



## Expressive Arts and Design

Foundation Stage 1 3 – 4 Years	Term 1	Term 2	Term 3
Painting	<ul style="list-style-type: none"> <li>• Use pre-made paints and are able to name colours</li> <li>• Can hold a paintbrush in the palm of their hand</li> <li>• Enjoys using hands, feet and fingers to paint</li> </ul>	<ul style="list-style-type: none"> <li>• Print with large blocks and larger sponges</li> <li>• Can use thick brushes.</li> </ul>	<ul style="list-style-type: none"> <li>• Print with small blocks, small sponges, fruit, shapes and other resources.</li> <li>• Can use thin brushes to add detail.</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>• Makes marks.</li> <li>• Draws circles and lines.</li> <li>• Draws potato people (no neck or body)</li> </ul>	<ul style="list-style-type: none"> <li>• Draws faces with features and draws enclosed shapes, giving meaning</li> <li>• Children are able to draw things that they observe</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to draw simple things from memory</li> </ul>
Collage	<ul style="list-style-type: none"> <li>• Use glue sticks with support</li> <li>• Use glue spatulas with support</li> <li>• Product is all one texture</li> </ul>	<ul style="list-style-type: none"> <li>• Use glue sticks and glue spatulas independently</li> <li>• Join items with glue or tape</li> <li>• Adds other materials to develop models (tissue paper, glitter...)</li> <li>• Additional textures – children describe as smooth or bumpy</li> <li>• Beginning to weave (gross motor)</li> </ul>	<ul style="list-style-type: none"> <li>• Can use the vocabulary Smooth, rough, bendy, hard.</li> <li>• Beginning to Weave (fine motor)</li> </ul>
Sculpture	<ul style="list-style-type: none"> <li>• Builds towers by stacking objects</li> <li>• Explores clay</li> </ul>	<ul style="list-style-type: none"> <li>• Builds walls to create enclosed spaces</li> <li>• Makes marks in clay</li> </ul>	<ul style="list-style-type: none"> <li>• Builds simple models using walls, roofs and towers.</li> </ul>
Music, Singing and Dancing	<ul style="list-style-type: none"> <li>• Moves to music</li> <li>• Enjoys listening to music</li> <li>• Beginning to watch performances for short periods of time</li> <li>• Knows some words when singing</li> </ul>	<ul style="list-style-type: none"> <li>• Copies basic actions</li> <li>• Responds to music</li> <li>• Watches dances and performances</li> <li>• Sings in a small group</li> </ul>	<ul style="list-style-type: none"> <li>• Plays instruments with control and is beginning to name them (drum, tambourine, maraca, triangle...)</li> <li>• Shares likes and dislikes about dances/performances</li> <li>• Sings in a group, trying to keep in time, remembering entire songs.</li> </ul>
Role Play	<ul style="list-style-type: none"> <li>• Joins in with stories led by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays with familiar resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in small world play related to rhymes and stories</li> </ul>



## Expressive Arts and Design

Foundation Stage 2 Children in Reception	Term 1	Term 2	Term 3
Painting	<ul style="list-style-type: none"> <li>Can hold a paintbrush using a tripod grip.</li> <li>Colour matching to a specific colour and shade.</li> <li>Mix primary colours to appropriate consistency.</li> <li>Create patterns or meaningful pictures when printing.</li> </ul>	<ul style="list-style-type: none"> <li>Able to mix primary colours to make secondary colours.</li> <li>Add white or black paint to alter tint or shade.</li> <li>Can independently select additional tools (stamps, rollers etc) to improve their painting.</li> </ul>	<ul style="list-style-type: none"> <li><u>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</u></li> <li><u>Share their creations, explaining the process they have used.</u></li> </ul>
Drawing	<ul style="list-style-type: none"> <li>Draws bodies of an appropriate size for what they're drawing</li> <li>Children are beginning to draw self-portraits, landscapes and buildings/cityscapes</li> </ul>	<ul style="list-style-type: none"> <li>Draws with detail (bodies with sausage limbs and additional features)</li> </ul>	<ul style="list-style-type: none"> <li>Children draw portraits, detailed pictures, landscapes, buildings and cityscapes</li> </ul>
Collage	<ul style="list-style-type: none"> <li>Knows how to improve models (scrunch, twist, fold, bend, roll)</li> <li>Improved vocab – flexible, rigid</li> </ul>	<ul style="list-style-type: none"> <li>Join items in a variety of ways – Sellotape, masking tape, string, ribbon Knows how to secure boxes, toilet rolls, decorate bottles</li> <li>Joins items which have been cut, torn or glued</li> </ul>	<ul style="list-style-type: none"> <li>Make collages with clear intentions using a variety of materials.</li> </ul>
Sculpture	<ul style="list-style-type: none"> <li>Builds simple models using walls, roofs and towers.</li> <li>Manipulates clay (rolls, cuts, squashes, pinches, twists...)</li> </ul>	<ul style="list-style-type: none"> <li>Builds models which replicate those in real life. Can use a variety of resources – loose part play.</li> <li>Makes something that they give meaning to.</li> <li>Improve models by adding texture</li> </ul>	<ul style="list-style-type: none"> <li>Makes something with clear intentions</li> <li>Use a variety of natural, recycled and manufactured materials to sculpt.</li> <li>Use a variety of techniques and shapes to sculpt.</li> </ul>
Music, Singing and Dancing	<ul style="list-style-type: none"> <li>Learns short dance routines, beginning to match pace</li> <li>Talks about how music makes them feel</li> <li>Replicates dances and performances</li> <li>Sings in a group, trying to keep in time</li> </ul>	<ul style="list-style-type: none"> <li>Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)</li> <li>Plays a given instrument to a simple beat Learns longer dance routines, matching pace</li> <li>Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'</li> <li>Begin to improvise independently to create a simple dance</li> </ul>	<ul style="list-style-type: none"> <li>Selects own instruments and plays them in time to music.</li> <li>Can change the tempo and dynamics whilst playing</li> <li>Knows how to use a wide variety of instruments.</li> <li>Beginning to write own compositions using symbols, pictures or patterns</li> <li>Sings in tune and to the correct beat</li> <li><u>Sing a range of well-known nursery rhymes and songs;</u></li> <li><u>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</u></li> </ul>
Role Play	<ul style="list-style-type: none"> <li>Participates in small world play related to rhymes and stories with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Uses own experiences to develop storylines.</li> </ul>	<ul style="list-style-type: none"> <li><u>Make use of props and materials when role playing characters in narratives and stories.</u></li> <li><u>Invent, adapt and recount narratives and stories with peers and their teacher.</u></li> </ul>