The Federation of Snape Community and Thornton Watlass CE Primary Schools

Expressive Arts & Design - Skills Progression

Expressive Arts & Design – Creating with Materials			
Nursery	**Reception Autumn Term**	**Reception Spring Term**	**Reception Summer Term**
• 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. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • 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. • 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.	• 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. • Develop storylines in their pretend play.	• 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.

Expressive Arts & Design – Being Imaginative & Expressive			
Nursery	**Reception Autumn Term**	**Reception Spring Term**	**Reception Summer Term**
• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	• Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses.	• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.	• 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.