

Expressive Arts and Design Progress Curriculum Model FS1 and FS2

	Expectations within the Foundation Stage						Skills Linked to KS1 Curriculum
	Nursery		Reception				
Painting	Use pre-made paints. Able to name the colours they use.		Able to mix primary colours knowing that secondary colours can be made.		Understand that they can add white or black paint to adjust the tint or shade.	Explores colour matching to a specific shade or colour.	Developing skill in colour matching, altering tint and shade, understanding of warm and cool colours
	Beginning to hold a paintbrush using a whole hand grasp for mark-making	Enjoys using hands, fingers and feet for painting.	Makes recognisable marks using a thick paint brush i.e. circles, people, flowers...	Beginning to add fine detail using a thin brush.	Can hold a paintbrush using a tripod grip and show developing control for mark-making	Can independently select additional tools (stamps, rollers etc) to improve their painting.	Shows skill in painting line of varying thickness and dots and lines for pattern/texture. Uses a variety of brushes and tools.
	Print with large blocks and large sponges.		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	Make marks, draw circles and lines.	Beginning to draw faces with features, draws enclosed spaces and give meaning i.e. a house	Draws figures missing out essential body parts i.e. neck, body (may draw arms and legs coming out of head)	Draws bodies on figures of an appropriate size and shape.	Beginning to draw with detail i.e bodies with sausages for limbs, flowers with circles for petals...	Children draw detail in their pictures including key features of living things i.e. landscapes, sun, moon, flowers...
	Children are beginning to draw simple things that they observe i.e. a circle, lines...		Children are able to draw simple things from memory i.e. a figure, house, flower...	Children are beginning to draw self-portraits, landscapes and buildings.		
Collage	Use glue sticks with support	Use glue spatulas with support	Use glue sticks and glue spatulas independently	Join items with glue or tape	Joins items in a variety of ways – Sellotape, masking tape, string, ribbon...	Join items which have been cut, torn or glued.
			Adds other materials to develop models (tissue paper, glitter, gems etc).	Knows how to improve models i.e. scrunch, twist, fold, bend, roll ...	Knows how to secure boxes, toilet rolls, secure bottles etc to make and construct.	Understand how to improve models by adding texture.
	Only one texture is used to make marks and creations.		Additional textures are used to make creations, children label these textures as smooth or bumpy.	Children explore texture further using developing fine motor skills and vocabulary.		Children are able to make collages, mosaics and weaved items using different materials.



Sculpture	Builds towers by stacking objects.	Builds walls to create enclosed spaces.	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.		Use a variety of natural, recycled and manufactured materials to sculpt.
	Explores clay/playdough	Makes marks in clay/playdough	Manipulates clay/playdough i.e. 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.
Music	Enjoys listening to music	Responds to music	Talks about how music makes them feel		Understands emotion through music and can identify if music is 'happy, scary or sad'.		Confident to express their own opinion on music and musical instruments. Can identify some instruments heard in music.
	Explores various musical instruments through play		Explore the sounds musical instruments make and follow a basic beat with a simple instrument. Can name some instruments.		Is able to name a wide variety of instruments including percussion instruments and use them to make a tune or follow a beat.		
Singing and Dancing	Moves to music	Copies basic actions	Learns short routines, beginning to match pace.		Learns longer dance routines, matching pace.		Puts a sequence of actions together.
	Beginning to watch performances for short periods of time.		Watches dance and performances	Shares likes and dislikes about dances and performances.	Replicates dances and performances.		Beginning 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 in a group, matching pitch	Sings by themselves, matching pitch	Sings in tune and to the correct beat.

Hope

Agape

Koinonia

Friendship

Thankfulness

Wisdom



				and following melody.	and following melody.	
Role Play	Plays with familiar resources		Uses own experiences to develop storylines	Uses own experiences and learnt stories to develop storylines	Uses imagination to develop own storylines.	Able to take part in simple roleplay of a known story.
	Plays with simple small world i.e. cars, trains, dolls, farm...		Participates in small world play related to rhymes and stories.	Children enhance small world play with simple resources.	Children enhance play with resources that they pretend are something else.	
Independence	Chooses a piece of paper from a selection of two or three colours, sometimes with adult support		Chooses paper from a wide selection and of which is appropriate for the task i.e. black paper if using white paint, green paper for grass...	Begins to paint on various material of own choosing i.e. clay, card, fabric		Reviews own work and makes improvements.
	Create their own piece of art work	Creates their own piece of art work and gives it meaning	Creates their own piece of art work and begins to self-correct any mistakes.	Returns to their creation on another occasion to edit and improve it.		
	Children work independently to develop basic skills.		Children work with a friend, copying ideas and developing skills together.	Creates collaboratively, sharing ideas with peers and developing further skills.		Able to develop and share their ideas, experiences and imagination.