



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

Skills Progression and Assessment Document for Expressive Arts and Design

The purpose of this document is to support the planning and assessment of Expressive Arts & Design, ensuring full coverage of the curriculum and opportunities to scaffold and challenge learning.

The Early Years Foundation Stage

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 teachers 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.

Skills Progression						
Provision		Emerging - Nursery	Developing – Nursery/Year R	Extending - Year R	Bridge to KS1 – Year R	KS1 skills progression
Painting	Mixing	- Experiments with colour mixing but with no intention to mix a certain colour.	- Uses primary colours to mix secondary colours. - Explores the properties of colours as they mix. - Mixes colour for a desired purpose.	- Experiments with different tones and shades. - Makes choices about what colours they will mix. -	- Mixes an intended colour for an intended purpose.	Art & Design - Use thick and thin brushes - Mix primary colours to make secondary - Add white to colours to make tints and black to colours to make tones. - Create colour wheels.
	Printing	- Explores printing with different objects. - Prints randomly on paper. - Puts printing tool into paint then prints on paper.	- 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.	- Creates patterns or meaningful pictures when printing	
	Mark Making/ Painting	- Covers the paper in paint. - Paints in random directions.	- 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. - Observes objects on display when painting and responding with paint. - Uses a range of movements and brush strokes to paint.	- 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 creating drawings, paintings and sculptures. - To explore creating designs and art work on a range of scales.	

Drawing	Mark making/ Drawing	- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	- 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)	- 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.	Art & Design - Draw lines of different sizes and thickness. - Colour (own work) neatly following the lines. - Show pattern and texture by adding dots and lines. - Show different tones by using coloured pencils.
Collage		- Use glue spatulas with support. - Use glue sticks with support.	- Joins items which have been cut, torn or glued.	- Expresses their thoughts and ideas with collage.	- Explores creating designs and art work on a range of scales. - Makes collages and mosaics using different materials	Art & Design - Use a combination of materials that are cut, torn and glued. - Sort and arrange materials. - Mix materials to create texture.

Sculpture/ making		- Uses a variety of natural, recycled and manufactured materials to create models. - Makes marks in clay - Squashes dough with hands and fingers to shape it. - Builds towers by stacking objects.	- Joins items together. - Explores the way tools create different textures. - Builds simple models using walls, roofs and towers.	- 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.	- Makes something with clear intentions. - Plans how they will fasten things together. - Able to use tools to manipulate dough/clay to add detail.	Art & Design - Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations. - Use tools to carve and add shapes, texture and pattern. - Combine visual and tactile qualities. - Use frameworks (such as wire or moulds) to provide stability and form. Design & Technology - Cut materials safely using tools provided. - Measure and mark out to the nearest centimetre. - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling.) - Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen.) - Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products. - Create products using levers, wheels and winding mechanisms.
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Music	Responding to music and performance	- Moves to music - Beginning to watch performances for short periods of time	- Moves in response to music - Watches dances and performances - Shares likes and dislikes about dances/performances	- 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.	- Listens to live and recorded music, hearing lyrics, rhymes and instruments. - Listens to live and recorded music, hearing changes and differences e.g. fast/slow, loud/quiet, high/low. - Responds to live and recorded music, expressing how it makes them feel, and what it makes them imagine.	Music - Take part in singing, accurately following the melody. - Follow instructions on how and when to sing or play an instrument. - Make and control long and short sounds, using voice and instruments. - Imitate changes in pitch. - Create a sequence of long and short sounds. - Clap rhythms.
	Instruments	- Explore a range of sound makers and instruments and play them in different ways.	- 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.	- Selects own instruments and plays them in time to music. - Knows how to use a wide variety of instruments. - Is able to name a wide variety of instruments.	- Explores the range of sounds made by different instruments. - Uses a range of percussive instruments to enhance songs and rhymes. - Knows the names of instruments that they have explored and used (rhythm sticks, drum, triangle and tambourine).	- Create a mixture of different sounds (long and short, loud and quiet, high and low). - Choose sounds to create an effect. - Sequence sounds to create an overall effect. - Create short, musical patterns. - Create short, rhythmic phrases.
	Singing	- Joins in using words and/or actions to familiar nursery rhymes/songs.	- 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.	- Makes up songs and rhymes of their own. - Matches the pitch of their voice to the pitch of the song they are singing.	- Identify the beat of a tune. - Recognise changes in timbre, dynamics and pitch. - Use symbols to represent a composition and use them to help with a performance.

Dance		- Moves to music. - Copies basic actions.	- Moves in response to music.	- Explore and engage in dance, performing solo or in groups. - Responds to music, including individual instruments with movement and dance.	- Matches movements to the rhythm and pulse of a piece of music.	PE - Copy and remember moves and positions. - Move with careful control and coordination. - Link two or more actions to perform sequence. - Choose movements to communicate a mood, feeling or idea.
Roleplay/ drama		- Plays with familiar resources. - Plays with simple small world (farm, cars, trains, dolls). - Plays in role as themselves in situations that are within their experience (e.g. home). - Acts out common scenarios.	- Uses own experiences to develop storylines. - Participates in imaginative play related to rhymes and stories.	- Uses some story language in their play familiar lines from stories, familiar story themes. - Describes what they are doing in their role play. - Dresses in different outfits to become different characters. - Uses props to develop their chosen character role. - Acts out both familiar and imaginative scenarios.	- Uses story language and story features to create a narrative of their own. - Creates shared narratives.	National Curriculum – English: Spoken Language Years 1-6 All pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse refine, share and respond thoughtfully to drama and theatre performances.