



Expressive Arts and Design Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

Expressive Arts and Design – ELG: Creating with Materials

On Track- Check Point 1

- Knows primary colours
- Chooses colour for a purpose
- Makes marks using shape and pattern on a range of surfaces
- Develops simple patterns by printing with objects using range of materials
- Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy

- Explores and uses a range of artistic effects to express themselves
- Refine ideas in designs created
- Articulates what they are doing to an adult

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- Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves)
 - Uses fabric, boxes, tubes and joining materials to make props
 - Uses props linked to situations (e.g. till in a shop, first aid kit in hospital)
 - Makes up own situations
 - Retells well known stories

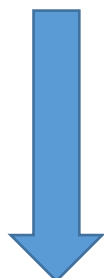
On Track- Check Point 2

- Draws with precision around the outline of shapes
- Develops ability to mix primary colours to investigate new colours
- Create a simple collage

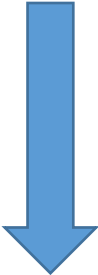
- Plans what they will create and what they will need to do so
- Creates their own products and begins to self-correct any mistakes

On Track- Check Point 3

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- Reviews own work and makes improvements, explaining why changes are better



	<ul style="list-style-type: none"> • Can use fabrics to weave • Uses variety of art tools with greater accuracy 	<ul style="list-style-type: none"> • Can save a photo of their work in a folder on a computer <p>-----</p> <ul style="list-style-type: none"> • Makes up own stories • Retells well know stories in great detail, using new language • Uses props that are very specific and for a purpose to add detail or convey meaning in their stories (some are made by pupils) e.g. a sword for a knight in a castle
	<p style="text-align: center;">ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, deign, texture, form and function</p>	<p>Share their creations, explaining the process they have used</p> <p>-----</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>
	<p style="text-align: center;">Provisions</p> <p>Provide free choice and process driven art activities- paint, collage, drawing, chalk/ pastels, junk modelling, playdough, clay, computer programs</p> <p>Teach skills in focus groups that children can transfer to their art learning</p>	<p>Provide space for children to keep their creations and provide "talk time" opportunities for them to share, pre made plans and pens and paper</p> <p>-----</p> <p>Deconstructed role play- art/ design area- place for making props to support their own stories</p> <p>Materials for costume and prop creation</p> <p>Enhancement in role play to reflect current learning</p>

	<p>Expressive Arts and Design – ELG: Being Imaginative and Expressive</p>
	<p style="text-align: center;">On Track- Check Point 1</p> <ul style="list-style-type: none"> • Uses own experiences to develop storylines • Talks about stories • Uses new vocabulary in different context • Participates in small world play related to rhymes and stories

Dancing

- Watches dances and performances
- Shares likes and dislikes about dances/performances
- Learns short routines, beginning to match pace

Singing

- Sings in a group, trying to keep in time
- Knows some nursery rhymes
- Knows some Christmas songs

Music

- Is able to name a wide variety of instruments (e.g. chime bars, tambourine, bells)
- Talks about the different sounds they make (e.g. loud, quiet, bombing, banging, high pitched)
- Can clap and stamp to a beat
- Plays a given instrument to a simple beat
- Responds to what they have heard, expressing their thoughts and feelings

On Track- Check Point 2

- Children enhance small world play with simple resources
- Retells stories as a repetition, using some of their own words
- Uses imagination to develop own storylines

Dancing

- Replicates dances and performances
- Learns longer dance routines, matching pace

Singing

- Sings in a group, matching pitch and following melody

Music

- Selects own instruments and plays them in time to music.
- Can change the tempo and dynamics whilst playing
- Knows how to use a wide variety of instruments.

On Track- Check Point 3

- Enhances with resources that they pretend are something else
- Retells stories with others
- Retells stories with others, changing/substituting some of the details

Dancing

- Put a sequence of actions together
- Begin to improvise independently to create a simple dance

Singing

- Sings by themselves, matching pitch and following melody
- Sings in tune and to the correct beat
- Knows a wide variety of nursery rhymes and school songs

Music

- Can change the tempo and dynamics
- Recognises instruments in music
- Creates sound effects

ELG

- Invent, adapt and recount narratives and stories with peers and their teachers
- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music (also see other ELG for story telling)
- Sings a range of well-know nursery rhymes and songs

Provisions

- Role play, small world, puppets
- Enhancements linked to themes and stories which are familiar

- Music Monday- music lesson in class
- Tuneful Tuesday- singing in class
- Nursery rhymes play a part of the daily routine of the classroom and children sing along
- Focus on Nursery rhymes in Autumn 1
- Musical instruments in the environment

		<ul style="list-style-type: none">• Listen to a variety of music and dance/ respond with drawings etc.
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Impact

We believe all children will reach the Early Learning Goals in EAD by the end of the Foundation Stage. Our teaching and provision allow pupils to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. Our pupils leave the Foundation Stage ready for the new knowledge and skills the National Curriculum has to offer in these areas.