



# Expressive Arts and Design Skills Progression



Provision		Emerging - Nursery	Developing – Nursery/Year R	Extending - Year R	Bridge to KS1 – Year R	KS1 skills progression
<b>Painting</b>	<b>Mixing</b>	<ul style="list-style-type: none"> <li>Experiments with colour mixing but with no intention to mix a certain colour.</li> </ul>	<ul style="list-style-type: none"> <li>Uses primary colours to mix secondary colours.</li> <li>Explores the properties of colours as they mix.</li> <li>Mixes colour for a desired purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with different tones and shades.</li> <li>Makes choices about what colours they will mix.</li> </ul>	<ul style="list-style-type: none"> <li>Mixes an intended colour for an intended purpose.</li> </ul>	<b>Art &amp; Design</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<b>Printing</b>	<ul style="list-style-type: none"> <li>Explores printing with different objects.</li> <li>Prints randomly on paper.</li> <li>Puts printing tool into paint then prints on paper.</li> </ul>	<ul style="list-style-type: none"> <li>Paints onto chosen printing tool before printing.</li> <li>Takes time when printing.</li> </ul>	<ul style="list-style-type: none"> <li>Prints to create patterns and pictures.</li> <li>Prints with a range of colours.</li> <li>Carefully plans where they will print and what they will print.</li> </ul>	<ul style="list-style-type: none"> <li>Creates patterns or meaningful pictures when printing</li> </ul>	
	<b>Mark Making/ Painting</b>	<ul style="list-style-type: none"> <li>Covers the paper in paint.</li> <li>Paints in random directions.</li> </ul>	<ul style="list-style-type: none"> <li>Uses horizontal and vertical brush strokes to paint.</li> <li>Paints a desired picture.</li> <li>Gives meaning to the marks that they make.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Express their thoughts and ideas with paint.</li> <li>Observes objects on display when painting and responding with paint.</li> <li>Uses a range of movements and brush strokes to paint.</li> </ul>	<ul style="list-style-type: none"> <li>Holds tools like pencils, paint brushes, scissors with increasing precision</li> <li>Experiments with using different every day and art materials to explore colour, texture and form</li> <li>To explore their ideas and imagination by creating drawings, paintings and sculptures.</li> <li>To explore creating designs and art work on a range of scales.</li> </ul>	
<b>Drawing</b>	<b>Mark making/ Drawing</b>	<ul style="list-style-type: none"> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Makes marks with the paint on paper</li> </ul>	<ul style="list-style-type: none"> <li>Gives meaning to the marks that they make.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Show different emotions in their drawings – happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Express their thoughts and ideas with drawings.</li> <li>Draws with detail (bodies with sausage limbs and additional features)</li> </ul>	<ul style="list-style-type: none"> <li>Holds a pencil using a tripod grip</li> <li>Draws bodies of an appropriate size for what they're drawing</li> <li>To explore their ideas and imagination by creating drawings, paintings and sculptures.</li> <li>To explore creating designs and art work on a range of scales.</li> </ul>	
<b>Collage</b>		<ul style="list-style-type: none"> <li>Use glue spatulas with support.</li> <li>Use glue sticks with support.</li> </ul>	<ul style="list-style-type: none"> <li>Joins items which have been cut, torn or glued.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses their thoughts and ideas with collage.</li> </ul>	<ul style="list-style-type: none"> <li>Explores creating designs and art work on a range of scales.</li> <li>Makes collages and mosaics using different materials</li> </ul>	



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<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Uses a variety of natural, recycled and manufactured materials to create models.</li> <li>• Makes marks in clay</li> <li>• Squashes dough with hands and fingers to shape it.</li> <li>• Builds towers by stacking objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Joins items together.</li> <li>• Explores the way tools create different textures.</li> <li>• Builds simple models using walls, roofs and towers.</li> </ul>	<ul style="list-style-type: none"> <li>• Joins items in a variety of ways – E.g. sellotape, masking tape, string, ribbon.</li> <li>• Uses a variety of techniques and shapes to sculpt.</li> <li>• Makes something that they give meaning to.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes something with clear intentions.</li> <li>• Plans how they will fasten things together.</li> <li>• Able to use tools to manipulate dough/clay to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<b>Cooking</b>	<ul style="list-style-type: none"> <li>• To know the importance of hand washing</li> <li>• To use non - statutory measures (spoons, cups)</li> <li>• To be aware of simple cooking techniques (stirring)</li> </ul>	<ul style="list-style-type: none"> <li>• To independently wash hands</li> <li>• Use one-handed tools and equipment</li> <li>• To use non - statutory measures (spoons, cups)</li> <li>• To be aware of simple cooking techniques (mixing and moulding)</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to work safely and hygienically</li> <li>• To use non - statutory measures (spoons, cups)</li> <li>• To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</li> </ul>	<ul style="list-style-type: none"> <li>• To know how and why we work safely and hygienically</li> <li>• To use non - statutory measures (spoons, cups) and begin to explore some statutory measures such as scales and jugs.</li> <li>• To use some cooking techniques (blending, cutting, threading, coring, mixing, grating, adding flavours)</li> <li>• Talk about the process and evaluate their work</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>



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<b>Music</b> Responding to music and performance  Instruments  Singing	<ul style="list-style-type: none"> <li>Moves to music</li> <li>Beginning to watch performances for short periods of time</li> </ul>	<ul style="list-style-type: none"> <li>Moves in response to music</li> <li>Watches dances and performances</li> <li>Shares likes and dislikes about dances/performances</li> </ul>	<ul style="list-style-type: none"> <li>Listens attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watches and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to live and recorded music, hearing lyrics, rhymes and instruments.</li> <li>Listens to live and recorded music, hearing changes and differences e.g. fast/slow, loud/quiet, high/low.</li> <li>Responds to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
	<ul style="list-style-type: none"> <li>Explore a range of sound makers and instruments and play them in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Explores instruments and is beginning to name them</li> <li>Plays a given instrument to a simple beat.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Selects own instruments and plays them in time to music.</li> <li>Knows how to use a wide variety of instruments.</li> <li>Is able to name a wide variety of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Explores the range of sounds made by different instruments.</li> <li>Uses a range of percussive instruments to enhance songs and rhymes.</li> <li>Knows the names of instruments that they have explored and used (rhythm sticks, drum, triangle and tambourine).</li> </ul>	
	<ul style="list-style-type: none"> <li>Joins in using words and/or actions to familiar nursery rhymes/songs.</li> </ul>	<ul style="list-style-type: none"> <li>Joins in with singing familiar songs and rhymes.</li> <li>Remembers and sings entire songs.</li> <li>Sings the pitch of a tone sung by another person ('pitch match').</li> </ul>	<ul style="list-style-type: none"> <li>Sings in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explores and engages in music making, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Makes up songs and rhymes of their own.</li> <li>Matches the pitch of their voice to the pitch of the song they are singing.</li> </ul>	
<b>Dance</b>	<ul style="list-style-type: none"> <li>Moves to music.</li> <li>Copies basic actions.</li> </ul>	<ul style="list-style-type: none"> <li>Moves in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and engage in dance, performing solo or in groups.</li> <li>Responds to music, including individual instruments with movement and dance.</li> </ul>	<ul style="list-style-type: none"> <li>Matches movements to the rhythm and pulse of a piece of music.</li> </ul>	
<b>Role Play/ Drama</b>	<ul style="list-style-type: none"> <li>Plays with familiar resources.</li> <li>Plays with simple small world (farm, cars, trains, dolls).</li> <li>Plays in role as themselves in situations that are within their experience (e.g. home).</li> <li>Acts out common scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Uses own experiences to develop storylines.</li> <li>Participates in imaginative play related to rhymes and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Uses some story language in their play familiar lines from stories, familiar story themes.</li> <li>Describes what they are doing in their role play.</li> <li>Dresses in different outfits to become different characters.</li> <li>Uses props to develop their chosen character role.</li> <li>Acts out both familiar and imaginative scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Uses story language and story features to create a narrative of their own.</li> <li>Creates shared narratives.</li> </ul>	<b>National Curriculum – English: Spoken Language Years 1-6</b> 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.