

Woodseaves CE Primary Academy EYFS Expressive Art and Design Progression

Early Learning Goals			
Creating with Materials		Being Imaginative and Expressive	
<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations explaining the processes they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>		<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teachers.</li> <li>Sing a range of well known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others and try to move in time to music.</li> </ul>	
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<b>Tools</b>	<p>Start to join materials together. Explore art materials. Explore what happens when they mix colour. Develop own ideas for art. Use various tools for including play-doh tools and paint brushes. Draw on different surfaces. Know and name the primary colours being used. Use a variety of malleable media such as papier-mâché, salt dough. Build construction/ sculpture using a variety of objects. Enjoy playing with and using a variety of textiles and fabric. Create images through collage using pictures and recycled materials. Begin to draw images of designs.</p>	<p>Mix primary colours together to see what colour is produced. Use mark making tools, fingers, hands, chalk, pens and pencils. Hold different tools correctly. Use scissors and one handed tools to create art safely and more accurately. Combine different techniques including using: collage paint, crayon and clay to create art. Produce lines of different thickness. Explore working with paint on different surfaces and indifferent ways. Use a variety of malleable media such as papier-mâché, salt dough. Build construction/ sculpture using a variety of objects. Create images through collage using pictures and recycled materials. Know what collage is. Begin to name and use a range of tools and equipment for practical tasks.</p>	<p>Make different shades using black and white and talk about why shading is evident on pictures and drawings. Use and begin to control a range of materials. Enjoy using a variety of tools including different sized brushes and tools, i.e. sponge brushes, fingers, twigs. Cut shapes using scissors and other modelling tools. Explore using materials and techniques. Design a product thinking about colour, texture and function. Produce different patterns and textures from observations and imagination. Build on fine motor skills and hand and eye coordination through drawing. Use a variety of malleable media such as papier-mâché, salt dough. Build construction/ sculpture using a variety of objects. Create images through collage using pictures and recycled materials. Begin to suggest ways to make my product stronger. Begin to know what some simple mechanisms are.</p>
<b>Explain</b>	<p>Develop own ideas for art and start to talk about them (with adult support). Tell others what own artwork is and signal key parts e.g. this is mummy, this is her hair. Use correct colours to represent real life items e.g. yellow for sunflower. Interpret artwork by telling us what you see- shape, content and recognizable objects.</p>	<p>Work with a friend to discuss creative ideas and share thoughts and feelings towards different pieces of art. Look and talk about what they have produced, describing simple techniques and media used. Explore how image is used to depict every day events. Interpret artwork by telling us what you see- shape, content and recognizable objects. Discuss ideas and how I plan to make my product with support.</p>	<p>Discuss problems encountered when making artwork and how issues were overcome. Use appropriate language to describe colours, media, equipment and textures. Observe and discuss what they have produced, describing the simple techniques and materials used. Interpret artwork by telling us what you see- shape, content and recognizable objects.</p>

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<p><b>Role Play</b></p>	<p>Start to develop own stories linked to what they know through role and small world play. Use imagination in play to support role play and create small world set ups. Recount and retell familiar stories with peers and adults using small world toys, Recount and retell familiar stories with peers and adults using role play and acting out the story. Role play imaginary scenarios linked to experiences that interest them and use the new language that has been taught.</p>	<p>Start to recreate familiar stories (with adult support). Use imagination when working with peers and working together to make a storyline in with play. Adapt and change well known stories and narratives with others using small world and/or role play. Use what they know and have read to help create own stories. Use characters and scripts from different stories to create own story and talk about why they have chosen that character.</p>	<p>Use materials and props to retell stories and create imaginary situations linked to what is known. Adapt and recount narratives and stories with peers and adults. Invent own stories which include character, story plots and setting of the story.</p>
<p><b>Singing and Performing</b></p>	<p>Remember most of a nursery rhyme song to sing in a group. Make up own 'silly' songs. Start to match the melody and pitch of others. Remember and sing simple songs that are of interest to them. Sing with others and when supported by an adult.</p>	<p>Identify pitch of a song and have a go at copying the pitch. Listen to and respond to sounds. Copy and sing short phases independently. Sing well known songs in a group or alone and match the pitch. Sing to the melody of the song in a group or individually. Try to move in time with music. Talk about how a song makes me feel.</p>	<p>Pitch match to songs without words. Sing well known nursery rhymes. Sing some familiar songs and keep to the beat of the music. Talk about how a song makes me feel and why.</p>

