EYFS Curriculum Progression – Expressive Arts and Design – Art Specific

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| **Educational Programme**  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. | | | | | |
| 2-3 year olds (Nursery 0 & 1) | | 3-4 year olds (Nursery 2) | | 4-5 year olds (Reception) | |
| Curricular Goals and Milestones (Steps to Success) | | | | | |
| **Explore a range of media and materials, understanding that they can be manipulated to create effects.**   * Play with colours in a variety of ways. * Use 2D and 3D structures to explore materials and/or express ideas. * Notice and become interested in the transformative effect of their action on materials and resources.   **Show interest in and experiment with movements, vocalisations and sounds.**   * Respond by moving their whole bodies to sounds they enjoy. * Explore a range of sound makers and instruments and play them in different ways. * Join in with songs and rhymes. | | **Uses a range of art materials, joining and colour mixing purposefully and freely**   * Explores colours and colour mixing. * Explore ways of joining materials. * Explore a range of media and materials, understanding that they can be manipulated to create effects.   **Create your own dance, music or song to a piece of music or a story.**   * Use musical instruments to create music. * Create own songs or improvise on a known song. * Explore different ways of moving their bodies and can follow an adult’s lead. * Show interest in and experiment with movements, vocalisations and sounds. | | **Select materials to work on processes that interest them. Explore, find out about and decide how materials, tools and techniques can be combined and changed.**   * Develop own ideas through experimentation with diverse materials. * Use increasing knowledge and understanding of tools and materials to explore interests and enquiries and develop their thinking. * Uses a range of art materials, joining and colour mixing purposefully and freely.   **Perform a story, song, poem or rhyme to an audience.**   * Develops storylines in pretend play. * Sing in a group or alone. * Create your own dance, music or song to a piece of music or a story. | |
| Statutory End of EYFS Assessment: Early Learning Goals | Links to Year 1 / Key Stage 1 | | Characteristics of Effective Learning | | Key Vocabulary |
| Creating with Materials ELG  Children at the expected level of development will:  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, 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.  Being Imaginative and Expressive ELG  Children at the expected level of development will:  - Invent, adapt and recount narratives and stories with peers and their teacher;  - Sing a range of well-known nursery rhymes and songs;  - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | Art and Design  Explore mark making to start to build mark-making vocabulary. Begin to explore a variety of drawing materials. Observational and experimental drawing. Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. Enjoy discovering the interplay between materials. Explore ways for 2d to transform into 3d sculpture. Explore simple printmaking. Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print. Explore pattern, line, shape and texture.  Design Technology  Select from and use a range of tools and equipment to cut, join, shape and finish. Evaluate their ideas.  Music  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Choose a song they have learnt from the Scheme and perform it. To know 5 songs off by heart. | | Playing and Exploring   * Finding out and exploring * Playing with what they know * Being willing to ‘have a go’   Active Learning   * Being involved and Concentrating * Keeping on trying * Enjoying what they set out to do.   Thinking creatively and critically   * Having their own ideas * Making links * Working with ideas | | Colour, shape, form, structure, join, stick, materials, mix, fold, cut, together, mould, roll, squash, prod, poke, up, down, paint, brush, stroke, line, light, dark.  Move, beat, rhythm, sway, twirl, instruments, sound, loud, quiet, perform, sing, dance, |

Children need the freedom to appreciate the infinite resources of their hands, their eyes and their ears, the resource of forms, materials, sounds and colours. Loris Malaguzzi