



EYFS Expressive Arts and Design
Progression Maps

ELG

Expressive Arts and Design: 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.

ELG: Creating with Materials

- 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

ELG: Being Imaginative and Expressive

- 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.

ART LEARNING MAP



Vocabulary

Pre-School

Colour names, paint, brush, vocab for texture: rough, smooth, mix, water, mark,

Nursery

Colour names, vocab for texture: rough, smooth, mix, water, glue, cut, stick, collage, paint, idea emotions, line, build, made, shapes.

Reception

Colour names, vocab for texture: rough, smooth, mix, water, glue, cut, stick, collage, paint, thick, thin, wet, dry, pattern, repeat, hard, soft, light, dark, model, painting, artist, sculpture, sculptor, portrait, self-portrait, landscape, artist

NURSERY-2 YEAR OLDS

Learning Experiences

Drawing and Painting

Introduce tools for mark making inside and outside of the setting and on a large scale; felt pens, crayons, chalks, paint brushes with paint and water. Using hands and feet to mark make/paint. Notice patterns with a strong contrast and start to make intentional marks – sometimes giving meaning to them.

Outcomes

Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

NURSERY PRE-SCHOOL

Learning Experiences

Drawing and Painting

Introduce tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Mixing primary colours. Using hands and feet to mark make/paint and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials

Outcomes

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to

Progression Map

Drawing and Painting

RECEPTION

Drawing and Painting

Introduce tools for mark making inside and outside of the setting and on a large scale and small scale, felt pens, crayons, chalks, paint brushes with paint and water. Observational drawing for Learning Journal. Use thick and thin brushes including small implements: cotton buds and fingertips. Name the primary colours and explore how to mix colours to create new colours. Refine drawing skills so that they can represent objects with increasing skill. Explore drawing on different surfaces and on different types of paper.

ART LEARNING MAP



Vocabulary

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Colour names, paint, brush, vocab for texture: rough, smooth, mix, water, mark,

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NURSERY— 2 YEAR OLDS

Learning Experiences

Printing

Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc. Explore paint using my fingers and hands. Explore the marks made by rolling objects in paint such as marbles and small world cars.

Outcomes

Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

NURSERY— PRE-SCHOOL

Learning Experiences

Printing

Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc. Making patterns with blocks, cut vegetables or natural objects: leaves, cones etc. Making repeating patterns including colour patterns. Opportunities to choose and mix colours independently.

Outcomes

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials.

Progression Map — Printing

RECEPTION

Printing:

Printing with blocks, cut vegetables or natural objects: leaves, cones etc. Making repeating patterns including colour patterns. Opportunities to choose and mix colours independently. Take rubbings from objects such as leaves. Refine printing skills to create works that show greater control.

ART LEARNING MAP

NURSERY— 2 YEAR OLDS

Learning Experiences

Collage Various materials for collage, textured papers, scrap paper etc and use different senses to explore the texture.

Outcomes

Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

NURSERY - PRE-SCHOOL

Learning Experiences

Collage. Various materials for collage, textured papers, scrap paper etc. Using made and natural materials: leaves etc. Using different types of glue, PVA, glue sticks, flour & water mix Collaboration on large scale collages Revisit and refine skills e.g. cutting, sticking, mixing colours.

Outcomes

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials.

Progression Map — Collage

RECEPTION

Learning Experiences

Collage and Textiles

Various materials for collage, textured papers, scrap paper etc. Using made and natural materials: leaves etc. Collaboration on large scale collages. Weaving materials. Thread to create a representation of an object (e.g. a caterpillar) Refine ability to create collages with increasing skill. Introduce the children to work of artists Jackson Pollock, Archimboldi, Kandinski, Yayoi Kusama, Van Gogh Form ideas and use various media based on the work of artists. Revisit and refine skills e.g. cutting, sticking, mixing colours.



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NURSERY-2 YEAR OLDS

Learning Experiences

Sculpture

Plasticine, play dough, clay, adult supervised tearing, folding and gluing. Explore dough squeezing, patting, stretching and rolling it. Make simple models that express ideas using construction toys. texture

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NURSERY-PRE-SCHOOL

Learning Experiences

Sculpture

plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and gluing.

Outcomes

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials.

Progression Map — Sculpture

RECEPTION

Sculpture: plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and gluing.

Papier Mache-small /large scale models

Junk Modelling

Using a range of different mediums to create art:
Paint, pens, chalk, pastels, crayons, pencils, charcoal,
paint sticks

Observing details when drawing using magnifying glasses– buildings, parts
of a plant, animals, fruit and veg etc.

Drawing still life by copying



Collages using different resources: Junk Modelling,
lollipop sticks, foam, tissue paper shapes, paper
plates



What does Art look like in

Colour mixing and exploration

Early Years?

Role play– Home corner, shops, garden centre, beach



Chalk– writing letters and num-
bers. Designing maps and homes

Learning rhymes and songs. Playing with musical instruments