



## St. Augustine's Catholic Primary School: Progression in Learning Framework – Expressive Arts and Design

EYFS Statutory Educational Programme. The curriculum needs to include:

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

Knowledge			Skills					
<ul style="list-style-type: none"> <li>Sing or rap nursery rhymes and simple songs from memory</li> <li>Know that songs have sections</li> <li>Know twenty nursery rhymes off by heart</li> <li>Know the stories of some of the nursery rhymes</li> <li>Know that we can move with the pulse of the music</li> <li>Know that the words of songs can tell stories and paint pictures</li> <li>Know that performance is sharing music</li> <li>Names of instruments</li> <li>Rhythmic patterns</li> <li>Artistic awareness and cultural awareness</li> <li>Vocabulary for resources, colours, materials, tools</li> <li>Techniques for painting, drawing, sculpting and building</li> </ul>			<p>Imagine Create Explore Observe Play Participate Express Communicate Interpret Appreciate Engage, Motor control – fine and gross, vestibular competence, Co-operate Experiment Share Explain Sing Move</p> <p><b>Art – I am learning to ...</b></p> <ul style="list-style-type: none"> <li>Manipulate and control tools</li> <li>Make decisions and choices</li> <li>Observe</li> <li>Notice and discriminate</li> <li>Imagine</li> <li>Connect ideas</li> <li>Explore</li> <li>Experiment</li> <li>Combine</li> <li>Shape</li> <li>Mould &amp; Sculpt</li> <li>Mix</li> <li>Draw</li> <li>Paint</li> <li>Pull</li> <li>Tear</li> <li>Fold</li> <li>Cut</li> <li>Join</li> <li>Stick</li> <li>Roll</li> <li>Explain</li> <li>Review</li> </ul> <p><b>DT – I am learning to ...</b></p> <ul style="list-style-type: none"> <li>Explore and investigate</li> <li>Explain and describe</li> <li>Design</li> <li>Join</li> <li>Plan and organise</li> <li>Observe and ask questions</li> <li>Think critically and solve problems</li> <li>Make decisions</li> <li>Take pride in my work</li> <li>Be creative and innovative</li> <li>Be resourceful</li> <li>Assemble and disassemble</li> <li>Control and manipulate tools</li> </ul> <p><b>Music – I am learning to ...</b></p> <ul style="list-style-type: none"> <li>Create</li> <li>Perform</li> <li>Appreciate</li> <li>Observe</li> <li>Turn take</li> <li>Interpret</li> <li>Listen and discriminate</li> <li>Explore</li> <li>Collaborate</li> <li>Combine</li> <li>Play</li> <li>Refine</li> <li>Improvise</li> <li>Sing</li> <li>Respond</li> <li>Accompany</li> <li>Memorise</li> <li>Keep the beat</li> <li>Follow a rhythm</li> <li>Repeat</li> <li>Imagine</li> <li>Compose</li> </ul> <p><b>Dance – I am learning to ...</b></p> <ul style="list-style-type: none"> <li>Create</li> <li>Perform</li> <li>Appreciate</li> <li>Observe</li> <li>Cross the midline</li> <li>Take turns</li> <li>Repeat</li> <li>Sequence</li> <li>Experiment</li> <li>Imagine</li> <li>Balance</li> <li>Build strength and stamina</li> <li>Negotiate space</li> </ul>					
<p><b>Art</b> In Early Years we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:</p> <ul style="list-style-type: none"> <li>Providing children with opportunities to explore and experiment with different media and materials</li> <li>Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them</li> <li>Allowing children to use their own imagination to be uninhibited artists</li> </ul>			<p><b>General I know...</b></p> <ul style="list-style-type: none"> <li>About famous artists</li> <li>Artists use different techniques</li> </ul>		<p><b>Colour I know...</b></p> <ul style="list-style-type: none"> <li>The names of primary and secondary colours</li> <li>How to mix different colours</li> <li>How to make different tones and shades of colours</li> </ul>		<p><b>Shape I know...</b></p> <ul style="list-style-type: none"> <li>Shapes are made from lines that are joined together</li> <li>Lines and shapes create representations</li> </ul>	
<p><b>Texture I know...</b></p> <ul style="list-style-type: none"> <li>Materials have different textures</li> <li>Texture can enhance and add interest</li> <li>Texture can engage the senses</li> <li>Combining materials can create different textures</li> </ul>		<p><b>Lines I know...</b></p> <ul style="list-style-type: none"> <li>There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, fat, thin, wavy, zig zag</li> <li>How to draw different types of lines</li> <li>The difference between a continuous and a broken line</li> <li>How to join lines to create shapes to make a picture</li> </ul>		<p><b>Form I know...</b></p> <ul style="list-style-type: none"> <li>2D representations are flat and 3D representations are solid</li> <li>How 3D representations can be created using e.g. malleable materials, junk modelling</li> <li>How to use different materials to express my ideas</li> <li>Malleable materials can be moulded into different shapes</li> </ul>				
<p><b>Design and Technology</b> In Early Years we capitalise on children's natural intuition to be creative, inventive and innovative by:</p> <ul style="list-style-type: none"> <li>Introducing them to the designed and made world and how things work</li> <li>Providing children with a purpose to design, make and evaluate functional products</li> <li>Encouraging children to investigate and explore a wide range of materials and tools</li> <li>Supporting children to find original solutions using resources in unique ways</li> <li>Nurturing children's confidence to try new things</li> <li>Fostering children's resourcefulness and resilience to enable them to take risks and learn from their mistakes</li> </ul>								

<p><b>Design I know...</b> • Designs need to be thought about and planned • Designs can be changed and modified • The properties and uses of different materials • What different tools can be used for</p>	<p><b>Make I know...</b> • Materials can be used for joining • How to join materials together • Materials can be modified or changed • Products can move, light up, be structurally sound, and be safe and healthy • Some objects can move independently and some can be made to move • How to make a structure strong and stable • How to make a structure balance • Materials can be used for different things and manipulated in different ways • The possibilities and limitations of different materials • How different tools can be used</p>	<p><b>Evaluate I know...</b> • Evaluations can lead to improvements • The criteria for success</p>	
<p><b>Music</b> In Early Years we capitalise on children's innate desire to listen to, make and explore sound by: • Providing freedom for children to be curious, experimenting with and creating their own music • Reinforcing children's responses to sounds and encouraging composition and performance • Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them</p>			
<p><b>General I know...</b> • The names of different untuned and tuned instruments • How to play different untuned and tuned instruments • Untuned and tuned instruments make different sounds • How musical notes are represented • What a conductor does • The words to different songs</p>	<p><b>Sound I know...</b> • Sound can be changed • Sound can be made by different things • Sound can be made in different ways • Sound can be at different speeds • Sound can be combined • Sound can be at different volumes • Sound can be at different durations • Sound can be at different pitches • Sound can create different rhythms • Sound can create different patterns • Sound can be repeated • Sound can have a vibration • Sound can create beats • Sound can be recorded</p>		
<p><b>Dance</b> In Early Years we capitalise on children's innate desire to move by: • Providing freedom for children to be expressive, experimenting with and creating their own series of movements • Reinforcing children's responses to music and encouraging choreography and performance • Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them</p>			
<p><b>General I know...</b> • All my body parts are separate but connected • My body parts can be moved in different ways • Where I am in relation to other people and other things</p>	<p><b>Movement I know...</b> • Movements can be changed • Movements can be made using all parts of the body • Movements can be made in different ways • Movements can be at different speeds • Movements can be at different levels • Movements can be in different directions • Movements can be joined • Movements can be sequenced • Movements can be mirrored • Movements can be repeated • Movements can involve the transference of weight</p>		

*Characteristics of Effective Learning that are relevant*

**Playing & Exploring**

- Realise that their actions have an effect on the world, so they want to keep repeating them
- Reach for and accept objects. Make choices and explore different resources and materials
- Plan and think ahead about how they will explore or play with objects
- Make independent choices
- Do things independently that they have been previously taught
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning
- Respond to new experiences that you bring to their attention

**Active Learning**

- Use a range of strategies to reach a goal they have set themselves
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult

**Creating and Thinking Critically**

- Take part in simple pretend play
- Sort materials
- Review their progress as they try to achieve a goal
- Check how well they are doing
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas
- Concentrate on achieving something that's important to them
- They are increasingly able to control their attention and ignore distractions

**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 teachers
- Sing a range of well-known nursery rhymes and songs
- Per-form songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music

**Progression in Learning – Small Steps Nursery to KSI**

	Nursery			Reception			KS I
	Autumn	Spring	Summer	Autumn	Spring	Summer	
<b>Exploring Paint</b>	<p>Explores pre-made paint using large brushes, blocks, sponges held in the palm of the hand – working independently to develop basic skills - to create their own pieces of art and art inspired by artists e.g. Mondrian</p>	<p>Explores paint using hands, feet, fingers, found objects and thick brushes</p> <p>Prints on varied materials inspired by the work of other artists e.g. Kandinsky</p>	<p>Can mix own paint – primary colours</p> <p>Prints with a range of small shapes and notices where their work is similar/different to the art of others, beginning to self-correct any mistakes</p>	<p>Selects tools and materials (e.g. rollers, stamps) to use in their painting</p> <p>Uses thin paintbrushes to add details to work</p> <p>Begins to self-correct any mistakes</p> <p>Engages in large scale collaborative art using paint, sharing ideas with peers, and developing skills further</p>	<p>Can mix primary colours to make secondary colours and use in own work</p> <p>Uses white or black paint to add tint or shade and uses in own work</p> <p>Usually uses tripod grip to hold brushes, charcoal, pastels</p> <p>Creates own artwork using printing along with a range of media and materials</p> <p>Creates their own prints on varied materials inspired by the work of other artists e.g. Karen Lederer</p>	<p>Colour matches to a specific colour and shade</p> <p>Creates own artwork using printing and a range of media and materials using nature as inspiration e.g. camouflage</p> <p>Works with others, choosing materials and media to engage in collaborative art, inspired by the work of other artists e.g. Henri Rousseau</p> <p>Returns to work on another occasion to edit and improve</p>	<p>Colour matches, altering tint and shade</p> <p>Uses a variety of brushes and tools to create different effects</p> <p>Prints with a range of resources</p>
<b>Drawing</b>	<p>Makes marks and sometimes give meanings</p> <p>Draws circles and lines</p> <p>Draws from observation to create own pieces of art</p>	<p>Draws faces with features</p> <p>Draws enclosed spaces, giving meaning</p> <p>Draws from observation and, supported by an adult, adds in detail</p>	<p>Draws potato people (no neck or body), inspired by other artists</p> <p>Draws from memory</p>	<p>Shows some emotions in drawings of people e.g., happy, sad</p> <p>Draws from the imagination, sometimes sharing ideas and developing skills with peers</p>	<p>Draws simple people of an appropriate size for what they are drawing</p> <p>Begins to self-correct any mistakes</p> <p>Draws houses and simple landscapes</p> <p>Digital art- Jackson Pollock</p>	<p>Draws a self-portrait with detail (bodies with 'sausage' limbs and additional features)</p> <p>Draws landscapes, buildings, and animals with some details</p>	<p>Draws portraits, detailed pictures, landscapes, buildings, and animals</p>

		Digital art- continuous lines and closed shapes					
Collage			Use a variety of paper and fabric to make images.			Cut, tear, fold and stick a range of papers and fabrics.	
Sculpt & Build	Explores malleable materials  Uses 3D and 2D structures to explore materials and/or express ideas	Makes marks in malleable materials including clay  Use natural materials and loose parts to make 2-D and 3-D art.  Uses small world equipment and other resources to develop stories in pretend play	Manipulates malleable materials, including clay (roll, cut, squash) to create own designs  With adult support, works with others to construct with a range of open-ended resources to make imaginative 'small worlds'	Explore ways of changing the shape or texture of malleable materials.  Works with others to create collaborative ideas, design and make something they give meaning to  Makes use of a variety of resources – loose part play	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools  Constructs a piece, using inspiration from other artists/designers, using their own choice of media e.g. Andy Goldsworthy  With some support, negotiates with others to build models which replicate those in real life  Select appropriate materials when constructing and making.	Constructs a collaborative piece with clear intentions, discussing problems and how they might be solved as they arise, and reflecting on how they have achieved their aims  Explores and creates using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.	Uses a variety of techniques and shapes to sculpt
Exploring Music, Song and Dance	Explores instruments from a range of cultures and times  Listens with increased attention to sounds  Enjoys listening to a wide range of music Knows some words when singing  Sings along with a pre-recorded song and adds actions  Moves to music	Explores instruments, including some tuned instruments, from a range of cultures and times and begin to name them  Responds to music in their own way  Sings familiar songs eg pop songs, songs from TV programmes, songs from home  Sings in a small group  Copies basic actions	Uses instruments, including music apps, to experiment with making music to express their feelings and ideas  Plays an instrument to a simple beat  Talks about how music makes them feel Sings in a group, trying to keep in time  Sings some nursery rhymes and simple songs from memory	Names and explores a wide range of percussion instruments  Selects own instrument and plays in time to music  Understands different emotions through music Sings in a group, matching pitch and following the melody  Can sing and join in with an increased number of nursery rhymes and sings simple songs from memory	Names and explores a wider range of instruments eg chime bars, xylophones  Explore high and low using voices; listen to high and low pitched sounds on a glockenspiel  Invent a pattern using one pitch note, keeping a steady pulse with a single note and begin to create simple 2-note patterns to accompany the song  Changes the tempo and dynamics whilst playing	Add a 2-note melody to the rhythm of the words; playing two pitched notes to invent musical patterns  Begins to write own compositions using symbols, pictures, or patterns  Expresses their opinion about music they have heard  Knows twenty nursery rhymes off by heart  Sings by themselves, making pitch and following melody	Changes tempo and dynamics Recognises instruments in music Composes own simple tunes Creates sound effects Writes own compositions Expresses opinion.  Sings in tune and to the correct beat  Puts a sequence of actions together  Begins to improvise to create a simple dance

	<p>Watches short performances</p> <p>Participates in the Christmas Performance</p>	<p>Watches dances and performances</p> <p>To sing along with a backing track</p>	<p>To enjoy moving to music by dancing, marching, being animals or Pop stars</p> <p>Learns simple, short routines, sometimes working with others, copying ideas, and developing skills together</p> <p>Shares likes and dislikes about performances</p>	<p>Perform nursery rhymes by singing and adding dance</p> <p>Learns short routines, moves with the pulse of the music and is beginning to match pace</p> <p>Enjoys moving to music by dancing, marching, being animals or Pop stars</p> <p>Begins to replicate dances and performances e.g. Diwali dance</p> <p>Know that songs have sections</p> <p>Participates in the Christmas Performance</p>	<p>Begins to create own music with others, sharing ideas with peers and developing skills together</p> <p>Moves differently to different sounds e.g. march to a drum, creep to a maraca</p> <p>Can find the pulse</p> <p>Can copy basic rhythmic patterns</p> <p>Knows a greater number of Nursery rhymes and the stories of some of the nursery rhymes</p> <p>Perform nursery rhymes or songs by adding a simple instrument part</p> <p>Sings calls and responds to songs, echoing phrases sung to them</p> <p>Sings along with a backing track</p> <p>Watches and talks about dance performances from different times and cultures and respond through their own creative dance moves</p> <p>Explores the words of songs and with support can talk about the feelings, and the stories and pictures that they evoke</p>	<p>Inspired by others, choreographs own dance moves, sharing ideas and developing skills with peers</p> <p>Returns to work to edit and improve</p> <p>Explores high and low using voices; listens to high and low pitched sounds on a glockenspiel</p> <p>Can invent a pattern using one pitch note, keeping a steady pulse with a single note and begin to create simple 2-note patterns to accompany the song</p> <p>Add a 2-note melody to the rhythm of the words; playing two pitched notes to invent musical patterns</p> <p>Record the performance to talk about</p>	
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<b>Role Play</b>	Plays with familiar resources in role play  Uses simple small world resources e.g. farm, cars, dolls – sometimes working independently to develop basic skills	Uses own experiences in developing storylines in role play  Notifies what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously  Engages in small world play related to rhymes and stories	Begins to use objects to represent something else in pretend play  With support, begins to negotiate roles in play, working with others, copying ideas, and developing skills together  Plays alongside other children who are engaged in the same theme	Uses first hand experiences and learnt stories to develop storylines in role play  Enhances small world play with a range of props which can be used flexibly and which encourage imagination	Uses own experiences and learnt stories to develop storylines  Works with others to enhance small world play with a range of props used flexibly and with imagination	Works with others to engage in and develop creative role play and small world play, which sometimes develops over time	Takes part in a simple role play of a known story
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**St Augustine's Catholic Primary School**  
**Assessment: On track/not on track using best fit for each Milestone Descriptor – Expressive Arts and Design.**

<b>Milestone 1</b> (Nursery- Autumn term)	I can use tools and different media to make my own pieces of art. I can draw circles and lines and, sometimes, I give meaning to these marks. I am building the hand eye coordination to use malleable materials, stack and build with objects. I like listening to, and moving to, music. I have increasing attention when watching performances. I am beginning to know some words when singing and I explore instruments. I can play independently with a range of small world resources
<b>Milestone 2</b> (Nursery- Spring term)	I can explore a range of media in some depth, including printing and respond with my own ideas to the work of other artists. My drawings include some detail e.g. I can draw a face with features. I communicate the meaning of marks when using a variety of resources. I regularly engage in small world play to develop stories as part of pretend play and role play. I notice what other children and adults do, mirroring what I have observed, adding variations and doing it spontaneously. I have explored instruments and can name some. I sing familiar songs and respond to music. I sing in a small group and I can copy the actions when watching others perform. I am starting to learn about beating in time
<b>Milestone 3</b> (Nursery- Summer term)	My drawings are becoming more sophisticated and I can draw from memory. I can mix primary colours, print with a range of small shapes and manipulate malleable materials, to create my own patterns and designs. I notice when my work is similar/different to the art of others. With adult support, I can work with others to make more complex 'small worlds' and role play scenarios. I can use instruments to experiment to express my feelings and ideas. I can play a simple beat and sing in a group, trying to keep in time. I can share likes and dislikes about performances. I can use objects to represent something else in pretend play. With support, I am beginning to negotiate roles in play. I play alongside other children who are engaged in the same activity.
<b>Milestone 4</b> (Reception- Autumn term)	I can mix primary colours to make secondary colours and show increasing detail in my work, self-correcting any mistakes. I can draw from my imagination, sometimes sharing ideas with peers and developing skills with them on a larger scale. I can construct a piece, using inspiration from other artists/designers, using my own choice of media and loose parts. I can name and explore a wide range of percussion instruments and play in time to music. I represent some emotions in drawings of people e.g. happy, sad and I am starting to understand different emotions through music. I can sing in a group, matching pitch and following the melody. I am beginning to replicate short routines I have seen in dances and performances. I use first-hand experiences, props and learnt stories to develop storylines in my role play and small world play
<b>Milestone 5</b>	I can produce my own artwork using a range of media and materials. I can add light and shade to my work. I usually use a tripod grip. I can draw simple people, houses and landscapes, self-correcting mistakes. I can work collaboratively with others to design something I can give meaning to. I can create simple music pieces with others, sometimes changing the tempo and dynamics. I can move differently to

<p>(Reception- Spring term)</p>	<p>different sounds and I can talk about dance performances I have seen and respond through my own creative dance moves. I can sing calls and echo phrases sung to me. I use my own experiences and learnt stories, to develop storylines, sometimes working with others. I use my imagination to work with a range of props which are used flexibly, in my creative play</p>
<p>Milestone 6 (Reception- Summer term)</p>	<p>I can colour match and select tools and materials to use in my painting. I can engage in collaborative art, inspired by the work of other artists. I sometimes edit and improve my work. I can draw a self-portrait, buildings, landscapes and animals, and include some detail. I can construct a collaborative piece with others, planning, discussing and reflecting on our work. I can write simple compositions using symbols, pictures, or patterns and I can express what I like and dislike about music I have heard. I can sing making pitch and following melody. Inspired by other dance artists, I can choreograph my own dance moves, sometimes working with others, and sometimes editing and improving my work. I engage with others in creative role play and small world play, which sometimes develops over time</p>