

## Expressive Arts & Design Skills Progression

| EAD – Creating with Materials  |   |  |  |   |
|--|---|--|--|---|
| 2 Year Olds  | Pre-School  | Rec Autumn Term  | Rec Spring Term  | Rec Summer Term   |
| <p>Explore different materials freely.</p> <p>Explore colour and colour mixing.</p> <p>Use imagination when playing with small world construction.</p> <p>Use lines and shapes to represent objects.</p> | <p>Explore different materials freely, 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. Join different materials and explore different textures.</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>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing 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>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> | <p>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.</p>   | <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>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><b>SEND Provision:</b></p>  |   | <p>Ensure sensory opportunities when exploring different materials.</p> <p>Support with picture prompts and emotion maps when drawing</p> <p>Encourage use of Makaton/communication boards etc. to support with discussing what they have created</p> <p>Model effectively how to use different materials in a range of ways</p> |  |   |

## Expressive Arts & Design Skills Progression

| EAD – Being Imaginative & Expressive  |  |  |   |  |
|---|--|--|---|--|
| 2 Year Olds   | Pre-School   | Rec Autumn Term  | Rec Spring Term   | Rec Summer Term  |
| Take part in simple pretend play.<br>Remember and sing parts of simple songs.<br>Hum along to familiar melodies when playing. | Take part in simple pretend play, using an object to represent something else even though they are not similar.<br>Remember and sing entire songs.<br>Sing the pitch of a tone sung by another person ('pitch match').<br>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.<br>Create their own songs or improvise a song around one they know.<br>Play instruments with increasing control to express their feelings and ideas. | Listen attentively, move to and talk about music, expressing their feelings and responses.<br>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.<br>Explore and engage in music making and dance, performing solo or in groups. | Invent, adapt and recount narratives and stories with peers and their teacher.<br>Sing a range of well-known Pre-School rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |
| Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.                   |  |  |   |  |
| <b>SEND Provision:</b>  | Model pretend play using picture prompts/videos to support understanding<br>Repeat songs with similar structure e.g. Pre-School rhymes<br>Use Makaton/Communication boards etc. to discuss what they have heard/what they are doing  |  |   |  |

High Expectations lead to High Achievers