

Woodside Primary School

Reception

Progression of Expressive Arts and Design skills

Development matters	Early learning goals
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Creating with Materials</p> <ul style="list-style-type: none">• 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none">• 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

Below shows the progression of skills that build towards the Expressive Art and Design Early Learning Goals.

Creating with Material							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
To name colours.	<p>To experiment with mixing colours.</p> <p>To create simple representations of people and objects.</p> <p>To draw and colour with pencils and crayons.</p>	<p>To use colours for a particular purpose.</p> <p>To share their creations.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA).</p> <p>To use some cooking techniques (spreading, cutting)</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p>	<p>To use natural objects to make a piece of art.</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Split Pins).</p> <p>To make props and costumes for different role play scenarios</p>	<p>To know which prime colours you mix together to make secondary colours.</p> <p>To plan what they are going to make (cooking, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects.</p> <p>To manipulate materials.</p> <p>To create observational drawings</p>	<p>To know some similarities and differences between materials.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • 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							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>To sing and perform nursery rhymes.</p> <p>To use costumes and resources to act out narratives.</p>	<p>To experiment with different instruments and their sounds.</p> <p>To talk about whether the like or dislike a piece of music.</p> <p>To create musical patterns using body percussion</p>	<p>To perform a song in the Christmas Play.</p> <p>To begin to build up a repertoire of songs.</p> <p>To use costumes and resources to act out narratives.</p>	<p>To create musical patterns using untuned instruments.</p>	<p>To associate genres of music with characters and stories.</p> <p>To create costumes and resources for role play.</p>	<p>To move in time to music.</p> <p>To learn dance routines.</p> <p>To act out well know stories.</p> <p>To follow a musical pattern to play tuned instruments.</p> <p>To create narratives based around stores.</p>	<p>To listen to poems and create their own.</p> <p>To join in with whole school singing assemblies.</p> <p>To create own compositions using tuned instruments.</p> <p>To invent their won narratives, making costumes and resources.</p>	<ul style="list-style-type: none"> • 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