



Key Learning linked to Creating Materials.

Key Learning Linked to Art	Key Learning Linked to Designing and Making
Aesthetic Awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli.	Explore – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.
Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.	Design – talk about their ideas, choose resources, tools and techniques with a purpose in mind.
Communication – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others.	Make – make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters.
Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely.	Evaluate – talk about what they like/dislike about their models/constructions/props say why, and how they would change them.
Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials.	Tools and equipment – use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation.
Evaluation – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.	Safety – handle and use equipment appropriately and safely.

EAD Progression model



Art skills

	Minimum expectations for Nursery			Minimum Expectations for Reception			Links to KS1 Curriculum
Painting	Use pre-made paints and are able to name colours.	Mix Primary colours to appropriate consistency.	Able to mix primary colours to make secondary colours.	Able to mix primary colours to make secondary colours.	Add white or black paint to alter tint or shade.	Colour matching to a specific colour and shade.	Colour matching, altering tint and shade. Warm/cool colours.
	Can hold a paintbrush in the palm of their hand.	Enjoys using hands, feet and fingers to paint.	Can use thick brushes.	Can use thin brushes to add detail	Can hold a paintbrush using a tripod grip.	Can independently select additional tools (stamps, rollers) to improve their painting.	Lines of varying thickness, dots and lines for pattern/texture. Use a variety of brushes and tools.
	Print with large blocks and sponges.	Print with small blocks, small sponges, fruit, shapes and other resources.		Print with small blocks, small sponges, fruit, shapes and other resources.	Create patterns or meaningful pictures when printing.		Print with a variety of resources.
Drawing	Makes marks. Draws circles and lines.	Draws faces with features and draws enclosed spaces, giving meaning.	Draws people with no neck or body.	Draws people with no neck or body.	Draws bodies of an appropriate size for what they're drawing.	Draws with detail (bodies with sausage limbs and additional features).	Children must be exposed to models and be able to identify key features of living things.
	Children are able to draw	Children are able to draw simple things from memory.		Children are able to draw	Children are beginning to draw self portraits,		Children draw portraits,, detailed pictures,

	things that they observe.			simple things from memory.	landscapes and buildings/cityscapes.		landscapes, buildings and cityscapes.
Collage	Uses glue sticks with support.	Use glue spatulas with support.	Use glue sticks and glue spatulas independently.	Use glue sticks and glue spatulas independently.	Joins items with glue or tape.	Joins items in a variety of ways- sellotape, masking tape, string, ribbon.	Joins items which have been cut, torn or glued.
	Adds materials to develop models (tissue paper, glitter...)			Adds materials to develop models (tissue paper, glitter...)	Knows how to improve models (scrunch, twist, fold, bend, roll).	Knows how to secure boxes, kitchen rolls decorate bottles.	Improve models by adding texture.
	Product is all one texture.		Additional textures- children describe as bumpy or smooth. Beginning to weave (gross motor).	Additional textures- children describe as bumpy or smooth.	Describe smooth rough, bendy, hard. Weave (fine motor)	Improved vocabulary- flexible, rigid.	Make collages and mosaics using different materials, weaves items.
Sculpture	Builds towers by stacking objects.	Builds walls to create enclosed spaces.	Builds simple models using walls, roofs, and towers.	Builds simple models using walls, roofs, and towers.	Builds models which replicate those in real life. Can use a variety of resources- loose parts play.		Uses a variety of natural, recycled and manufactured materials to sculpt.
	Explores clay.	Makes marks in clay.	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes something that they give meaning to.	Makes something with clear intentions.	Uses a variety of techniques and shapes to sculpt.

DT Skills

	Minimum expectations for Nursery				Minimum Expectations for Reception				Links to KS1 Curriculum
Cutting	Make snips	Cut in a straight line	Cut in a curved line.	Begin to move away from using loop handle scissors to normal scissors.	Hold and use normal scissors.	Cut a zigzag line.	Cut around a simple shape like circles and squares.	Cut out more complex shapes and figures.	
Joining	Uses rolling glue to join.	Uses spreading glue to join.	Uses tape to join, tape already cut.	Uses tape to join and cut own tape.	Make decisions on type of tape to use e.g. sellotape, masking tape.	Make decisions on type of glue to use to join.	Learn how to use split pins	Learn how to tie string.	
Designing and Evaluating	Creates their own piece of art.	Creates own piece of art and gives meaning.	Creates their own piece of art and begins to self-correct any mistakes.		Describes what they will use and what they will need.	Shares their work with their peers and talks about their finished product.	After making, child returns to work on another occasion to edit and improve.	Describe what they like and dislike about it.	Reviews own work and makes improvements.



Key Learning linked to Being Imaginative

Key Learning Linked to Being imaginative	Key Learning Linked to Music
Experiment – <i>explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults.</i>	Singing – <i>well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker.</i>
Respond – <i>to different stimuli through discussion, actions, movement and performance.</i>	Making Music – <i>using voice, objects, home-made and real musical instruments and a range of ICT.</i>
Represent Ideas – <i>initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination.</i>	Perform – <i>familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character.</i>
Recreate – <i>familiar experiences, familiar activities and familiar stories.</i>	Movement – <i>engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music.</i>
Invent – <i>adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas.</i>	
Expression – <i>express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults.</i>	
Communication – <i>communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.</i>	

Music and Dance

	Minimum expectations for Nursery				Minimum Expectations for Reception					Links to KS1 Curriculum
Music	Enjoys listening to music.	Responds to music.	Talks about how music makes them feel.		Talks about how music makes them feel.	Understands emotion through music and can identify if music is 'happy,' 'scary' or 'sad.'		Discusses change/patterns as the music develops.		Expresses own opinion
	Explores instruments.	Is able to name some instruments (drum, triangle, tambourine).	Beginning to play a given instrument to a simple beat.		Is able to name a wide variety of instruments (xylophones, glockenspiels).	Selects own instruments and plays them in time to music.	Can change the tempo and dynamics whilst playing	Knows how to play a wide variety of instruments.	Beginning to write own compositions using symbols, pictures or patterns.	Can change the tempo and dynamics. Recognises instruments in music. compose their own simple tunes. Create sound effects. Write down compositions.
Singing and Dancing	Moves to music	Copies basic actions	Learns short routines, beginning to match pace.		Learns short routines, beginning to match pace.	Learns longer dance routines, matching pace.		Moves in time to music with a pulse and respond.		Put a sequence of actions together.
	Beginning to watch performances for short periods of time.	Watches dances and performances.	Shares likes and dislikes about dances/performances		Shares likes and dislikes about dances/performances.			Replicates dances and performances.		Begin to improvise independently to create a simple dance.
	Knows some words when singing	Sings in a small group.	Sings in a group trying to keep in time.	Sings a nursery rhyme.	Sings in a group trying to keep in time.	Sings in a group matching pitch and following melody.		Sings by themselves matching pitch and following melody.		Sings in tune and to the correct beat.

Imaginative Play

	Minimum expectations for Nursery			Minimum Expectations for Reception				Links to KS1 Curriculum
Role Play	Plays with familiar resources.	Uses own experiences to develop storyline.	Joins in with acting out helicopter stories told by an adult.	Uses experiences and learnt stories to develop storylines.	Uses imagination to develop own storylines.	Joins in acting out helicopter stories told by their teacher or peers.	Creates own helicopter stories and joins in the acting out of the story.	To take part in simple role play of a known story.
	Plays with simple small world (farms, cars).	Participates in small world play related to rhymes and stories.		Participates in small world play related to rhymes and stories.	Children enhance small world with simple resources.	Enhance with resources that they pretend is something else.		