

St Edmund's and St Thomas' Primary School EYFS EAD Knowledge and Skills Progression Map

Expressive Arts and Design		Nursery	Reception	KS1 links
<p>Our CP is set up so children are offered opportunities to explore scale and develop fine motor skills and hand eye coordination to help children develop their letter formation and manage with their self-help skills such as zipping up their coats, e.g. long strips paper to cut up with choice of differentiated scissors, different size brushes, wool/ribbon material of different size and length, different size boxes including child size boxes and different surfaces to work on e.g., paving, tarmac, natural resources, fence, floor, table top, under table tops, easel. Staff listen and understand to what children want to create before offering suggestions. Staff show interest in the meanings children give to their drawings and models and help them to develop their drawing and model making. They encourage them to develop their own creative ideas and spend sustained time alongside them, modelling and narrating and talking together about these meanings. Children are encouraged to draw from their own imagination and observations. Staff help the children to add details to their drawings by selecting interesting and themed objects to draw, and by pointing out key features to children and discussing them.</p> <p>Planned experiences are set up that enable the children to explore and refine their colour mixing – for example: using the light box to see how the yellow and blue magnet shapes, when placed on top of each other, make green and helping the children make links and transfer that knowledge by reminding them when colour mixing. Introduce children to the work of artists from across times and cultures. Staff help the children to notice where features of artists' work overlap with theirs, for example in details, colour, movement or line. In CP children can choose their own resources to help them make and design such as glue, string, tape, differentiated scissors, different size brushes, various size and shape cardboard boxes, paperclips, fasteners.</p>				<p>Colour matching, altering tint and shade Warm/Cool colours.</p> <p>Lines of varying thickness, Dots and lines for pattern/ texture. Use a variety of brushes and tools.</p>
Creating with Materials	Knowledge and Skills	<p>Explore different materials freely, 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.</p> <p>Join different materials and explore different textures. begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Safely use and explore a variety of natural, recycled and manufactured materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creation and explain the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Begin to refine techniques to express their ideas and feelings</p> <p>Can hold a paintbrush using a tripod grip</p> <p>Create collaboratively to share ideas and skills.</p> <p>Experiments mixing colours to make secondary colours and add white or black paint to alter tint or shade.</p> <p>Create meaningful pictures when printing.</p> <p>Draws with detail (bodies with sausage limbs and additional features).</p> <p>Makes something with clear intentions</p> <p>Experiments with different ways to secure boxes, decorate bottles if their first method doesn't work.</p>	<p>Print with a variety of Resources.</p> <p>Children draw portraits, detailed pictures, landscapes, buildings and cityscapes.</p> <p>Joins items which have been cut, torn or glued.</p> <p>Improve models by adding texture</p>
	Vocabulary	Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark, pull, stretch, twist, scrunch, twist, fold, bend, roll,	Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat, rolls, cuts, squashes, pinches, plat, kneed, decorate	Make collages and mosaics using different materials.
	How it is covered	<p>Autumn: Focus artist: Drawing: Self-portraits. Artist study: Lois Mailou Jones. Self-Portrait, 1940</p> <p>Draw their own self-portraits by studying their own faces and making marks. Encourage children to draw around each other on the playground floor with chunky chalks and compare how their outlines are all different before colouring in the outlines. Use natural materials such as pine cones, leaves and sticks to add their facial features.</p> <p>Spring: Artist: The snail by Henri Matisse. Collage</p> <p>Paint - symmetrical butterflies, explore colour mixing</p> <p>https://www.teachearlyyears.com/learning-and-development/view/expressive-arts-colourful-activities.</p> <p>Summer:</p> <p>Artist: Jackson Pollock. Paint – Wall splat painting. https://orangeeaselart.com/orange-easel-blog/splat-painting</p> <p>Drawing – chalk holiday scenes outside.</p>	<p>Construction activities are always available during Continuous Provision. Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem</p> <p>Autumn:</p> <p>Drawing - Follow guided drawings – e.g , snowmen, building on to draw themselves and family</p> <p>Explore line and colour e.g creating firework pictures, Divali Patterns</p> <p>Paint - Colour mixing – shades of green – links with colour monster/ Create a watercolour background blending warm or cool colours</p> <p>Explore printing to create texture – printing with apples <i>A Basket Of Apples- Paul Cezanne</i></p> <p>Mixed Media – Making Autumnal Crowns , Study Anthony Goldsworthy (Sculpture) and create Autumnal Transient Art</p> <p>Spring - Mixed media - Jungle scenes – creating a small world jungle play combining materials and exploring attaching materials in different way – collage- Create skyscraper scenes /Create masks to represent the tiger goonie etc,</p> <p>Drawing – guided drawings exploring curved and straight lines, shapes etc –</p>	<p>Use a variety of natural, recycled and manufactured materials to sculpt.</p> <p>Use a variety of techniques and shapes to sculpt.</p>

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			<p>tigers, pandas etc..</p> <p>Textiles – basket weaving – make an Easter Basket Introduce David Edgar- Turning Rubbish into art-junk modelling. Marbling – Easter card</p> <p>Summer:</p> <p>Drawing – observational drawings of shells, seaside images</p> <p>Paint – blend water colours to represent sand/ seaside scenes Explore blow painting</p> <p>Mixed media – make boat that will float. Collaborate art to make a desert island</p> <p>Sculpture – make a clay ladybirds exploring rolling and imprinting the clay</p>	
<p>We provide open-ended resources for children's imaginative play. We support the children to negotiate roles in play and sort out conflicts. For children who are not taking part in pretend play, staff help them to join in by modelling and making suggestions. Small group and (when ready) whole class games are played to help develop listening skills through a range of active listening activities such as sound matching games. Through themes and children's own interest's staff help them play, share and perform a wide variety of music and songs from different cultures and historical periods. Children are encouraged to stamp, clap and tap to the pulse of songs or music. Children play with a range of different instruments, learning the names of them. The children have access to a musical app on a tablet and get the opportunity to experiment and make music playing back what they have composed. Staff model and encourage the children to experiment with different ways of playing instruments and play along to music and songs. Including classical music and music from other cultures e.g. Asia.</p>				<p>KS1 links</p> <p>Expresses their opinion.</p> <p>Can change the tempo and dynamics.</p> <p>Recognises instruments in music</p> <p>Composes their Own simple tunes.</p> <p>Creates sound Effects.</p> <p>Writes down Compositions</p> <p>Put a sequence of actions together</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Sings in tune and to the correct beat</p> <p>To take part in a simple role play of a known story.</p> <p>Reviews own work and makes improvements.</p>
Being Imaginative and Expressive	Knowledge and Skills	<ul style="list-style-type: none"> 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. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). (Registration greeting.) 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. <ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> 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. Listen attentively to music and move their body to express their response <ul style="list-style-type: none"> Put a sequence of actions together Express their feelings about dance and performance art Sing in a group or on their own, increasingly matching the pitch and following the melody <ul style="list-style-type: none"> Develop storylines in play. Compose music and dance both alone and in a group. 	
	Vocabulary	Artist, Instrument, music, song, loud, quiet, quick, fast, slow, retell, imagination, story, characters, songs, guitar, drum, maraca, tambourine, triangle, piano, microphone.	retell, characters, story, music, rhythm, lyrics, dance, sequence, movement, beat, melody, tempo, tune, pitch, claves, violin, trumpet, cymbals, xylophone.	
	How it is covered	<p>Autumn:</p> <p>Perform songs and dances in a Christmas nativity. Sing to match the pitch and tone of an adult.</p> <p>Spring:</p> <p>'The Planets' by the English composer Gustav Holst.</p> <p>Copy simple rhythmic patterns using body parts and instruments.</p> <p>Explore the sounds that can be made from percussion instruments. Know how to use instruments safely.</p> <p>Practise playing and stopping following teacher signals</p> <p>Make simple percussion instruments</p> <p>Move streamers to music (Lunar New Year)</p> <p>Summer:</p> <p>To begin exploring some musical elements - singing or playing loudly / quietly and quickly / slowly. Explore creating their own songs using musical accompaniments</p> <p>Express simple likes and dislikes about a piece of music and how it makes them feel</p>	<p>Listen</p> <p>Autumn - listen carefully to a variety of rhymes, songs and instrumentals and express their preferences.</p> <p>Spring - as above being able to explain their preferences using simple musical terminology / description words e.g. loud, fast, exciting</p> <p>Summer – Move in response to music, create art work, talking about how it makes you feel.</p> <p>Jaws Theme tune – John Williams – How does it make you feel?</p> <p>Performance- The Ugly Bug Ball</p> <p>Retell narratives through small world representations of the focus story for the week</p> <p>Autumn - sing a range of Nursery rhymes accompanied by actions that explore the beat of the music e.g. clapping hands</p> <p>Prepare a Christmas performance for an audience</p> <p>Spring - learn to sing a selection of songs and rhymes. Explore the timbres</p>	

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			<p>(different sounds) that can be made by classroom percussion instruments</p> <p>Summer - use voice, body and classroom percussion instruments to accompany a song or instrumental</p> <p>Composition / improvisation</p> <p>Autumn - copy rhythmic patterns and then experiment with creating own for others to copy (call and response)</p> <p>Spring - select an instrument to represent a character or event from a story e.g. claves as horse's hooves</p> <p>Create a dance to music. Move their bodies to represent the tempo of the music</p> <p>Summer - as above, playing an active role in deciding the type of sounds needed e.g. choosing a tambourine to represent the rain and shaking it as a long sound.</p>	To develop and share their ideas, experiences and imagination.
	Vocabulary	Song, rhyme, instrument, percussion, tune, lyrics, feelings, story, retell	Rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, instrument, sounds	