



Bryn St Peter's Primary School – EYF's Progression Map

Expressive Art and Design

Area of Learning Expressive Art and Design	September Checkpoint (Baseline)	Autumn	Spring	Summer
Creating with Materials	<ul style="list-style-type: none"> - Enjoy mark-making opportunities. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Use objects as representations in pretend play, e.g. a cuboid block as a telephone. - Use blocks/construction toys to build "small worlds" e.g. a pen on a farm. 	<ul style="list-style-type: none"> - Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). - Talk about what they like or could improve about what they have created. - Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it. - Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait. 	<ul style="list-style-type: none"> - Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. - Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. - Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. - Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy". 	<ul style="list-style-type: none"> - Use a variety of materials and tools to create a desired effect. - Create objects that have intended purposes (e.g. junk modelling a bag, slide out of giant blocks, a robot machine). - Talk about the process they have used, including beginning to talk about improvements they have made. - Make use of props and materials when role playing characters in narratives and stories. - Draw increasingly accurate representations of people and objects.
Being Imaginative and Expressive	<ul style="list-style-type: none"> - Respond to music with movement. - Request a favourite song/rhyme. 	<ul style="list-style-type: none"> - Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. - Keep a beat using a musical instrument or body percussion. 	<ul style="list-style-type: none"> - Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster". - Create their own beats with musical instruments/body 	<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.

	<ul style="list-style-type: none"> - Know and join in with some nursery rhymes or favourite songs and poems. - Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. - Develop storylines through small-world or role-play. 	<ul style="list-style-type: none"> - Perform familiar sings/rhymes in small groups. - Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. - Retell parts of familiar stories through use of puppets, toys, masks or small-world. 	<p>percussion and become confident in games such as syllable-clapping.</p> <ul style="list-style-type: none"> - Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect. - Create more complex narratives in their pretend play, building on the contributions of their peers. - Organise themselves into collaborative creative opportunities (role play, performance, artwork). 	<ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - Replicate a choreographed dance and begin to choreograph their own dance moves.
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Statutory End of EYFS Assessment: Expressive Art and Design Early Learning Goals

Children at the expected level of development will:

Creating with Materials	Being Imaginative and Expressive
<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.	<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.

Those working at Greater Depth may:

Creating with Materials	Being Imaginative and Expressive
<ul style="list-style-type: none">- Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose.- Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist.- Show mastery and confidence in techniques, e.g. colour-mixing.	<ul style="list-style-type: none">- Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music.- Perform with confidence and awareness of the audience, e.g. using expression.- Talk about the ideas/processes that led them to produce their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement.