



Reception Expressive Arts & Design progression

Creating with materials

Prior knowledge – Development Matters – 3-4 Year Olds:

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc
- Explore colour and colour-mixing

Baseline	Autumn	Spring	Summer	ELGs
<p>Start to join materials together. Explore art materials and colour mixing freely. Develop their own ideas for art.</p>	<p>Use various tools for artwork and design including playdough tools and paint brushes.</p> <p>Mix primary colours together to see what colour it makes.</p>	<p>Use scissors and one handed tools to create art safely and more accurately including playdough tools and paintbrushes etc.</p> <p>Make different shades using black and white and talk about why shading is evident on pictures and drawings Explore Hundertwasser.</p> <p>Roll, twist and cut clay into the shape that they want.</p>	<p>Safely use tools with care and precision such as using scissors and cutting on the line to the shape that they want of the effect, which is needed - Eric Carle.</p> <p>Explore using materials and techniques and reflect on their artwork. Discuss problems that they had when making it and discuss how they cover came it - Hundertwasser link.</p> <p>Design art/a product thinking about colour, texture and function. What would they do differently and way.</p> <p>Suggest artist to explore and compare – Hundertwasser and Eric Carle.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations explaining the processes they have used.</p>



Start to develop their own stories linked to what they know through role & small world play.	Starting to recreate familiar stories (with adult support). Use their imagination when working with peers and working together to make a storyline in their play.	Use props and materials when they are role playing familiar stories	Use materials and props to retell stories and create imaginary situations linked to what they know.	Make use of props and materials when role playing characters in narratives and stories.
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Being imaginative and expressive

Prior knowledge – Development Matters – 3-4 Year Olds:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person (‘pitch match’).
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas.

Baseline	Autumn	Spring	Summer	ELGs
Use their imagination in play to help them role play and create small world set ups.	Role-play imaginary scenarios linked to experiences that interest them and use the new and correct language that has been taught.	Adapt and change well known stories and narratives and small world/ role play them with others. Use characters and scripts from different stories to create my own story and talk about why they have chosen that character.	Adapt and recount narratives and stories with my friends and adults. Invent their own stories which include character, story plots and setting of the story.	Invent, adapt and recount narratives and stories with peers and their teacher.
Remember most of a nursery rhyme song to sing in a group.	Identify the pitch of a song and have a go at copying the pitch.	Sing well known songs in a group or alone and match the pitch.	Pitch match to songs without words. Sing well known nursery rhymes. Sing some familiar songs and keep to the beat of the music.	Sing a range of well-known nursery rhymes and songs.



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Make up their own "silly" songs.	Copy and sing short phases independently (In Christmas performance).	Sing to the melody of the song in a group or individually.		
Remember and sing simple songs that are of an interest to me. Start to match the melody and pitch of others.	Listen and respond to sounds. Sing with others and supported by an adult.	Listen carefully to music and start to move to it. Join in with singing and dancing	Talk about how a song makes them feel and why. Perform songs, rhymes, poems and stories alone and with others. Try to move in time with music.	Perform songs, rhymes, poems and stories with others and try to move in time to music.