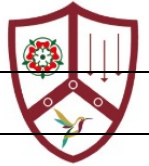
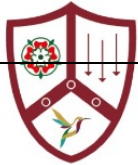


TUDOR GRANGE PRIMARY ACADEMY – EYFS PROGRESSION PLAN

EXPRESSIVE ARTS & DESIGN

	0-3 – PRE SCHOOL	3-4 – EYFS 1	RECEPTION / ELG – EYFS 2	LINKS TO KS1 CURRICULUM
CREATING WITH MATERIALS <i>PAINTING, DRAWING, COLLAGE, SCULPTURE</i>	ART			
	<ul style="list-style-type: none">• Explores and manipulates different materials using their senses• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects• Uses 3D and 2D structures to explore materials and/or to express ideas• Uses their imagination as they consider what they can do with different materials• Explores paint using fingers etc and other tools	<ul style="list-style-type: none">• Explores different media, textures, colours, tools and techniques• Draws different lines and shapes and is beginning to draw a person with some features• Shares their creations, talking about what they are doing• Uses props when pretending• Explores colour and how it can be changed	<ul style="list-style-type: none">• Combines different media and materials to create different effects, experimenting with different techniques and a range of tools to create different effects• Combines different lines and shapes in drawings and draws a person with a head, body, arms, legs and facial features• Describes and explains the processes used• Extends role play by using different props and materials• Mixes colours to create tones and shade	<ul style="list-style-type: none">• To use a range of materials creatively to design and make products.• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work



DT

- Uses 3D and 2D structures to explore materials and/or to express ideas

- Talks about their plans
- Uses different materials, tools and techniques in a variety of ways to join and make structures
- Talks about their ideas, solve problems and tries different ways of doing things

- Plans before they make
- Chooses the most appropriate materials and tools for a task, manipulating materials and joining materials in different ways
- Talks about their design, solves problems, makes changes and modifies their designs when necessary

DESIGN

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

MAKE

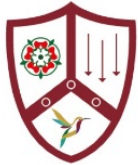
- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
- Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

EVALUATE

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

TECHNICAL KNOWLEDGE

- Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.



	<p>ELG: 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; - Make use of props and materials when role playing characters in narratives and stories.</p>			
	0-3 – PRE SCHOOL	3-4 – EYFS 1	RECEPTION / ELG – EYFS 2	LINKS TO KS1 CURRICULUM
<p>BEING IMAGINATIVE EXPRESSIVE</p> <p>ROLE-PLAY, MUSIC, SINGING & DANCING</p>	MUSIC			
	<ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow 	<ul style="list-style-type: none"> • Joins in with rhymes and songs and is learning to sing familiar ones by heart and make up own • Experiments with the different sounds instruments make • Listens carefully and respond to the sounds heard • Keeps in time to the beat and taps out a rhythm • Shares music making with others 	<ul style="list-style-type: none"> • Sings new songs and rhymes matching the pitch and following the melody of a song • Plays untuned and tuned instruments • Expresses feelings and ideas through music and about music • Composes and adapts songs and music • Performs individually and in a group 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music.
	DANCE			
<ul style="list-style-type: none"> • Explores moving in a range of ways, e.g., mirroring, creating own movement patterns • Moves whilst listening to sounds and music • Joins in with moving, dancing and ring games 	<ul style="list-style-type: none"> • Experiments with movements, negotiating space and balancing • Moves to music • Copies movements and sequences of movement 	<ul style="list-style-type: none"> • Moves in different ways, in different directions and in times with the music • Expresses themselves through dance • Creates sequences of movements, adapting their own dances • Performs individually and in a group 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range activities. • Perform dances using simple movement patterns. 	
<p>ELG: Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>				