

# Progression of Knowledge and Skills: Expressive Art & Design



	Links to KS1 curriculum	Minimum expectations for the end of Reception			Minimum Expectations for the end of Nursery		
<b>Painting</b>	Colour matching, altering tint and shade Warm/Cool colours	Colour matching to a specific colour and shade	Add white or black paint to alter tint or shade	Able to mix primary colours to make secondary colours		Mix primary colours to appropriate consistency	Use pre-made paints and are able to name colours
	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	Can independently select additional tools (stamps, rollers etc) to improve their painting	Can hold a paintbrush using a tripod grip	Can use thin brushes to add detail	Can use thick brushes	Enjoys using hands, feet and fingers to paint	Can hold a paintbrush in the palm of their hand
	Print with a variety of resources	Create patterns or meaningful pictures when printing		Print with small blocks, small sponges, fruit, shapes and other resources		Print with large blocks and larger sponges	
<b>Drawing</b>	Children must be exposed to models and be able to identify key features of living things	Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they're drawing	Draws potato people (no neck or body)		Draws faces with features and draws enclosed spaces, giving meaning	Makes marks. Draws circles and lines.
	Children draw portraits, detailed pictures, landscapes, buildings and cityscapes	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		Children are able to draw simple things from memory		Children are able to draw things that they observe	
<b>Collage</b>	Joins items which have been cut, torn or glued	Join items in a variety of ways - Sellotape,	Join items with glue or tape	Use glue sticks and glue spatulas independently		Use glue spatulas with support	Use glue sticks with support

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		masking tape, string, ribbon				
	Improve models by adding texture	Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	Adds other materials to develop models (tissue paper, glitter...)		
	Make collages and mosaics using different materials Weaves items	Improved vocab - flexible, rigid	Smooth, rough, bendy, hard Weave (fine motor)	Additional textures - children describe as smooth or bumpy Beginning to weave (gross motor)	Product is all one texture	
<b>Sculpture</b>	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources - loose part play		Builds simple models using walls, roofs and towers.	Builds walls to create enclosed spaces	Builds towers by stackings objects
	Use a variety of techniques and shapes to sculpt	Makes something with clear intentions	Makes something that they give meaning to	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes marks in clay	Explores clay
<b>Music</b>	Expresses their opinion	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'		Talks about how music makes them feel	Responds to music	Enjoys listening to music
	Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions	Selects own instruments and plays them in time to music.  Can change the tempo and dynamics whilst playing  Knows how to use a wide variety of instruments.  Beginning to write own compositions using symbols, pictures or patterns		Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)  Plays a given instrument to a simple beat	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)	

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<b>Singing and Dancing</b>	Put a sequence of actions together	Learns longer dance routines, matching pace		Learns short routines, beginning to match pace		Copies basic actions	Moves to music
	Begin to improvise independently to create a simple dance	Replicates dances and performances		Shares likes and dislikes about dances/performances	Watches dances and performances	Beginning to watch performances for short periods of time	
	Sings in tune and to the correct beat	Sings by themselves, matching pitch and following melody	Sings in a group, matching pitch and following melody	Sings in a group, trying to keep in time		Sings in a small group	Knows some words when singing
<b>Role play</b>	To take part in a simple role play of a known story	Uses imagination to develop own storylines	Uses experiences and learnt stories to develop storylines	Uses own experiences to develop storylines		Plays with familiar resources	
		Enhance with resources that they pretend are something else	Children enhance small world play with simple resources	Participates in small world play related to rhymes and stories		Simple small world (farm, cars, trains, dolls)	
<b>Characteristics of Effective Learning</b>	Reviews own work and makes improvements	Begins to paint on other materials - card, fabric, clay		Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)		Choose a piece of paper from a selection of 2/3 colours	One piece of paper provided to child
		Returns to work on another occasion to edit and improve		Creates their own piece of art and begins to self-correct any mistakes		Creates their own piece of art and gives meaning	Creates their own piece of art
	To develop and share their ideas, experiences and imagination	Creates collaboratively, sharing ideas with peers and developing skills further		Works with a friend, copying ideas and developing skills together		Children work independently to develop basic skills	
<b>Resources (not limited to)</b>	Children are exposed to using different materials	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole		Thick and thin paint brushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder		Palm brushes, large chinks, Whiteboard pens, chunky wax crayons, chunky pencil crayons,	

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		punches, staplers (supervise), cotton buds, cotton wool, foil, art straws	paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	pencils, pre-mixed paint, primary powder paint colours, glue sticks, glue spatulas, PVA glue, felt tips, card, paper, embellishments
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