



Ivington CE Primary & Pre-school
Reaching together... with the fruits of the spirit
EYFS Expressive Arts and Design Curriculum Progression Overview

,The development of children's artistic and cultural awareness supports their imagination and creativity.

	Explore and play with a wide range of media and materials	Develop ability to communicate through the arts Understanding, self-expression and vocabulary	Interpret and appreciate what they hear, respond to and observe
Nursery Curriculum	<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.• Explore different materials freely, to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures.	<ul style="list-style-type: none">• Begin to develop complex stories using small world equipment. (e.g. animal sets, dolls, toy cars).• Make imaginative and complex 'small worlds' with blocks and construction kits (e.g. a city with different buildings and a park).• Create closed shapes with continuous lines and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details.• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings (e.g. happiness, sadness, fear).• Explore colour and colour mixing.	<ul style="list-style-type: none">• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person (pitch match).• Create their own songs or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.



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Nursery Curriculum Endpoints	<ul style="list-style-type: none">• Use objects and resources to represent other items and ideas through play.• Express ideas using a range of materials and techniques to join them.• Describe similarities and differences between media and materials.	<ul style="list-style-type: none">• Create and retell stories using small world equipment and block play.• Draw objects using line and shape, including some detail.• Explain drawings, representations and emotions in response to adult questions.• Select colour appropriate to drawing.• Understand and describe the effects of mixing colours.	<ul style="list-style-type: none">• Listen and respond to what they have heard, expressing thoughts and feelings through adult interactions.• Sing familiar and improvised songs, with a developing awareness of pitch, as part of a group.• Use instruments, with control, in a variety of ways to create different sounds to express themselves.
Reception Curriculum	<ul style="list-style-type: none">• Develop pretend play, using objects and resources to represent something else which are similar in shape, form or function.• Explore different materials freely, to develop their ideas about how to use them and what to make.• Develop and express their own ideas using different materials, resources and techniques.• Explain reasons for materials chosen and techniques used to achieve desired effects.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills.	<ul style="list-style-type: none">• Develop storylines in their pretend play.• Use small world equipment to invent and develop stories with adults and peers.• Use role play resources, props and costumes to enhance storylines and narratives.• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Draw with increasing complexity and detail, using line, shape, space and colour to represent objects and ideas with a developing awareness of scale.• Explain emotions in their drawing and painting using different techniques and colour.• Use colour appropriately and mix 2 colours together to create a different shade or tint.	<ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Explore and engage in music making and dance, performing solo or in groups.



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Reception Curriculum Endpoints	<ul style="list-style-type: none">• Create and express ideas using self- chosen resources, media and materials.• Share and demonstrate creations, explaining tools, techniques and materials used, giving reasons for choice.• Use knowledge of tools and techniques to achieve desired representations and adapt creations.• Demonstrate safe use of tools and materials.• Demonstrate and share techniques and resources with peers to achieve a group creation.	<ul style="list-style-type: none">• Select and use props and resources to retell stories and narratives with adults and peers.• Draw recognisable images and ideas of mostly proportionate size and appropriate shape.• Share and demonstrate creations, explaining ideas and emotions portrayed through interactions with adults.• Select, use and mix colour appropriately, to create a range of colours for desired effects.	<ul style="list-style-type: none">• Listen to music, watch dance and performances, responding to what they have heard and seen through movement and discussion.• Express and compare feelings and responses to music and dance through discussions with adults and peers.• Sing familiar and new songs, matching pitch and following the melody.• Select and use instruments to create different sounds and rhythms to express themselves.• Perform music and dance individually or as part of a group.
Early Learning Goals	ELG: Creating with materials <ul style="list-style-type: none">• 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.		ELG: Being imaginative and expressive <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.