



# Wimbledon Chase EYFS Progression - Expressive Arts and Design



Please note, due to the emphasis on chronological age, some progression of skills may overlap.

Expressive Arts and 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.

Need to add artists

Area Of Skill	Pre Nursery	Nursery (Age 3-4)	Reception (Age 4-5)	Beyond EYFS
<b>Painting</b>	<p>To make marks with paint</p> <p>To know that paint makes marks</p> <p>To know we have different colours and to name some.</p>	<p>Explore colour and colour mixing</p> <p>Use pre-made paints and are able to name some colours</p> <p>Experiences using hands, feet and fingers to paint</p> <p>Explore printing with sponges, stamps and blocks</p> <p>Can hold a paintbrush in the palm of their hand</p> <p>To experiment with different sized paint brushes and tools</p>	<p>Know that mixing certain colours create new ones.</p> <p>Use primary and secondary colours and know their names.</p> <p>Can use thick paint brushes and thin ones to add detail</p> <p>Uses a range of tools to make coloured marks on paper e.g. sponges, brushes, fingers.</p> <p>Colour matching to a specific colour and shade</p> <p>Can independently select additional tools (stamps, rollers etc) to improve their painting</p> <p>- Experiment with colour, design, texture, form and function.</p>	<p>Knows what primary colours make secondary colours. Colour matching, altering tint and shade</p> <p>Warm/Cool colours</p> <p>Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools</p> <p>Print with a variety of resources</p>



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			<p>Add white or black paint to alter tint or shade</p> <p>Can hold a paintbrush using a tripod grip</p> <p>Create patterns or meaningful pictures when printing</p>	
<b>Drawing</b>	<p>Make marks with various tools</p> <p>Aware of some objects that make marks</p> <p>Experimenting making marks in various malleable activities</p>	<p>Explore different drawing tools - e.g. pencils, felt tips, chalk, crayons, fingers</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including some details-or potato people with no neck or body.</p> <p>Show different emotions in their drawing</p> <p>Children draw in malleable materials such as sand, playdoh and rice.</p>	<p>To draw simple things from memory</p> <p>Use objects to draw from</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p> <p>Children are beginning to draw self-portraits, landscapes and buildings/cityscapes</p> <p>Select and use appropriate drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p>	<p>Use different materials to draw, for example pastels, chalk, felt tips, charcoal</p> <p>Draw lines of varying thickness, experimenting with different grades of pencil (use sketch books to record mark making with different pencil grades)</p> <p>create different tones using light and dark</p> <p>create different patterns and textures using dots and lines.</p>
<b>Collage</b>	<p>Children use loose parts to create textures</p>	<p>Use loose parts and natural objects to make pictures and patterns</p>	<p>Simple collages, using paper, pasta, beans, loose parts, natural objects and larger tactile things</p>	<p>Use a range of materials creatively to design and make</p>



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	<p>and patterns Children can stick with adult support</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures</p>	<p>Add textures to their work such as sticking tissues, pasta, ribbons etc.</p> <p>Beginning to weave (gross motor)</p> <p>Join items in a variety of ways – Sellotape, masking tape, string, ribbon</p> <p>Selects, sorts, tears and glues items down.</p> <p>Handling, manipulating and enjoying using materials</p> <p>Knows how to secure boxes, toilet rolls, decorate bottles</p> <p>Knows how to improve models (scrunch, twist, fold, bend, roll)</p> <p>Learns vocab Smooth, rough, bendy, hard</p>	<p>products. Use a wide range of patterns.</p> <p>Experiment with tearing and cutting paper and card Learns new vocab such as flexible, rigid</p>
<b>Sculpture</b>	<p>Manipulates dough Stacking toys Join two or more</p>	<p>- Join different materials and explore different textures Make models using various construction equipment</p>	<p>Constructs with a purpose in mind using a variety of resources.</p>	<p>Children have the opportunity to use a variety of materials for sculpting and</p>



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	objects such a duplo	Builds walls to create enclosed spaces  Builds Towers by stacking objects  Makes marks and explores clay	Builds simple models using walls, roofs and towers.  Manipulates clay and other materials to achieve a planned effect, (rolls, cuts, squashes, pinches, twists...)  Builds models which replicate those in real life. Can use a variety of resources – loose part play  - Able to shape and model from observation and imagination. - Impress and apply simple decoration. - Make models and patterns using loose parts (including natural objects) and represent real objects with them	experiment with joining and constructing.  They use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, e.g. lines and texture;
<b>Music</b>	Responds to music  Makes noises with various toys, cutlery etc	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)  Responds to music and copy actions	Is able to name a variety of instruments (also including chime bars, glockenspiels, xylophones)  Plays a given instrument to a simple beat  Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'	Expresses their opinion Beginning to write own compositions using symbols, pictures or patterns Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects
<b>Singing and Dancing</b>	Copies watches basic actions	Copies basic actions and can repeat some independently	Sings in a group, trying to keep in time	Put a sequence of actions together



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	<p>Moves responds to music</p> <p>Recognises familiar nursery rhymes</p>	<p>Moves to music</p> <p>Begins to watch short performances</p> <p>Knows some words when singing</p> <p>Sings in a small group</p>	<p>Watches performances and is able to share likes and dislikes</p> <p>Learns short routines, beginning to match pace</p> <p>Learns longer dance routines, matching pace</p> <p>Replicates dances and performances</p> <p>Sings in a group, matching pitch and following melody</p> <p>Sings by themselves, matching pitch and following melody</p>	<p>Begin to improvise independently to create a simple dance</p> <p>Sings in tune and to the correct beat</p>
<b>Role Play</b>	<p>Joins in with games such as peek a boo</p> <p>Plays with teddies, toys and dolls responding to adults and other children's role plays.</p>	<p>Plays with familiar resource simple small world (farm, cars, trains, dolls etc)</p> <p>Uses costume and roleplay areas to take on character roles</p> <p>Joins in with repetition in simpler familiar stories and nursery rhymes</p>	<p>Uses own experiences to develop storylines</p> <p>Participates in small world play related to rhymes and stories</p> <p>Uses imagination to develop own storylines</p> <p>Uses experiences and learnt stories to develop storylines</p> <p>Enhance with resources that they pretend are something else</p>	<p>To take part in a simple role play of a known story</p> <p>Make up own scenarios and recreate events,</p>



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			Use costume and props and beginning to make their own	



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<b>Independence</b>		<p>Choose a piece of paper from a selection of 2/3 colours</p> <p>Creates their own piece of art and gives meaning</p>	<p>Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)</p> <p>Works with a friend, copying ideas and developing skills together</p> <p>Creates their own piece of art and begins to self-correct any mistakes</p> <p>Returns to work on another occasion to edit and improve</p> <p>Creates collaboratively, sharing ideas with peers and developing skills further</p>	<p>Reviews own work and makes improvements</p> <p>To develop and share their ideas, experiences and imagination</p>
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<b>Resources</b>	Pens, paint, paint brush, playdough	Palm brushes, Large chalks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments	Thick and thin paintbrushes, thin chalks, thin wax crayons, thin pencils, thin pencil crayons, variety of paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB  Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws	Children are exposed to a variety of media using different materials
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