return to and build on their previous learning, refining ideas and developing their ability to represent them.		Look and talk about what they have produced, describing simple techniques and media used. Describe what I think about my own and others work	
	Children know about the work	I know what an artist is	I can explore the work of artists		I can use a technique I have seen in another artist in my own work		I know how to identify the work of a range of artists, craft makers and designers, and makes links to my own work	
Expressive Arts	Singing	Join in words they know from songs	Remember and sing familiar songs	Sing a range of songs	Join in with call-and-response songs	Sing a large repertoire of songs	I can sing a range of well-known nursery rhymes and songs.	
		Create their own songs, or improvise using a familiar tune					Children to copy an adult humming or singing short phrases	Children develop confidence to sing on their own or in groups, increasingly matching the pitch and following the melody
		Match tone sung to another person	Develop singing voice using a limited pitch.		I can copy basic rhythm patterns of nursery rhymes. I can explore high and low using voices and characters within a song. I can invent a pattern using one pitch notes.			
	Performing	Experiment with different ways of playing instruments	Listen carefully to the music they make and value it	Play instruments with increasing control to express feelings and ideas		Keep a steady beat when making their own music with instruments and sound makers		I can perform songs and rhymes with others
		Listening	Participate in sound-matching games	Develop listening skills through a range of active listening activities e.g. whilst painting, drawing or moving		Move in time with music and respond to changes e.g. jump when the music suddenly becomes louder		I can listen to recorded and live performances of nursery rhymes and simple songs
	Explore a variety of musical instruments from a range of cultures (this may include electronic keyboards and musical apps on tablets)		Play, share and perform a wide variety of music and songs from different cultures and historical periods		Listen to music from across the globe, including traditional and folk music from Britain	Listen attentively to music	Discuss changes and patterns as a piece of music develops	
	Dance	Join in with sequences and patterns of movements related to music and rhythm	Use and remember sequences and patterns of movements related to music and rhythm		Play movement games that use different sounds for different movements	Tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song		I can move in time with music. (e.g dancing, and marching)
		Use the vocabulary of movement e.g. gallop, slither	Use the vocabulary of instruction e.g. follow, lead, copy		Replicate choreographed dances, such as pop songs and traditional dances from around the world	Choreograph their own dance moves, using some of the steps and techniques they have learnt		
	Drama	I take part in pretend play pretending that one object represents another even if they are not similar	I develop stories in small world areas such as dolls houses, animal sets	I can make imaginative small world with blocks and construct	I can develop storylines in my pretend play	I can make use of props and materials when role playing characters in narratives and stories.	I can watch and talk about performance art expressing my feelings and responses	I can invent, adapt and recount narratives and stories with peers and my teacher