

Cherry Hinton Nursery and Reception Expressive Arts and Design Progression



Expressive Arts and Design (EAD) is one of the four specific areas of learning in the EYFS framework.

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.

Special Experiences	Creative arts week Drama workshop			Creative arts week. Drama workshop		
Reception ELG	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
	Art Core skills (ongoing)			Art Core skills (ongoing)		
ELG: Creating with Materials 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;	<p>Core skills: Explore and experiment freely with different materials and colour</p> <p>Plan what to create and select appropriate resources.</p> <p>Begin to draw closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> · Use basic tools such as paintbrush, scissors, aprons and glue safely and appropriately. · Begin to work together on large paintings/drawings. <p>Begin to share their completed work with peers</p>			<p>Core skills: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. · Create collaboratively sharing ideas, resources and skills. Independently use the creative area.</p>		
Art Specific skills	<p>Drawing: Enjoy making different lines e.g. circle, straight, wavy, zig zag Begin to create closed shapes.</p> <p>Enjoy drawing from life</p> <p>Painting: Experiment with colour using paint. Introduce the primary colours. Use paint to show different emotions.</p> <p>Printing: Encourage use of different objects to print</p> <p>Collage: experiment using scissors and glue stick and sellotape.</p> <p>3D: experiment with playdough to create different shapes.</p> <p>Make a model from own ideas.</p>	<p>Drawing: Work towards using a tripod grip Continue to experiment with lines and mark making using different materials inc. charcoal. Use shapes to represent objects.</p> <p>Painting: Encourage correct hold of brush and correct strokes. Use paint and clean brush by dipping in water.</p> <p>Printing: Explore making marks with objects: sponges, rollers, stampers</p> <p>Collage: Introduce PVA Encourage proper use of scissors.</p> <p>3D: experiment with joining shapes.</p>	<p>Drawing: draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Painting: Continue to experiment with colour, brush size and, mix colour.</p> <p>Printing: investigate making rubbings from different surfaces.</p> <p>Collage: Use different materials to cut and stick and produce art.</p> <p>3D: Use clay to make a pinch pot Begin to plan what can be created from materials available.</p> <p>Take photos using ipad</p>	<p>Drawing: Build on N skills using a variety of media- pencils, pens, crayons, chalk and pastels. Observe carefully and include more detail. Use a tripod grip.</p> <p>Painting: Reinforce correct hold of brush and correct strokes. Use paint, clean brush Use ready mixed paints watercolour</p> <p>Printing: take rubbings and create pictures</p> <p>Collage: Build on N skills using different glues/sellotape and practice cutting skills.</p> <p>3D: Use a range of malleable media including clay and play/salt dough</p>	<p>Drawing: Draw on different surfaces and coloured paper with variety of media Show emotions in drawings and begin to represent movement</p> <p>Painting: Name primary colours and experiment in mixing secondary colours</p> <p>Printing: use a variety of different objects/stencils to print.</p> <p>Collage: Cut different shapes and use to create a collage.</p> <p>3D: impress and apply simple decoration. Join and assemble with boxes and tubes using tape</p>	<p>Drawing: start to produce different patterns and how to create textures</p> <p>Painting: Explore adding white. Work with paint on different surfaces and in different ways including observational paintings and still life</p> <p>Printing: Create and explain a repeating patterns in print</p> <p>Collage:</p> <p>3D: Use clay to make a pinch pot paying attention to making it as even as possible.</p>

<p>Music</p> <p>ELG</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Guess tunes when humming and play call-and-response songs</p> <p>Choose favourite songs and rhymes - show preferences</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Outdoor stage</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Celebrate 'National Nursery Rhyme Week'</p>			<p>Music skills to be taught throughout the year:</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performing art, expressing their feelings and responses.</p> <p>Guess tunes when humming, play call-and-response songs, play pitch games.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups on the outdoor stage</p> <p>Continuous provision - music making/ exploring sound/ listening to music, Listen to music from different genres and countries daily in assembly. Move in time to music.</p>		
<p>Song/poem performance</p>	<p>Enjoy performing songs and rhymes to school and parents at Christmas, Harvest, Book week</p>			<p>Enjoy performing songs and rhymes to school and parents at Christmas, Harvest, Book week</p>		
<p>Nursery Rhymes/songs</p>	<p>Hello Everyone, What is the Weather Today? Days of the Week Song</p> <p>Two Little Dickie Birds; Peter Pointer; Christmas songs Twinkle Twinkle etc</p>	<p>Heads Shoulders Knees and Toes; Copy Me</p> <p>Easter Songs – Little Peter Rabbit, Hop Little Bunny</p>	<p>Five Little Peas; the Snail Song</p> <p>Incy Wincy Spider; 1,2,3,4,5 Once I caught a Fish Alive</p>	<p>Humpty Dumpty Baa Baa Black Sheep Hickory Dickory Dock Incy Wincy Spider Twinkle Twinkle 12345 Once I Caught Slowly goes the garden snail Peter Pointer Sleepy Bunnies Wind the bobbin up Copy me</p> <p>5 little owls</p>	<p>5 little peas The very hungry caterpillar story Do You Like My Mashed Potato Doubles rap Alice the camel has 1 hump Heads, Shoulders Knees and Toes</p>	<p>Caterpillar song Cucumber rap by Macca B Incy Wincy Spider There was a princess long ago The sun has got his hat on</p>

<p>Role play Areas</p> <p>ELG: - Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Home Corner, Restaurant, Wrapping station Pizzeria Garden Centre Bakery Bug Café Jewellery Shop Woodwork station/wood chopping</p> <p>Take part in simple pretend play, using an object to represent something else. Dressing up as different characters.</p> <p>Use figures, blocks and found objects to create small worlds encountered in stories or from imagination.</p>	<p>Home Corner, Restaurant Wrapping station Pizzeria Garden Centre Bakery Bug Café Jewellery Shop Woodwork station/wood chopping Castle Court Yard</p> <p>Begin to develop more complex stories in small world play.</p> <p>Use the outdoor stage and dressing up to re-enact scenes from books or made up stories.</p>
<p>ELG - Invent, adapt and recount narratives and stories with peers and their teacher;</p>	<p>Retell stories used in Drawing club. Make additions, responses or changes.</p> <p>Helicopter stories</p> <p>Performance poetry.</p>	