

**St Michael's Federation - EYFS**  
**Progress Model - Expressive Art & Design (EAD)**



	<b>Minimum expectations for Nursery</b>		<b>Minimum expectations for Reception</b>			<b>Links to KS1</b>
<b>Drawing</b>	Make marks in play; Draw circles and lines using gross motor movements	Draw a basic face with some features; Begin to enclose lines and spaces to suggest objects, giving meaning	Draw a simple figure to represent a person with some real-life elements	Draw objects in an appropriate size for the subjects being drawn	Draw with detail (bodies with limbs, additional key features)	<i>Children must be exposed to models and be able to identify key features of living things</i>
	Draw subjects that they observe with support to consider features	Draw simple subjects from memory; Represent feelings through mark-making		Begin to draw self-portraits, landscapes, buildings and other familiar features; Begin to draw concepts from their imagination		<i>Children draw portraits, detailed pictures, landscapes, buildings and cityscapes</i>
<b>Painting &amp; Printing</b>	Use ready-made paint colours; Name the most common colours	Self-serve primary colour paints; Explore colour-mixing	Mix primary colours to make secondary colours, using a visual guide if needed	Add white or black paint to alter tint or shade	Attempt to colour match to a specific colour/ shade required	<i>Colour matching, altering tint and shade Warm/Cool colours</i>
	Enjoy using hands, fingers or feet to explore with paint	Grip a thick paintbrush in the palm to make marks (palmar grip)	Use tripod grip to use a paintbrush with more precision	Use thinner brushes to add some finer detail to artwork	Select additional tools (stamps, rollers, scrapers) to develop artwork	<i>Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools</i>
	Print with large tools, such as blocks, sponges	Print with small blocks, small sponges, fruit, shapes and other resources to create a desired effect		Create patterns or meaningful pictures when printing		<i>Print with a variety of resources</i>
<b>Collage</b>	Join two items with glue sticks, with support	Use pva glue with a spatula, with support	Use glue sticks and glue spatulas independently	Join items in a variety of ways – tape from table dispenser, hole punch and string	Join items securely with glues, a smaller tape dispenser and more developed joining techniques	<i>Joins items which have been cut, torn or glued</i>
	Add additional materials or textures to develop an artwork or model (tissue paper, glitter, pompoms, beads etc)			Add small details with different materials for a purpose	Use simple methods to improve a model (scrunch, twist, fold, bend, roll)	<i>Improve models by adding texture</i>

	Create a product that is all one texture/ from a single item	Begin to explore some simple additional textures – describe as smooth, bumpy; Beginning to weave on a large scale using gross motor skills		Describe features of an item with accurate vocab (flexible, rigid)	Use more developed vocab to describe materials and textures (Smooth, rough, bendy, hard); Explore weaving on a smaller scale using fine motor skills	<i>Make collages and mosaics using different materials; Weave items</i>
<b>Sculpture</b>	Build towers by stacking larger objects	Build walls in models to form basic enclosed spaces	Build models using features such as walls, roofs and towers	Build models which replicate real life subjects; Use a variety of resources to construct imaginatively – inc. open-ended large and small loose parts		<i>Use a variety of natural, recycled and manufactured materials to sculpt</i>
	Explore clay to experiment with own ideas	Make marks in clay using hands and simple tools	Manipulate clay with increasingly refined approaches - rolling, squashing, cutting with tools, pinching, twisting	Make a model with clear intentions	Give meaning to a model they create, showing some real resemblance	<i>Use a variety of techniques and shapes to sculpt</i>
<b>Music</b>	Respond to music with movement or in simple discussion	Enjoy listening to music	Talk about how a piece of music makes them feel, or what it makes them think about	Understand how music can portray emotions and identify if music is happy, sad, scary, excited		<i>Expresses their opinion</i>
	Explore instruments; Begin to name some familiar instruments (drum, tambourine, maraca, triangle...)	Name a wide variety of instruments (to include less familiar such as chime bars, glockenspiel, xylophone)  Play a given instrument to a very simple beat		Select own instrument and play in time to a given beat  Change tempo and dynamics whilst playing  Produce sounds with a wide variety of instruments; Identify some while listening  Begin to write own compositions using symbols, pictures or patterns that mean something to them		<i>Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions</i>
<b>Singing and dancing</b>	Copy basic actions and movements from a leader	Move to music with own ideas as well as copied movements	Learn a short routine or sequence, beginning to match pace with others	Learn longer dance routines, matching pace more accurately		<i>Put a sequence of actions together</i>
	Watch a performance for a short period of time	Watch and engage with dances and	Respond to dances and performances by sharing their thoughts and feelings about it	Replicate dances and performances; Use these experiences to begin to inspire own sequences of movement		<i>Begin to improvise independently to create a simple dance</i>

		performances with more attention				
	Join in with singing in a small group	Know and sing some words to familiar rhymes and songs	Sing in a group, making good attempts to keep in time with others	Sing by themselves, matching pitch and following melody	Sing in a group, matching pitch and following melody	<i>Sing in tune and to the correct beat</i>
<b>Imaginative play</b>	Play with familiar resources reflecting their interests		Develop narratives in role play that may be informed by their personal experiences and background	Use imagination to develop new, original narratives	Combine experiences and learnt stories to develop a role play	<i>Take part in a simple role play of a known story</i>
	Play with simple small world set-ups following familiar routines and ideas (farm, cars, trains, dolls)		Participate in small world play related to rhymes and stories they have experienced, showing some knowledge	Develop small world play by introducing additional, simple resources	Enhance play set-ups by bringing in resources that they pretend are something else to suit their theme	
<b>Independence</b>	A piece of paper/ card provided to child	Choose own piece of paper/ card from a limited available selection as shown	Begin to paint on other materials – card, fabric, clay; Start to develop own ideas on what techniques work well on given surfaces or does not work as well	Choose art materials from a wide selection, appropriate to their task (black paint on white paper, white paint on black...)		<i>Review own work and makes improvements</i>
	Create a piece of artwork	Create their own piece of artwork and give some meaning	Begin to reflect on their artwork and consider what could be done to make it even better at the time	Return to an artwork at a different time to edit and improve, with support if needed		
	Explore independently to develop basic skills		Work with a friend, using shared and copied ideas to develop skills together	Collaborate on a shared project, sharing ideas with peers to further develop skills		<i>Develop and share their ideas, experiences and imagination</i>
<b>Resources</b>	Palm brushes, Large chinks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments		Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws		<i>Children are exposed to using different materials</i>