



## EYFS Progression of skills

### Expressive arts and design (creating with materials + being imaginative and expressive)

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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Pre-Nursery 0-3 years

#### Creating with Materials and Being Imaginative & Expressive

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound-makers and instruments and play them in different ways.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.



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	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>		
	<b>Creating with Materials</b>	<b>Being Imaginative &amp; Expressive</b>	<b>Summer prior to starting Reception</b>
<b>Nursery 3-4 years</b>	<p>Explore different materials freely, in order 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.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p><b>Creating with Materials</b></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><b>Being Imaginative &amp; Expressive</b></p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>



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		Create their own songs, or improvise a song around one they know.			Play instruments with increasing control to express their feelings and ideas.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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<b>Reception</b>	I can sing in a group or on my own, increasingly matching the pitch and following the melody.	I can watch and talk about dance and performance art, expressing my feelings and responses.	I can explore and engage in music making and dance, performing solo or in groups.	I can return to and build on my previous learning, refining ideas and developing my ability to represent them.	I can create collaboratively sharing ideas, resources, and skills.	<p>ELG: Creating with Materials: - 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>ELG: Being Imaginative and Expressive: - Invent, adapt, and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and</p>
	I can develop storylines in my pretend play.	I can sing a range of well-known nursery rhymes and songs.	I can invent, adapt, and recount narratives and stories with peers and my teacher.	I can listen attentively, move to, and talk about music, expressing my feelings and responses.	I can change the tempo and dynamics whilst playing music.	
	I can sing a range of well-known nursery rhymes and songs.	I can join items in a variety of ways (Sellotape, masking tape, string, split pins).	I can make use of props and materials when role	Can independently select additional tools (stamps,	I know how to use a wide variety of instruments.	



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	<p>I am beginning to draw self-portraits, landscapes, and building/ cityscapes.</p> <p>I can build models which replicate those in real life, using a variety of resources.</p>	<p>I can learn some dance routines and song matching pace.</p> <p>I can participate in the Reception Christmas Performance.</p>	<p>playing characters in narratives and stories.</p> <p>I know how to improve models (scrunch, twist, fold, bend, roll).</p> <p>I know how to secure boxes, toilet rolls, decorate bottles.</p>	<p>rollers etc.) to improve their painting. - Create patterns or meaningful pictures when printing.</p> <p>- Use improved vocab to describe e.g., flexible, rough, rigid).</p>	<p>terms e.g., ‘happy’, ‘sad’ or ‘scary’.</p> <p>I can draw with details.</p>	<p>songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</p>
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