Hollyfast: Progression in Learning Framework – Expressive Arts and Design

EYFS Statutory Educational Programme

The curriculum needs to include:

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

Knowledge		Skills
• ***Artistic awareness and cultural awareness*** • ***Vocabulary for resources, colours, materials, tools***	• ***Techniques for painting, drawing, sculpting and building*** • ***Names of instruments*** • ***Rhythmic patterns***	**Imagine Create Explore Observe Play Participate Express Communicate Interpret Appreciate Engage Motor control - fine and gross, vestibular competence,** **Also – Co-operate Experiment Share Explain Sing Move**

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
• Realise that their actions have an effect on the world, so they want to keep repeating them • Reach for and accept objects. Make choices and explore different resources and materials • Plan and think ahead about how they will explore or play with objects • Make independent choices • Do things independently that they have been previously taught • Bring their own interests and fascinations into early years settings. This helps them to develop their learning • Respond to new experiences that you bring to their attention	• Use a range of strategies to reach a goal they have set themselves • Begin to correct their mistakes themselves • Keep on trying when things are difficult	• Take part in simple pretend play • Sort materials • Review their progress as they try to achieve a goal • Check how well they are doing • Solve real problems • Use pretend play to think beyond the 'here and now' and to understand another perspective • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas • Concentrate on achieving something that's important to them • They are increasingly able to control their attention and ignore distractions

ELG: Creating with Materials	ELG: Being Imaginative and Expressive
Children at the expected level of development will: • **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**	Children at the expected level of development will: • **Invent, adapt, and recount narratives and stories with peers and their teachers** • **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**

	Progression in Learning small steps Nursery to KS1						
	Pre-School			Reception			Interface with KS 1
Exploring Paint	Explores pre-made paint using large brushes, blocks, sponges held in the palm of the hand – working independently to develop basic skills - to create their own pieces of art	Explores paint using hands, feet, fingers, and thick brushes Paints on varied materials inspired by the work of other artists- inspired by Jackson Pollock.	Beginning to know paint colours can mix together. Prints with a range of small shapes and notices where their work is similar/different to the art of others (peers)	Developing knowledge that paint colour can mix together. Beginning to use a paintbrush to make marks. Engages in large scale collaborative art using paint, sharing ideas with peers, and developing skills further.	Can mix colours together to make new colours. Know primary colours. Usually uses tripod grip to hold brushes, charcoal, pastels. Creates own artwork using paint along with a range of media and materials.	Beginning to mix primary colours together for a secondary colour, with adult support. Selects tools and materials (rollers, stamps) to use in their painting Works with others, choosing materials and media to engage in collaborative art. Beginning to return to work on another occasion to edit and improve.	Colour matches, altering tint and shade Uses a variety of brushes and tools to create different effects Prints with a range of resources
Drawing	Makes marks and sometimes give meanings. Draws lines.	Draws potato people inspired by pictures of real people. Draws enclosed spaces, giving meaning. Draws from observation, supported by an adult Draws simple shapes like circles and lines.	Draws faces with features. Draws from observation to create own pieces of art. Draws from memory Draws simple shapes like circles, lines and crosses.	Shows some emotions in drawings of people e.g., happy, sad. Draws from the imagination, sometimes sharing ideas and developing skills with peers.	Draws simple people of an appropriate size for what they are drawing (baby, child, adult) Draws objects, houses and simple landscapes (trees, flowers)	Draws a self-portrait with detail (bodies with 'sausage' limbs and additional features) Draws landscapes, buildings, and animals with some details. Draws independently using observation	Draws portraits, detailed pictures, landscapes, buildings, and animals
Sculpt, Build and structures.	Explores malleable materials including clay Begins to use 3D and 2D materials to build structures.	Makes marks in malleable materials including clay Uses 3D and 2D materials to explore structures and/or express ideas with a purpose.	Manipulates malleable materials, including clay (roll, cut, squash) to create own designs With adult support, works with others to construct with a range of open-ended resources.	Constructs a piece, using inspiration from other artists/designers, using their own choice of media and materials. Explores use of a variety of loose parts in play.	Works with others to create collaborative ideas, design and make something they give meaning to. With some support, negotiates with others to build models which replicate those in real life.	Constructs a collaborative piece with clear intentions, discussing problems and how they might be solved as they arise, and reflecting on how they have achieved their aims Can combine resources in their constructions.	Uses a variety of techniques and shapes to sculpt Build structures exploring how they can be made stronger, stiffer and more stable

			With support uses wooden hammers to push objects into soft materials.	Uses wooden hammers to push objects soft materials.	Uses hammers to push pins into harder materials e.g. cork. Begins to select specific loose parts to communicate their ideas.	Uses hammers to push nails into wood. Selects specific loose parts to communicate their ideas.	
Textiles	With support, threads one object through string.	Threads one object through string.	With support, threads objects of a similar size and shape on string.	Threads objects of a similar size and shape on string	Threads different shaped and sized objects (beads of different shapes and sizes, bottle tops on string)	Threads and weaves different materials Sewing and weaving patterns with different materials to produce a finished piece individually or as a group.	Select and use a wide range of materials and textiles and a range of tools and equipment to perform practical tasks
Cooking	With support, use books to learn about the names of different foods- what they look and taste like Cooking – Currant buns	With support, engages in imaginative play linked to cooking. With support, begins to say what they like and dislike about different foods. Cooking – bear toast	Engages in imaginative play linked to cooking. Begins to say what they like and dislike about different foods Cooking –	With support, they can try different foods and say what foods they like and dislike. (school lunches/snack) Cooking – Christmas muffins	Begins to evaluate different foods- what they like and dislike. Make pancakes Make dips Understands that some foods are healthy, and some are less healthy. Make Pancakes Make dips	Understands that different foods are used for different meals at different times in the year. Evaluates different foods- what they like and dislike Summer- Fruit salad Lemonade	Select and use a wide range of ingredients and equipment perform practical tasks. How to cook and apply principles of nutrition and healthy eating and understand where food comes from.
Exploring Music	Explores instruments with adult support. Listens with increased attention to sounds Enjoys listening to a wide range of music	Explores instruments, including some tuned instruments and with adult support, name them Responds to music in their own way	Uses instruments, including music apps, to experiment with making music to express their feelings and ideas Attempt to play an instrument to a simple beat Talks about how music makes them feel	Knows that different instruments are linked to making different sounds. Identifying some instruments by name. Selects own instrument and beginning to play in time to music with adult support.	Becoming confident in naming a range of instruments. Begins to create own music with others using instruments. Understands different emotions through music Moves differently to different sounds e.g., march to a drum, creep to a maraca	Developing creating own music with others, sharing ideas with peers and developing skills together. Expresses their opinion about music they have heard Plays an instrument to a simple beat	Changes tempo and dynamics Recognises instruments in music Composes own simple tunes Creates sound effects Writes own compositions Expresses opinion

Song and Dance	Knows some words when singing Moves to music Watches short performances	Sings familiar songs e.g. pop songs, songs from TV programmes, songs from home Sings in a small group Copies basic actions Watches dances and performances	Sings in a group, trying to keep in time Learns simple sequences of actions alongside songs, with adult support. Shares likes and dislikes about performances	Sings in a group, matching pitch and following the melody Learns short sequences of actions alongside songs. Begins to replicate dances and performances	Sings calls and responds to songs, echoing phrases sung to them Learning short routines, beginning to match pace Watches and talks about dance performances from different times and cultures and respond through their own creative dance moves	Sings by themselves, making pitch and following melody Inspired by others, choreographs own dance moves, sharing ideas and developing skills with peers Returns to work to edit and improve	Sings in tune and to the correct beat Puts a sequence of actions together Begins to improvise to create a simple dance
Role Play	Plays with familiar resources in role play Uses simple small world resources e.g. farm, cars, dolls – sometimes working independently to develop basic skills	Uses own experiences in developing storylines in role play Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Engages in small world play related to rhymes and stories	Begins to use objects to represent something else in pretend play With support, begins to negotiate roles in play, working with others, copying ideas, and developing skills together Plays alongside other children who are engaged in the same theme	Uses first-hand experiences and learnt stories to develop storylines in role play Enhances small world play with a range of props which can be used flexibly and which encourage imagination	Uses own experiences and learnt stories to develop storylines Works with others to enhance small world play with a range of props used flexibly and with imagination.	Works with others to engage in and develop creative role play and small world play, which sometimes develops over time	Takes part in a simple role play of a known story