



St. George's Catholic Primary School



EYFS Expressive Arts & Design Progression of Knowledge & Skills

Statutory Guidance from the EYFS Framework for Expressive Arts & Design:

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.

This document maps out the progression of Knowledge and Skills for Expressive Art & Design for children at St. George's Catholic Primary School. Knowledge and Skills for 2-3 years old children have been included throughout to help staff to meet the children where they are developmentally, as we know that not all children progress at the same speed and some children may still be working at this level when they join us in Nursery.

Expressive Arts & Design Early Learning Goals:

Creating with Materials ELG:

- 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.

Being Imaginative and Expressive ELG: • 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.

CREATING WITH MATERIALS Progression of Knowledge and Skills 2-3years <i>Children will: explore and experiment with a wide range of materials, developing early understanding of colour, texture, shape, and form, while learning to express ideas creatively and confidently.</i>						
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Explore a variety of textures and materials freely. *Use tools and hands to manipulate materials. *Develop sensory language.	*Explore how colours can mix and change. *Respond to and create sounds using materials. *Begin to make simple creative choices.	*Explore ways to build, stack and join materials. *Begin to plan what to make, e.g. "I'm building a tower". *Use trial and error to solve creative problems.	*Use simple tools safely and with control. *Begin to make marks intentionally to represent things. *Show increasing confidence in exploring new creative materials.	*Begin to choose materials for a purpose. *Start to describe the idea or plan. *Explore colour, shape and form in their creations.	*Begin to talk about their creations, "I made a flower." *Take pride in work and share it with others. *Combine different techniques and materials.	*Knows that different materials have different textures, colours and effects. *Explores material freely. *Uses simple tools with increasing control. *Makes simple choices in painting, drawing or model-making.
CREATING WITH MATERIALS Progression of Knowledge and Skills 3 – 4 years - Nursery <i>Children will: move from exploration to purposeful, expressive creation as they share creations, talk about ideas and use materials to express themselves.</i>						
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Explore a range of textures and media, e.g. paint, clay, fabric, natural materials. *Begin to make marks and patterns.	*Experiment with joining materials, e.g. glue, tape, slotting, stacking. *Experiment with scissors e.g. making snips in paper	*Mix colours and notice changes. *Explore different painting tools.	*Explore shape through collage, printing and drawing. *Begin to arrange and repeat shapes to make patterns.	*Plan simple creations, "I'm making a rocket". *Select and combine materials for an idea.	*Combine learned skills to create imaginative artwork or models. *Represent stories, experiences and emotions in art.	*Knows that materials can be used in different ways to create effects, patterns and textures.

*Use hands and tools to manipulate materials with purpose, e.g. rolling, pressing, patting.	*Begin to select materials for a purpose, e.g. "I need sticky tape for this". *Explore construction to build and balance.	*Create representations with paint.		*Talk about what they are making and why. *Begin to adapt if something doesn't work. *Experiment with simple symmetry e.g. making butterflies.	*Begin to talk about the strengths of an idea or what might be changed.	*Understands that tools allow more precise manipulation of materials. *Recognises that projects can have stages and outcomes.
IMPLEMENTATION						
Daily access to a range of creative materials e.g. paint, crayons, felt tips, glue and playdough. Sensory play with sand, water and playdough. Fine and gross motor mark making opportunities. Adults modelling mark making. Adults modelling language linked to texture and art.	Provide a variety of joining tools e.g. tape, glue sticks, PVA glue. Encourage children to talk about textures. Sensory trays e.g. rice, ice, gloop. Naming colours. Sorting and matching activities. Gross motor mark making opportunities using sticks, rollers and brushes.	Printing with sponges, stamps and natural materials. Encourage experimentation e.g. 'what happens if we use <i>this</i> instead of <i>that</i>?' Adults model discussing ideas on what to make and talk through actions. Children who have turned 4 this half term, will make a birthday cake.	Printing with shaped objects. Provide a range of malleable materials e.g. playdough, clay. Adult modelling techniques e.g. rolling, pinching, flattening. Adults modelling language for texture, shape and form. Children who have turned 4 this half term, will make a birthday cake.	Large-scale group artwork. Exploring junk modelling. Encourage the children to select materials and express their ideas. Adults offer prompts e.g. 'what would you like to make today?' Encourage children to explain why they've selected certain materials. Adults to model joining techniques.	Encourage children to share and talk about their creations. Adults asking open-ended questions e.g. 'tell me about your model.' Encourage children to describe materials, techniques, shapes and colours. Children who have turned 4 this half term, will make a birthday cake.	

Making gingerbread men.	Children who have turned 4 this half term, will make a birthday cake.			Offer opportunities to practice control and precision through structured and open-ended activities.		
Making apple crumble.						
Children who have turned 4 this half term, will make a birthday cake.				Children who have turned 4 this half term, will make a birthday cake.		

CREATING WITH MATERIALS
Progression of Knowledge and Skills
4 – 5 years - Reception
Children will: experiment with a variety of media, combine colours, shapes and textures intentionally, use tools and materials with purpose and create through ways that express ideas, stories or imaginative concepts.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
*Explore and experiment with different tools, textures, and media (paint, collage, clay, natural materials). *Learn to mix colours and explore how materials can be combined. *Begin to use lines and shapes to represent objects and people.	Combine media and tools to create simple patterned or festive designs (e.g. collage, printing, clay decorations). *Experiment with light, colour, and shape to create atmosphere (lanterns, shadow art). *Begin to plan and describe what they want to make.	Select and use appropriate tools and joining techniques for a purpose (tape, glue, folding, cutting). *Build and adapt simple junk models, structures, and environments. *Explore form and function — what their creations can do.	Represent story characters or scenes using drawing, painting, collage, and sculpture. *Refine their ability to plan and adapt — “I wanted to make it taller, so I added more blocks.” *Explore texture and form through natural and recycled materials.	Use a range of materials to represent nature, places, and the environment (natural collages, 3D landscapes). *Explore printing, rubbing, and painting from observation. *Begin to evaluate and talk about their creations using	*Combine and refine skills and ideas developed throughout the year to produce imaginative, detailed artwork. *Work independently on projects that show purpose, planning, and evaluation. *Choose materials and techniques to	*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

				descriptive language.	achieve a specific effect.	narratives and stories.
IMPLEMENTATION						
Provide open ended art and sensory play: paint mixing, clay, collage, junk modelling. *Model vocabulary: smooth, rough, sticky, shiny, mix, texture. *Introduce simple colour mixing and pattern exploration. *Encourage talking about their creations: "Tell me about your picture."	Explore festive crafts (Diwali lamps, Christmas decorations, shadow art). *Teach safe use of tools (scissors, glue, tape). Encourage planned designs before making. *Explore light/dark colour palettes and reflective materials.	Junk modelling challenges (build a vehicle, bridge, house). *Teach techniques: cutting, folding, slotting, gluing, taping. Encourage evaluation: "What could make it stronger?"	Create characters using clay, collage, or painting. *Explore mixed media for storytelling scenes. Encourage planning and revising artwork.	*Create nature collages, rubbings, and prints. *Explore land, sea, and sky colours through paint and pastels. Encourage group projects (large murals, class garden sculptures).	Independent creative projects (e.g. model of favourite place, end of year self-portrait). *Encourage planning, revising, and reflecting: "What will you need to make it?" *Showcase artwork in a class exhibition.	

BEING IMAGINATIVE & EXPRESSIVE

Progression of Knowledge and Skills

2-3years

Children will: engage in more complex pretend play, use language and gesture to act out roles or stories and will express ideas, emotions and experiences through play and creativity.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Begins to understand that pretend play represents real experiences. *Recognises familiar songs, actions and routines. *Engages in simple pretend play. *Joins in with songs and rhymes. *Imitates everyday routines.	*Understands that play can represent feelings or ideas. *Starts linking imagination with language, "daddy cook", "baby sleep". *Combines toys in pretend play. *Uses simple phrases in imaginative contexts. *Uses more varied vocabulary in play.	*Recognises story patterns and characters. *Begins to use imagination to re-enact experiences. *Retells simple parts of familiar stories using toys or movement. *Acts out daily experiences.	*Understands roles and emotions in play. *Begins to use imagination to explore feelings or solve problems. *Plays alongside others in simple shared pretend play. *Assigns roles. *Begins to adapt storylines creatively. *Uses expressive intonation when speaking or singing.	*Understands that music, dance and art express mood or meaning. *Recognises that marks and sounds can represent ideas. *Sings short songs. *Creates movements to music. *Combines imaginative play with drawing or movement.	*Understands imagination can create new ideas beyond reality. *Begins to plan or sustain imaginative themes. *Develops simple storylines in play. *Combines props, actions and words to express ideas. *Draws or marks with symbolic meaning. *Sings, dances, or performs spontaneously.	*Understands objects can represent real-life items or events. *Assigns roles in play. *Begins to narrate parts of pretend scenarios. *Uses objects creatively as symbols. *Plays alongside or with peers in simple, shared imaginative scenarios.

BEING IMAGINATIVE & EXPRESSIVE

Progression of Knowledge and Skills

3 – 4 years - Nursery

Children will: engage in sustained pretend play, create stories and scenarios with peers, experiment with a variety of material and media, and use language, movement and art to represent ideas and emotions.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Understands that pretend scenarios can represent both real and fantasy experiences. *Recognises that stories, songs and movement express ideas. *Engages in short imaginative play sequences based on real life. *Begins to sing familiar songs independently and experiment with sounds.	*Understands that roles in play have meaning and purpose. *Begins to connect actions and emotions to character roles. *Takes on simple roles in pretend play. *Uses expressive voices, actions, or sounds to represent feelings. *Starts dancing or moving rhythmically to music.	*Recognises story structure- beginning, middle, end. *Begins to express own ideas. *Creates imaginative storylines in play. *Combines talk, props, and movement to develop narratives. *Sings or performs familiar songs with actions.	*Understands that imagination can create new non-real ideas. *Begins to use expressive language to extend play. *Invests characters or imaginary events. *Plays cooperatively with peers in imaginative scenarios. *Begins to use props creatively.	*Understands that music, art and movement communicate emotions and stories. *Recognises patterns, sounds and shapes as expressive tools. *Uses drawing and mark-making to represent stories or ideas. *Creates simple dances or sound effects to match play themes. *Chooses colours intentionally.	*Understands that creative ideas can be shared, changed, and developed with others. *Begins reflecting on own creations. *Plans and develops imaginative play collaboratively. *Combines movement, speech and art to express complex ideas. *Shows confidence performing to others.	*Engages in imaginative play with multi-step sequences, combining props, actions and speech. *Can invent short narratives independently or with peers. *Explains, narrates, and describes actions, characters or events within imaginative play.
IMPLEMENTATION						
Nursery Rhymes Progression is mapped out – see separate document						
Music and movement sessions where children	Daily songs and rhymes, encouraging children to join in	Using puppets to retell fairy tales.	Children to use their bodies and voices to act out and represent different characters,	Daily singing opportunities with familiar songs, rhymes and chants.	End of year performance – graduation in front of families.	

explore fast/slow and loud/ quiet. Nursery rhymes and action songs. Introduce movement games such as tiptoeing, marching, jumping etc. Use scarves and ribbons to explore movement in rhythm. Encourage children to copy and explore different movements e.g. daily 'wake up, shake up'	with actions and repeated refrains. Role play in home corner. Clapping, stomping to simple songs. Encourage children to vary their voice when telling stories, singing or making sounds – fast/slow, high/low, loud/quiet. Adults to model expressive vocal sounds in songs, rhymes and stories. Provide vocal exploration activities e.g. 'can you make a sound like a bird?' – Little Wandle.	Role-play and taking on a character to act out fairy tales. Dressing up and imaginative play outdoors.	animals or ideas e.g. hopping like a frog, tiptoeing quietly like a mouse. Model expressive gestures and sounds to demonstrate storytelling through movement. Offer opportunities for solo or group performances where children can express themselves	Encourage children to experiment with loud/quiet and high/low sounds. Offer solo, small group and whole class singing opportunities to build confidence.	Praise effort, creativity and bravery. Support children to express their ideas through gestures, facial expression, sound or movement.	
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BEING IMAGINATIVE & EXPRESSIVE

Progression of Knowledge and Skills

4 – 5 years - Reception

Children will: plan and sustain complex pretend play, create detailed artwork or constructions, use language and gestures to tell stories and explore ideas, emotions and experiences creatively across different media.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Join in with familiar songs, rhymes, and movement games. *Begin to act out simple stories or routines through play. *Express feelings and ideas through movement, mark making, and sound.	Explore music and movement linked to celebrations and festivals (Diwali, Christmas, Bonfire Night). *Retell simple stories using props, instruments, or role play. *Start to perform to small groups with growing confidence.	Create movement and sound inspired by nature, journeys, or feelings. *Explore how music, dance, and art can communicate mood or atmosphere. *Collaborate to make group performances or large artworks.	Invent and retell own stories through role play, puppets, or music. *Explore how emotion can be shown through voice, movement, and sound. *Perform familiar stories, songs, or poems with expression.	Develop role play linked to familiar experiences or jobs (builders, shopkeepers, doctors). *Express ideas through storytelling and small world play. *Use music and dance to represent movement, work, or sound effects.	Perform songs, dances, or stories to an audience with confidence. *Create original narratives or performances inspired by their interests or transitions ("going to Year 1"). *Reflect on how art, music, and performance can express identity and feeling.	*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.
IMPLEMENTATION						
Nursery Rhymes Progression is mapped out – see separate document						
Charanga Weekly Lesson	Charanga Weekly Lesson	Charanga Weekly Lesson	Charanga Weekly Lesson	Charanga Weekly Lesson	Charanga Weekly Lesson	
Daily music and movement sessions (rhymes, echo songs, dancing).	*Learn and perform seasonal songs and dances. Act out cultural stories/	Create music and movement inspired by seasons, weather, and animals.	Retell familiar tales with props and puppets. (See Drawing Club for key texts)	Themed role play (builders, shop, doctors, post office, space station)	Sing, dance, and act for an audience.	
					*Revisit favourite songs, dances, and	

*Role play areas linked to “All About Me” theme (home, family, school). *Encourage use of props and instruments to act out familiar experiences.	celebrations (Bonfire Night, Diwali). *Explore sound patterns and rhythm with percussion instruments.	Encourage storytelling through nature walks and outdoor play. *Explore how different sounds and movements can show mood.	Create new storylines using imaginative small world play. *Add sound effects and movement sequences to match story moods.	Model story starters and character voices. *Introduce movement games related to jobs and actions.	imaginative play themes from the year.	
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The Reception Year provides the foundation for skills the children will build upon in Year one.

Y1 Progression & Expectations:

Art & Design	Design & Technology	Music
<u>Year 1 National Curriculum</u> Pupils should be taught: *To use a range of materials creatively to design and make products *To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *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	<u>KS1 National Curriculum</u> Pupils should be taught to: <u>Design</u> * Design purposeful, functional, appealing products for themselves and other users based on design criteria *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> *Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria <u>Technical knowledge</u> *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	<u>KS1 National Curriculum</u> Pupils should be taught to: *Use their voices expressively and creatively by singing songs and speaking chants and rhymes *Play tuned and untuned instruments musically *Listen with concentration and understanding to a range of high-quality live and recorded music *Experiment with, create, select and combine sounds using the inter*related dimensions of music