



Expressive Arts and Design Term Progression Overview

Check Point 1 – October (Baseline)

Check Point 2- December

Check Point 3- March

Check Point 4- May

Check Point 5 ELG - June

Creating with Materials	Being Imaginative and Expressive
<p align="center">Pre School On Track Check Point 1</p> <ul style="list-style-type: none"> ➤ Explores materials freely ➤ Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes, fingers, hands ➤ Form prints with simple objects – leaf, hand ➤ Can use a simple ICT program to create pictures, patterns and shapes ➤ Explores how sounds can be changed ➤ Explore moving in a range of ways ➤ Sings familiar songs- Explores freely in order to create designs and think about what they would like to make ➤ Explores colour and how colour can be changed ➤ Create and use sounds intentionally ➤ Talks about what they are doing ➤ Taps out simple repeated rhythms- Begins to make up sections of stories using small world ➤ Uses pre-prepared themed costumes, generic dress up boxes and literal representation of objects (bowls, cups, spoons, dolls etc.) e.g. a teapot is a teapot ➤ Begin (with adults’ encouragement) using an object to represent something else even though they are not similar. ➤ Role plays every day events ➤ Drawings have some resemblance to people, objects ➤ Draws around the outline of a shape ➤ Makes simple marks based on own experiences ➤ Uses various construction materials - joining, stacking etc. ➤ Develop their own ideas and then decide which materials to use to express them ➤ Join different materials and explore different textures ➤ Draw with increasing complexity and detail, such as representing a face with a circle and including details ➤ Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	<p align="center">Preschool On Track Check Point 1</p> <ul style="list-style-type: none"> ➤ Plays with familiar resources in role play and small world (e.g. farm animals) ➤ Begin to use small world resources to tell more complex stories ➤ Notices and copies what other children and adults do ➤ Plays alongside other children who are engaged in the same theme ➤ Engages in imaginative play ➤ Uses available resources to create props ➤ Creates imaginary props to support play ➤ Gives toys a voice ➤ Moves to music ➤ Copies basic actions ➤ Can press start/stop buttons on a CD player ➤ Knows some words when singing ➤ Sings in small group ➤ Joins in with parts of nursery rhymes ➤ Sings and makes up simple songs ➤ Explores instruments and how sounds can be changed (e.g. louder, quieter) ➤ Beginning to name instruments (drum, tambourine, maraca, triangle...) ➤ Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. ➤ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

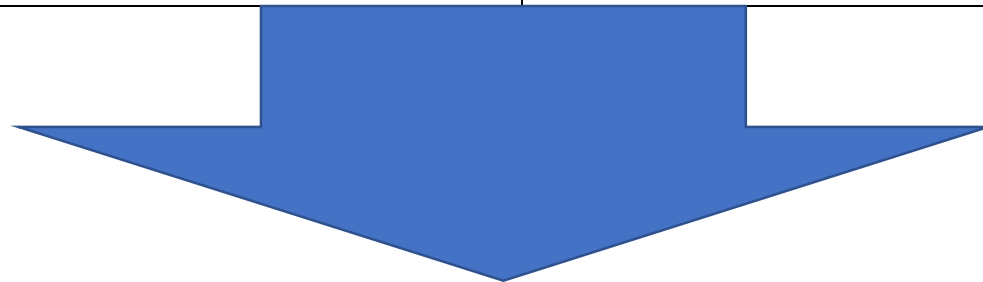


On Track Check Point 2

- 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
- Can open up camera to take pictures of their work on an iPad
- 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

- 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
- Watches dances and performances
- Learns short routines, beginning to match pace
- Sings in a group, trying to keep in time
- Knows some nursery rhymes
- Knows some Christmas songs
- Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)
- 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
- Create their own songs or improvise a song around one they know

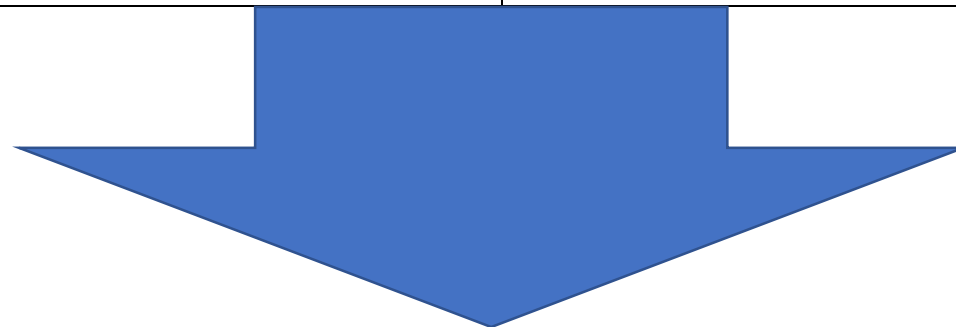


On Track Check Point 3

- Can mix colours to make a new colour
- Draws with precision around the outline of shapes
- Develops language of colour (secondary colours) and mix colours to make 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
- Uses different props for different characters to show their personalities (e.g. lady with necklace and handbag, other with backpack and binoculars)

On Track Check Point 3

- 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
- Replicates dances and performances
- Learns longer dance routines, matching pace
- Sings in a group, matching pitch and following melody
- 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



<p style="text-align: center;">On Track Check Point 4</p> <ul style="list-style-type: none"> ➤ Can use fabrics to weave ➤ Uses variety of art tools with greater accuracy ➤ Reviews own work and makes improvements, explaining why changes are better ➤ 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 watch for the Rabbit in Alice in Wonderland, a tissue for baby bear who is crying. 	<p style="text-align: center;">On Track Check Point 4</p> <ul style="list-style-type: none"> ➤ Enhances with resources that they pretend are something else ➤ Retells stories with others ➤ Retells stories with others, changing/substituting some of the details ➤ Put a sequence of actions together ➤ Begin to improvise independently to create a simple dance ➤ 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 ➤ Can change the tempo and dynamics ➤ Recognises instruments in music ➤ Compose their own simple tunes ➤ Creates sound effects ➤ Can describe changes in a piece of music ➤ Moves rhythmically to a regular beat and can keep time with the music
<p style="text-align: center;">Check Point 5 ELG:</p> <p>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. Make use of props and materials when role playing characters in narratives and stories.</p>	<p style="text-align: center;">Check Point 5 ELG:</p> <p>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.</p>