



Knowledge and Skills Progression - Expressive Arts and Design



	Nursery	Reception
<u>Reading</u> Comprehension – retrieval	Begin to talk about the main events and principle characters in stories, using props and materials for role play.	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.
Comprehension – retelling and performing	Begin to remember and repeat key phrases and refrains from well-known stories and narratives.	Retell stories and narratives through role play and small world play, using some key vocabulary.
Comprehension – understanding	Demonstrate awareness of what has been read to them by retelling stories in their play using props.	Talk about stories that have been read to them and retell them through role play and small world play.
<u>Writing</u> Composition – drafting paragraphs	Begin to use mark making to communicate thoughts.	Use writing to communicate thoughts, ideas, experiences and events.
Composition – audience and purpose	Use mark making to support their play.	Use writing to support their play
<u>Humankind</u> Human form	A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Use a variety of marks to represent the human form, from observation, imagination or memory.	A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Represent different parts of the human body from observation, imagination or memory with attention to some detail.
Everyday products	Everyday products, such as cups, plates and spoons are designed to help us. Name and explore a range of everyday products and explore how things work.	Everyday products are objects that we use every day. These objects have a specific use. Name and explore a range of everyday products and begin to talk about how they are used.
<u>Processes</u> Mechanisms and movement	Vehicles and ride-on toys have wheels to help them move. Explore, build and play with a range of resources and construction kits with wheels.	Vehicles and machines have wheels and axles to help them move. Explore, build and play with a range of resources and construction kits with wheels and axles.
Electricity	Batteries power some objects. A switch turns them off and on. Explore battery-powered objects using switches to turn them off and on. optional	<ul style="list-style-type: none">Many appliances at home and school need electricity to work. The appliances need to be attached to electricity through a plug and socket, or use batteries. Identify products that use electricity to make them work.
<u>Creativity</u> Creation	Use a range of media, tools and techniques to create images, express ideas and show different emotions.	Different types of art include painting, drawing, collage, textiles, sculpture and printing. Create art in different ways on a theme, to express their ideas and feelings.
Evaluation	Say what they like or dislike about their work.	Share their creations with others, explaining their intentions and the techniques and tools they used.
Use of ICT	Seek support from adults to use digital devices to create a digital record of their creations.	Digital devices can be used to share information about creations with others. Use digital devices to take digital images or recordings of their creations to share with others.

Generation of ideas	<p>Talk about and represent ideas, sounds, movement and emotions through their creations.</p> <p>Develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests.</p>	<p>Communicate their ideas as they are creating artwork.</p> <p>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</p>
Singing	Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.	Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.
Performance	Remember and sing well known rhymes and songs in a small group.	Learn and sing songs and rhymes as part of a larger group.
Structures	Different materials can be used for construction. They have different properties. Make simple structures using a range of materials.	<ul style="list-style-type: none"> • Different materials have different properties and can be used for different purposes. Construct simple structures and models using a range of materials.
Notation	Symbols and marks can tell us how to make music. Be aware that music can be recorded by simple mark making and symbols.	Pictures and symbols can represent the sounds that instruments make. Make or follow very simple symbols and marks to play music.
Pulse and rhythm	The same sound can be played repeatedly, which will make a pattern. Join in with simple repeated rhythms.	Sound patterns can be made by repeatedly clapping or tapping the same sounds. This is called a rhythm. Tap or clap simple repeated rhythms.
Composition	Instruments can be played in a variety of ways to create different sounds. They can be played quickly, slowly, loudly or softly. Explore the different sounds that instruments and their voices can make to create simple compositions.	The different sounds that instruments make can be used to represent feelings, images or stories. Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.
<u>Investigation</u> Evaluation	Different aspects of designing and making can be discussed with others. Share their creations with others and respond to questions and suggestions about how it was made.	Recognise that it is possible to change and alter their designs and ideas as they are making them. Adapt and refine their work as they are constructing and making.
Music appreciation	Listen to different music and songs and say what they like or dislike.	Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.
Listening	Listen with increased attention to sounds.	Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions. Listen to a variety of music and talk about how it makes them feel.
Investigation	Find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials.	When we try things out to see if they work, it is called a test. Observe how activities are going and adapt their ideas if necessary.
<u>Materials</u> Malleable materials	Explore ways of changing the shape or texture of malleable materials.	Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.
Paint	The primary colours are red, yellow and blue. Explore colour and application of paint using a range of different tools.	The primary colours are red, yellow and blue. Use primary and other coloured paint and a range of methods of application
Paper and fabric	Paper and fabric can be cut and torn and joined together using glue. Use a variety of paper and fabric to make images.	Papers and fabrics can be used to create art, including tearing, cutting and sticking. Cut, tear, fold and stick a range of papers and fabrics.
Printing	Make simple prints using fingers, hands, feet and found objects.	Make simple prints using a variety of tools, including print blocks and rollers.

Pencil, ink, charcoal and pen	Different types of line include bumpy, zigzag, curvy and dotted. Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.	Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with.
Materials for purpose	Explore and choose freely from a variety of materials when making.	Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking. Select appropriate materials when constructing and making.
<u>Nature</u> Natural art	Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures. Explore natural materials and loose parts to make patterns and images.	Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. Use natural materials and loose parts to make 2-D and 3-D art.
<u>Place and Space</u> Landscapes	Create pictures of places from imagination or experience.	A painting of a place is called a landscape. Draw or paint a place from observation or imagination.
<u>Comparison</u> Compare and contrast	Say how their artwork is the same or different to someone else's. Share their creations with others and begin to notice how the work of others is the same or different to their own.	Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used. Describe what, why and how something was made and compare with others.
<u>Significance</u> Significant people, artwork and movements	Explore and talk about pictures of famous artwork as they paint and draw.	Explore artwork by famous artists and talk about their likes and dislikes.
Significant people	Be aware that music is composed by different people. Important products are those that help people. Begin to talk about important products.	A composer is someone who creates music. Some composers are famous for their music. Be aware of some different composers. Some products are significant because they have changed the way people live their lives. Explore significant products.