

## EYFS Expressive Arts and Design Curriculum Progression Overview

The development of children's artistic and cultural awareness supports their imagination and creativity.

	<b>Explore and play with a wide range of media and materials</b>	<b>Develop ability to communicate through the arts</b> Understanding, self-expression and vocabulary	<b>Interpret and appreciate what they hear, respond to and observe</b>
<b>Nursery Curriculum</b>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment. (e.g. animal sets, dolls, toy cars).</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits (e.g. a city with different buildings and a park).</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings (e.g. happiness, sadness, fear).</li> <li>• Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person (pitch match).</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
<b>Nursery Curriculum Endpoints</b>	<ul style="list-style-type: none"> <li>• Use objects and resources to represent other items and ideas through play.</li> <li>• Express ideas using a range of materials and techniques to join them.</li> <li>• Describe similarities and differences between media and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and retell stories using small world equipment and block play.</li> <li>• Draw objects using line and shape, including some detail.</li> <li>• Explain drawings, representations and emotions in response to adult questions.</li> <li>• Select colour appropriate to drawing.</li> <li>• Understand and describe the effects of mixing colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to what they have heard, expressing thoughts and feelings through adult interactions.</li> <li>• Sing familiar and improvised songs, with a developing awareness of pitch, as part of a group.</li> <li>• Use instruments, with control, in a variety of ways to create different sounds to express themselves.</li> </ul>

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<b>Reception Curriculum</b>	<ul style="list-style-type: none"> <li>• Develop pretend play, using objects and resources to represent something else which are similar in shape, form or function.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop and express their own ideas using different materials, resources and techniques.</li> <li>• Explain reasons for materials chosen and techniques used to achieve desired effects.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Use small world equipment to invent and develop stories with adults and peers.</li> <li>• Use role play resources, props and costumes to enhance storylines and narratives.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Draw with increasing complexity and detail, using line, shape, space and colour to represent objects and ideas with a developing awareness of scale.</li> <li>• Explain emotions in their drawing and painting using different techniques and colour.</li> <li>• Use colour appropriately and mix 2 colours together to create a different shade or tint.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<b>Reception Curriculum Endpoints</b>	<ul style="list-style-type: none"> <li>• Create and express ideas using self- chosen resources, media and materials.</li> <li>• Share and demonstrate creations, explaining tools, techniques and materials used, giving reasons for choice.</li> <li>• Use knowledge of tools and techniques to achieve desired representations and adapt creations.</li> <li>• Demonstrate safe use of tools and materials.</li> <li>• Demonstrate and share techniques and resources with peers to achieve a group creation.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use props and resources to retell stories and narratives with adults and peers.</li> <li>• Draw recognisable images and ideas of mostly proportionate size and appropriate shape.</li> <li>• Share and demonstrate creations, explaining ideas and emotions portrayed through interactions with adults.</li> <li>• Select, use and mix colour appropriately, to create a range of colours for desired effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music, watch dance and performances, responding to what they have heard and seen through movement and discussion.</li> <li>• Express and compare feelings and responses to music and dance through discussions with adults and peers.</li> <li>• Sing familiar and new songs, matching pitch and following the melody.</li> <li>• Select and use instruments to create different sounds and rhythms to express themselves.</li> <li>• Perform music and dance individually or as part of a group.</li> </ul>

<p><b>Early Learning Goals</b></p>	<p><b>ELG: Creating with materials</b></p> <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 process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
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