

Haslington Primary Academy



Expressive Arts and Design

Progress Model for Knowledge and Skills

Pre-requisite Skills for Art and Design, Design and Technology & Music

	Expectations for 2-3 Year Olds	Expectations for Pre-School			Expectations for Reception	ELG		
Creating with Materials	Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Show different emotions in their drawings and paintings, like happiness, sadness				<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>		
	Start to make marks intentionally.	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Use drawing to represent ideas like movement or loud noises.	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			
	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.		Explore colour and colour mixing				Explore, use and refine a variety of artistic effects to express ideas and feelings e.g, colour mixing for a purpose, mono printing	Introduce a range of drawing tools e.g, oil pastels.
	Explore different materials, using all their senses to investigate them.		Explore different materials freely, to	Develop their own ideas and then			Safely use and explore a variety of materials e.g, clay, tools and techniques experimenting	

		develop their ideas about how to use them and what to make.	decide which materials to use to express them.	with colour, design, texture, form and function.		
	Manipulate and play with different materials.	Join different materials and explore different textures		Introduce different techniques for joining materials e.g. sellotape, masking tape, PVA, treasury tags.		
	Use their imagination as they consider what they can do with different materials.	Make simple models which express their ideas.		Create collaboratively, sharing ideas, resources and skills.	Explain the process they have used and sharing their creations.	
Being Imaginative and Expressive	Join in with songs and rhymes, making some sounds Make rhythmical and repetitive sounds.	Create their own songs or improvise a song around one they know		Explore and find the pulse in music.	Invent, adapt and recount narratives and stories with peers and their teacher	
				Clap and play rhythmic and melodic patterns		
				Pitch		
	Remember and sing entire songs.				Perform songs, rhymes, poems, stories and dance individually or as part of a group	Sing a range of well-known nursery rhymes and songs
					Sing a range of well-known nursery rhymes and songs	
	Explore a range of sound makers and instruments and play them in different ways.	Play instruments with increasing control	Experiment with the different sounds instruments make.	Play instruments with increasing control to express their feelings and ideas	Play rhythmic and melodic patterns with instruments.	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	Make imaginative and complex 'small worlds' with blocks and construction kits		Develop storylines in pretend play, focusing on new vocabulary	Make use of props and materials when role-playing characters in	Invent, adapt and recount narrative and stories with peers and their teacher.	
Take 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 dolls houses, etc.				narratives and stories.		
		Listen with increased attention to sounds	Respond to what they have heard, expressing their thoughts and feelings	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		