

# North Clifton Primary School - EYFS Expressive Art and Design progression model

Taught in F1, Recapped in F2-

Taught in F2-

	Key learning	Small steps of progress						Links to Year 1 curriculum		
<b>Painting</b>  <u>Key vocabulary:</u> <b>F1</b> Brush Paint <b>F2</b> Brush Paint Mix	<b>Know how to use different types of paint</b>	Loads ready mixed paint onto a brush.		Dips paint brush in water to clean when changing ready mixed paint colours using a sponge for excess water		Dips paint brush in the water and then onto the water colour block		Mixes powder paint with water to the correct consistency Recite numbers from 1 to 20 and beyond		Understand watercolour is a media which uses water and pigment.  Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.  Explore watercolour in an intuitive way to build understanding of the properties of the medium.  Paint without a fixed image of what you are painting in mind.  Respond to your painting, and try to "imagine" an image within.
	<b>Colour mixing</b>	Name primary colours	Name secondary colours	Able to mix primary colours to make secondary colours		Add white or black paint to alter tint or shade		Colour matching to a specific colour and shade		
	<b>Use tools to paint</b>	Hold a paintbrush in the palm of their hand	Enjoys using hands, feet and fingers to paint	Use thick brushes		Use thin brushes to add detail		Hold a paintbrush using a tripod grip		

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								Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.
<p><b>Printing</b></p> <p><u>Key vocabulary:</u></p> <p><u>F1</u></p> <p>Dip Print</p> <p><u>F2</u></p> <p>Dip Print</p> <p>Pattern</p>	Can print	Print with large blocks and larger sponges or with resources that use gross motor skills	Print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills	Create patterns or meaningful pictures when printing				<p>Understand prints are made by transferring an image from one surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates).</p> <p>Use hands and feet to make simple prints, using primary colours.</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints.</p>

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								Explore concepts like "repeat" "pattern" "sequencing".
<b>Drawing</b>  <u>Key vocabulary:</u> F1 mark draw F2 draw mark line	<b>Can draw a range of lines and shapes</b>	Hold and use drawing tools with some control to make marks	Draws straight lines, curved lines, crosses and dots	Draws circles and squares	Draws triangles and diamonds	Draws lines of different sizes	Draws lines of different thickness	Understand drawing is a physical activity. Understand there is a relationship between drawings on paper (2d) and making (3d).
	<b>Can draw people</b>	Draw a potato person (just a head and stick legs- no body or neck)	Draws faces with features such as eyes, nose, mouth	Draws bodies with more detail e.g. arms, trunk, legs, fingers	Draws a portrait with more detail e.g. ears, hair, glasses	Draws a detailed portrait where features are in proportion	Draws a portrait of bodies of appropriate sizes e.g. family	Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.
	<b>Can draw objects, buildings and landscapes</b>	Draws simple representations of objects from observation	Draws accurate representations of objects, buildings and landscapes from observation		Draws representations of objects, buildings and landscapes from memory with increasing detail			Pupils draw from paused film, observing detail

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	<b>Can use colour in their drawings</b>	Name primary colours	Name secondary colours	Select colours for a purpose	Select the correct colour of paper linked to what they are drawing	Alter colour to meet the desired effect e.g. with chalk	using pencil, graphite, handwriting pen.  Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.
	<b>Can talk about what they have drawn</b>	Ascribe meaning to the marks that they make		Decides before they make marks what they are going to draw		Draws spontaneously and begins to show their own background, interests and experiences	
<b>Collage</b>  <u>Key vocabulary:</u> <b>F1</b> cut stick <b>F2</b> cut stick join	<b>Use different resources to join materials</b>	Use glue sticks	Use glue spreaders and pva glue	Use masking tape	Join items with sellotape independently	Join items in a variety of ways - Sellotape, masking tape, string, ribbon, treasury tags, split pins	Understand collage is the art of using elements of paper  Understand we can create our own papers with which to collage.
	<b>Create a collage</b>	Product is all one texture	Adds other materials to develop models (tissue paper, glitter...)		Knows how to improve models (scrunch, twist, fold, bend, roll)	Knows how to secure boxes, toilet rolls, decorate bottles	Collage with painted papers exploring

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	<b>Use vocabulary to describe texture</b>	Use the language smooth and bumpy to describe the texture	Use the language bendy and hard to describe the texture	Use a wide range of vocab to describe the texture- flexible, rigid, silky etc.	colour, shape and composition.  Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture		
<b>Sculpture</b>  <u>Key vocabulary:</u> <b>F1</b> roll pinch <b>F2</b> roll pinch twist squash	<b>Build models</b>	Builds towers by stacking objects	Builds walls to create enclosed spaces	Builds simple models using walls, roofs and towers.	Builds models which replicate those in real life.	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.  Use a combination of two or more materials to make sculpture.  Use construction methods to build.  Work in a playful, exploratory way,	
	<b>Manipulates malleable materials</b>	Explores malleable materials	Makes marks in malleable materials	Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...)	Manipulates malleable materials to look like something recognisable.		Creates a papier mache sculpture with support
	<b>Use natural materials to create a sculpture</b>	Can use a variety of natural resources to create a sculpture					

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						responding to a simple brief.
<b>Textiles</b> <u>Key vocabulary:</u> <u>F1</u> weave material <u>F2</u> weave material sew	<b>Weave and sew</b>	Weave materials (gross motor skills)	Weave materials (fine motor skills)	Sew a running stitch into holepunched material using a needle		Know how to make a variety of shapes and structures. Know how to create cords and plaits for decoration. Know how to experiment with constructing and joining recycled, natural and manmade materials.
<b>Music</b>	<b>Responds to music</b>	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'.	Talks about how music makes them feel.	Responds to music.	Enjoys listening to music.	Listen with concentration and understanding to a range of high-quality live and recorded music.
	<b>Use instruments</b>	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)	Name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)	Knows how to use a wide variety of instruments		Experiment with, create, select and combine sounds using

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	<b>Can create a simple beat</b>	Can clap along to a simple beat (pulse)		Plays a given instrument to a simple beat		Selects own instruments and plays them in time to music, matching the beat.		inter-related dimensions of music. Play tuned and untuned instruments musically.
	<b>Explores dynamics, tempo or pitch</b>	Make loud and quiet sounds (dynamics)		Make fast and slow sounds (tempo)		Make high and low pitch sounds (pitch)		
	<b>Begin to create their own compositions</b>	Beginning to write own compositions using symbols, pictures or patterns						
	<b>Can sing</b>	Knows some words when singing	Sings in a small group	Sings in a group, trying to keep in time	Sings in a group, matching pitch and following melody	Sings by themselves, matching pitch and following melody		Use their voices expressively and creatively by singing songs and speaking chants and rhyme.

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	<b>Dances to music</b>	Moves to music	Copies basic actions	Learns short routines, beginning to match pace	Learns longer dance routines, matching pace	Know how to copy, explore and remember basic movements and body patterns.  Know how to link movements to sounds and music.
	<b>Watches dance performances</b>	Beginning to watch performances for short periods of time	Watches dances and performances	Shares likes and dislikes about dances/performance s	Replicates dances and performances	
<b>Role Play</b>	Uses their imagination to tell a story	Plays with familiar resources	Uses own experiences to develop storylines	Uses experiences and learnt stories to develop storylines	Uses imagination to develop own storylines	
	Uses resources to tell a story	Uses simple small world (farm, cars, trains, dolls)	Participates in small world play related to rhymes and stories	Enhances small world play with simple resources	Enhance with resources that they pretend are something else	
<b>Independence</b>	<b>Selects the correct paper needed</b>	Takes one piece of paper from a pile	Choose a piece of paper from a selection of 2/3 colours	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Begins to paint on other materials - card, fabric, clay	
	<b>Creates and evaluates their art</b>	Creates their own piece of art	Creates their own piece of art and gives meaning	Creates their own piece of art and begins to self-correct any mistakes	Returns to work on another occasion to edit and improve	



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	<b>Work collaboratively</b>	Children work independently to develop basic skills	Works with a friend, copying ideas and developing skills together	Creates collaboratively, sharing ideas with peers and developing skills further	
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Taught in F2- 

Key learning/Vocabulary	Small steps of progress-Development Matters		
			Explore, use and refine a variety of artistic effects to express their ideas and feelings.
			Return to and build on their previous learning, refining ideas and developing their ability to represent them.
			Create collaboratively, sharing ideas, resources and skills.
<b>Play</b>	Takes 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 doll houses etc.	Develop story lines in pretend play.
		Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	
<b>Materials</b>	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.	
<b>Drawing/painting</b> <i>Brush</i> <i>Paint</i> <i>Mix</i> <i>Mark</i> <i>Make</i> <i>Draw</i> <i>Line</i>	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.	

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	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		
Listening/Singing/Music	Listen with increased attention to sounds.	Sing the pitch of a tone sung by another person ('pitch match')	Listen attentively, move to and talk about music, expressing their feelings and responses.
	Respond to what they have heard, expressing thoughts and feelings.	Create their own songs or improvise a song around one they know.	Sing in a group or on their own, increasingly matching the pitch and following the melody.
	Remember and sing entire songs		Explore and engage in music making dance, performing solo or in groups.
	Play instruments with increasing control to express their feelings and ideas.		