

Dilton Marsh CofE Primary School
Early Years Foundation Stage

Expressive Arts and Design Progression of Skills and Knowledge



	Minimum Expectations for EYFS (Lime Class)			ELG	Links to KS1 Curriculum
Painting	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	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.	Colour matching, altering tint and shade Warm/Cool colours
	Can use thin brushes to add detail	Can hold a paintbrush using a tripod grip	Can independently select additional tools (stamps, rollers etc) to improve their painting		Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools
	Print with small blocks, small sponges, fruit, shapes and other resources		Create patterns or meaningful pictures when printing		Print with a variety of resources
Drawing	Draws potato people (no neck or body)	Draws bodies of an appropriate size for what they're drawing	Draws with detail (bodies with sausage limbs and additional features)		Children must be exposed to models and be able to identify key features of living things
	Children are able to draw simple things from memory		Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		Children draw portraits, detailed pictures, landscapes, buildings and cityscapes
Collage	Use glue sticks and glue spatulas independently	Join items with glue or tape	Join items in a variety of ways – Sellotape, masking tape, string, ribbon		Joins items which have been cut, torn or glued
	Adds other materials to develop models (tissue paper, glitter...)	Smooth, rough, bendy, hard Weave (fine motor)	Improved vocab – flexible, rigid	Improve models by adding texture	
	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)	Smooth, rough, bendy, hard Weave (fine motor)	Improved vocab – flexible, rigid	Make collages and mosaics using different materials Weaves items	
Sculpture	Builds simple models using walls, roofs and towers.		Builds models which replicate those in real life. Can use a variety of resources – loose part play	Use a variety of natural, recycled and manufactured materials to sculpt	
	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes something that they give meaning to	Makes something with clear intentions	Use a variety of techniques and shapes to sculpt	
Music	Talks about how music makes them feel		Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'	Sing a range of well-known nursery rhymes and songs.	Expresses their opinion
	Is able to name a wide variety of instruments (also including		Selects own instruments and plays them in time to music.		Can change the tempo and dynamics

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Singing and Dancing	chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat		Can change the tempo and dynamics whilst playing Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions
	Learns short routines, beginning to match pace		Learns longer dance routines, matching pace		Put a sequence of actions together
	Shares likes and dislikes about dances/performances		Replicates dances and performances		Begin to improvise independently to create a simple dance
	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		Sings in tune and to the correct beat
Role Play	Uses own experiences to develop storylines	Uses experiences and learnt stories to develop storylines	Uses imagination to develop own storylines	Make use of props and materials when role playing characters in narratives and stories.	To take part in a simple role play of a known story
	Participates in small world play related to rhymes and stories	Children enhance small world play with simple resources	Enhance with resources that they pretend are something else	Invent, adapt and recount narratives and stories with peers and their teacher.	
Independence	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		Reviews own work and makes improvements
	Creates their own piece of art and begins to self-correct any mistakes		Returns to work on another occasion to edit and improve		
	Works with a friend, copying ideas and developing skills together		Creates collaboratively, sharing ideas with peers and developing further skills.		To develop and share their ideas, experiences and imagination