



Lydiard Millicent CE Primary School

EYFS Skills Progression for Expressive Arts and Design

The purpose of this document is to support the planning and assessment of Expressive Arts and Design, ensuring full coverage of the curriculum and ensuring children at the end of the EYFS are well prepared for learning in KS1.

The Early Years Foundation Stage

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.

Early Learning Goals

1.7 The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

1.9 Instead, the ELGs should support teachers⁸ to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

1.10 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Statutory Framework September 2021

ELG: Creating with Materials

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.

ELG: Being Imaginative and Expressive

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.

Curriculum link		EYFS knowledge and skills	KS1 readiness objectives *	KS1 progression
Art	Mark making/Drawing	<ul style="list-style-type: none"> - Gives meaning to the marks that they make. - Use drawing to represent ideas like movement or loud noises. - Draw with increasing complexity and detail, such as representing a face with a circle and including details - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Show different emotions in their drawings – happiness, sadness, fear, etc. - Express their thoughts and ideas with drawings. - Draws with detail (bodies with sausage limbs and additional features) 	<ul style="list-style-type: none"> - Holds a pencil using a tripod grip - Draws bodies of an appropriate size for what they're drawing - To explore their ideas and imagination by creating drawings, paintings and sculptures. - To explore creating designs and art work on a range of scales. 	<ul style="list-style-type: none"> - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. - Use a sketchbook to gather and collect artwork. - Begin to explore the use of line, shape and colour
	Mark making/Painting	<ul style="list-style-type: none"> - Uses horizontal and vertical brush strokes to paint. - Paints a desired picture. - Gives meaning to the marks that they make. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Express their thoughts and ideas with paint. - Uses primary colours to mix secondary colours. - Mixes colour for a desired purpose. - Observes objects on display when painting and responding with paint. - Uses a range of movements and brush strokes to paint. 	<ul style="list-style-type: none"> - Holds tools like pencils, paint brushes, scissors with increasing precision - Experiments with using different every day and art materials to explore colour, texture and form - To explore their ideas and imagination by 	<ul style="list-style-type: none"> - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Mix secondary colours and shades - Use different types of paint. - Create different textures e.g. use of sawdust

			<p>creating drawings, paintings and sculptures.</p> <ul style="list-style-type: none"> - To explore creating designs and art work on a range of scales. 	
	Printing	<ul style="list-style-type: none"> - Paints onto chosen printing tool before printing. - Takes time when printing. - Prints to create patterns and pictures. - Prints with a range of colours. - Carefully plans where they will print and what they will print. 	<ul style="list-style-type: none"> - Creates patterns or meaningful pictures when printing 	<ul style="list-style-type: none"> - Make marks in print with a variety of objects, including natural and made objects. - Carry out different printing techniques e.g. monoprint, block, relief and resist printing. - Make rubbings. - Build a repeating pattern and recognise pattern in the environment.
	Collage and sculpting/making	<ul style="list-style-type: none"> - Joins items which have been cut, torn or glued. - Expresses their thoughts and ideas with collage. - Joins items in a variety of ways – E.g. sellotape, masking tape, string, ribbon. - Uses a variety of techniques and shapes to sculpt. - Makes something that they give meaning to. 	<ul style="list-style-type: none"> - Explores creating designs and art work on a range of scales. - Makes collages using different materials - Makes something with clear intentions. - Plans how they will fasten things together. 	<ul style="list-style-type: none"> - Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. - How to thread a needle, cut, glue and trim material. - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic,

			<ul style="list-style-type: none"> - Able to use tools to manipulate dough/clay to add detail. 	<p>tissue, magazines, crepe paper, etc.</p> <ul style="list-style-type: none"> - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay.
	Evaluating and developing work		<ul style="list-style-type: none"> - Recognising and exploring the colour, patterns and shapes in other artist's work. - Expressing opinions and feelings in response to their own art work and other artist's work. - Sharing their work with other people, talking about what they have created it. 	<ul style="list-style-type: none"> - Review what they have done and say what they think and feel about it. - Identify what they might change in their current work.

Curriculum link		EYFS knowledge and skills	KS1 readiness objectives	KS1 progression
Design Technology	Developing, planning and communicating ideas. Design	<ul style="list-style-type: none"> - Talk about what they want to make - Talk about what they are doing while making 	<ul style="list-style-type: none"> - To describe something they want to make / build / construct - To say who they are making / building / constructing for - To talk about what materials they are going to use when making / building / constructing 	<ul style="list-style-type: none"> - Draw on their own experience to help generate ideas. - Suggest ideas and explain what they are going to do. - Identify a target group for what they intend to design and make. - Model their ideas in card and paper. - Develop their design ideas applying findings from earlier research.
	Working with tools, equipment, materials and components to make quality products (including food) Make	<ul style="list-style-type: none"> - To experiment with joining materials together in a variety of ways 	<ul style="list-style-type: none"> - To make / build / construct objects using a variety of materials - To join materials together when making / building / constructing 	<ul style="list-style-type: none"> - With help, measure, mark out, cut and shape a range of materials. - Use tools <i>eg scissors and a hole punch</i> safely. - Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. - Use basic food handling techniques, hygienic practices and personal hygiene.

				<ul style="list-style-type: none"> - Use simple finishing techniques to improve the appearance of their product.
	<p>Evaluating processes and products</p> <p>Evaluate</p>	<ul style="list-style-type: none"> - To talk about their model and its features - To say what they like/are pleased about - To begin to think about how their model could be improved 	<ul style="list-style-type: none"> - To talk about their constructions / products, and what they are pleased with - To talk about their constructions and say how it could be even better - To talk about everyday objects that they like and say why they are good 	<ul style="list-style-type: none"> - Evaluate their product by discussing how well it works in relation to the purpose. - Evaluate their product by asking questions about what they have made and how they have gone about it.

Curriculum link		EYFS knowledge and skills	KS1 readiness objectives	KS1 progression
Music	Use of voice expressively (Vocalising and singing)	<ul style="list-style-type: none"> - Joins in with singing familiar songs and rhymes. - Remembers and sings entire songs. - Sings the pitch of a tone sung by another person ('pitch match'). - Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Sings in a group or on their own, increasingly matching the pitch and following the melody. - Explores and engages in music making, performing solo or in groups. 	<ul style="list-style-type: none"> - To join in with singing familiar songs and rhymes. - To make up songs and rhymes of their own. - To match the pitch of their voice to the pitch of the song they are singing. 	<ul style="list-style-type: none"> - Explore the use of the voice in different ways such as speaking, singing and chanting. - Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. - Find out how to sing with expression, confidence and creativity to an audience.
	Play tuned and untuned instruments. (Exploring and playing)	<ul style="list-style-type: none"> - Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) - Plays a given instrument to a simple beat. - Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> - To explore the range of sounds made by different instruments. - To use a range of percussive instruments to enhance songs and rhymes. - To know the names of instruments that they have explored and used. 	<ul style="list-style-type: none"> - Play instruments showing an awareness of others. - Repeat and investigate simple beats and rhythms. - Learn to play sounds linking with symbols. - Understand how to play an instrument with care and attention.
	Listen with concentration and understanding.	<ul style="list-style-type: none"> - Listens attentively, move to and talk about music, expressing their feelings and responses. - Watches and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> - To listen to live and recorded music, hearing lyrics, rhymes and instruments. 	<ul style="list-style-type: none"> - Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).

	(Hearing and listening)		<ul style="list-style-type: none"> - To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. - To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. 	<ul style="list-style-type: none"> - Reflect on music and say how it makes people feel, act and move. - Respond to different composers and discuss different genres of music.
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*Many thanks to Stainsby Mill Education for the KS1 readiness objectives

