



**Progression of skills map for: EXPRESSIVE ARTS AND DESIGN**  
**2022-2023**

	YE - Birth to 3	Nursery 3-4yrs	Reception Year
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Move and dance to music.</li> <li>• Show attention to sounds and music.</li> <li>• Start to make marks intentionally, using parts of their body as well as tools.</li> <li>• Pretend that one object represents another, for example wooden block to the ear pretending it's a phone.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs and make up my own songs and music.</li> <li>• Draw and paint pictures of myself and my feelings.</li> <li>• Explore materials by cutting, shaping, joining and use these to enrich my play.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and perform a story, song, or rhyme to an audience.</li> <li>• Create artwork they can tell you about and tell you, their processes.</li> <li>• To know how and actively mix a secondary colour of their choice.</li> <li>• To safely use cutting, joining, and shaping tools.</li> <li>• Use props and materials to develop roleplay.</li> </ul>

Implementation

- Sing songs and play singing games such as 'Tommy Thumb where are you?'
- Sing action songs e.g. 'Heads, shoulders...' 'Twinkle star'
- Play music from diverse cultures, dynamics (loud/quiet), tempo (fast/ slow), pitch (high/low) and rhythms (pattern)
- Use songs and music for routines e.g when washing hands sing 'This is the way we wash our hands...'
- Provide indoor and outdoor instruments and objects for sound making e.g. traditional instruments, instruments from other cultures, tubes/ pipes hung from railings, pans, sticks etc.
- Model and invite children to make marks with their fingers and body parts in a variety of ways. Provide tactile trays filled with cornflour goop, foam, wet and dry sand, glitter, paint etc. Provide other media including tablets.
- Model and guide children's use of tools including brushes, crayons, sticks, rollers.
- Provide malleable materials such as play dough and clay to explore marking making and manipulating shapes. Encourage exploration and narrate the effects and actions.
- Play alongside children, sensitively joining in and offering suggestions to elaborate their play e.g. when playing with a baby doll suggest a nappy change and sing a song to settle the baby.

- Build up a repertoire of songs to sing and repeat children's favourites.
- Explore changing the words in songs to make up new songs to the same melody.
- Use song and music to signal and accompany routines e.g., tidy up time, washing hands, welcome time etc. Include music from different cultures.
- Clap or tap the pulse of songs with body parts and objects.
- Provide musical instruments from different cultures to explore their sounds and music making.
- Provide sound and music making objects outdoors e.g., hang from railings pans, sticks, tubes etc.
- Explore different sounds made by voices and body parts, piecing together to make a pattern. Accompany to stories such as 'We're going on a bear hunt'
- Model drawing continuous lines and making different shapes. Narrate mark making, giving meaning to the marks and adding detail to enhance features and emotions.
- Work alongside children mark making, encouraging them to narrate their own drawings and mark making. Talk to children about their details and their meanings.
- Provide interesting objects to draw, pointing out the key features, lines and shapes.
- Introduce the work of artists from different times and cultures. Point out the similarities in their work and the children's.
- Provide lots of flexible and open-ended resources for children's imaginative play.
- Offer opportunities to explore scale. Suggestions: long strips of wallpaper, child size boxes, different surfaces to work on e.g. paving, floor, tabletop or easel
- Listen and understand what children want to create before offering suggestions.
- Look at the work of artists, musicians, and craftspeople into the setting, to widen the range of ideas which children can draw on.
- When cutting practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay.
- Encourage 'thumbs up' position when holding scissors.
- Practise snipping, using foam sheets at first, to practice holding paper and snipping one handed. Progress to thicker paper e.g. sugar paper for easier handling.

- Provided opportunities for children to rehearse learned songs, rhyme and story lines.
- Encourage children to perform to small audiences of their peers and adults extending to larger audiences.
- Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.
- Help children who find it difficult to join in. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.
- Plan opportunities for children to see a live performance, such as a pantomime, play, music or dance performance.
- Display and look at the work of artists and/ or visit galleries to generate inspiration and conversation about art.
- Plan collaborative artwork as well as solo artwork to develop children's creative ideas.
- Plan for and provide a range of materials and tools including textile work, paint, drawing and sculpting. Teach children the skills and precision needed, introducing the different media one at a time.
- Once taught the skills involved in one medium, allow children to explore independently in their continuous provision, developing their creative further.
- Teach children the combinations of mixing two of the primary colours to make a secondary colour.
- Provide colour mixing opportunities in their continuous provision to master their technique and recall of combinations.
- Guide children in scissor use. Provide cutting practise in their continuous provision with soft and harder materials

		<ul style="list-style-type: none"><li>• Draw straight lines on materials to introduce the idea of going forward.</li><li>• Model, narrate and teach skills of shaping malleable materials through rolling, coiling, balling and using shape cutters.</li></ul>	<p>such as strips of paper, shapes to cut around, foam cards etc.</p> <ul style="list-style-type: none"><li>• Provide mark making and shaping tools with malleable materials.</li><li>• Model, narrate and teach skills of shaping malleable materials into 3D vertical figures, using their previously learnt skills of rolling, coiling, and balling.</li><li>• Provide a range of costumes, fabric and props reflecting a diversity of cultures in the home corner, construction area and small world.</li></ul>
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<p style="text-align: center;">Impact</p>	<ul style="list-style-type: none"> <li>• I Know how to join in with songs and rhymes.</li> <li>• I know how to make repeated actions to music and songs</li> <li>• I know how to explore making sounds with different objects.</li> <li>• I know how to make marks in different ways using my fingers and other body parts e.g., in mud, in paint, on tablets, in sand, on paper.</li> <li>• I know how to grasp, hold and use tools to make marks e.g., brushes, pens, crayons, sticks, rollers, toy cars in paint etc.</li> <li>• I know how to open and close blades on squeezezy grip scissors with both hands then one hand to make snips in materials.</li> <li>• I know how to squish, pinch, poke and pound malleable materials with my hands.</li> <li>• I know how to use props in my pretend play to represent another object.</li> <li>• I know how to develop and build on my pretend play in response to suggestions from and watching others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can remember and sing entire songs.</li> <li>• I know how to adapt a known song to create my own.</li> <li>• I know how to make repeated sounds using my body, objects or instruments to make a pattern.</li> <li>• I know how to create closed shapes with continuous lines.</li> <li>• I use shapes in the marks I have made to represent objects.</li> <li>• I know how to add detail to my shapes including identifiable facial features.</li> <li>• I know how to change the lines and shapes to show emotion on faces.</li> <li>• I know how to join materials by: tearing and overlapping masking tape on two pieces; spreading glue onto a piece and overlapping parts; overlapping two parts and fixing with paperclips; attaching pieces using hammers and nails.</li> <li>• I know how to snip materials by using squeezezy grip scissors.</li> <li>• I can cut forward on materials using handled scissors with a helping hand.</li> <li>• I know how to cut forward on materials using handled scissors independently.</li> <li>• I know how to shape materials by snipping, cutting, folding, squeezing, tearing.</li> <li>• I know how to shape malleable materials into simple recognisable forms.</li> <li>• I know how to roll, coil, ball and use shape cutters on malleable materials.</li> <li>• I can select materials and give a purpose for using them.</li> <li>• I can share an idea of what I want to make then decide which materials to use to develop my idea into a creation.</li> <li>• I can use my creations to support my small world play and role-play.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform a learned song and rhyme to an audience.</li> <li>• I can rehearse and perform a story line to an audience.</li> <li>• I can talk about the processes, skills, and materials I used in my artwork.</li> <li>• I can talk about what I like and how I might improve my artwork.</li> <li>• I know how to mix two combinations of the primary colours to make a secondary colour.</li> <li>• I know and can recall some of the combinations.</li> <li>• I know how to join materials by using tools such as stapler, different adhesive glues, tape dispenser, hammers, and nails with increasing precision.</li> <li>• I know how to use scissors to cut straight and curved lines.</li> <li>• I know how to use scissors to cut circles and shapes.</li> <li>• I am beginning to use scissors to cut more complex shapes such as figures.</li> <li>• I know how to shape malleable materials into standing forms and objects such as animals and people.</li> <li>• I know how to use tools to add detail, marks and repeating patterns to sculpted malleable materials.</li> <li>• I can enrich my roleplay and story lines with props, fabrics and objects.</li> </ul>
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