



## Expressive Art and Design Skills Progression Checkpoints

EAD Checkpoints						
Nursery 1 (Birth-Three)	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	<p>Show attention to sounds and music. Move and dance to music. Respond emotionally and physically to music when it changes. Anticipate phrases and actions in rhymes and songs like 'Peepo'</p>	<p>Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Explore a range of sound-makers and instruments and play them in different ways.</p>	<p>Make rhythmical and repetitive sounds. Notice patterns and strong contrasts and be attracted by patterns resembling the human face. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star.'</p>	<p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p>Express ideas and feelings through making marks, and sometime give a meaning to the marks they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p>Explore different materials, using all the senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>

EAD Checkpoints						
Nursery 2 (3-4 years)	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Make imaginative and complex 'small world' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Develop their own ideas and then decide which materials to use to express them. Respond to what they have heard, expressing</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Remember and sing entire songs.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p>

	Explore different materials freely, to develop their ideas about how to use them and what to make. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Listen with increased attention to sounds.	Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	their thoughts and feelings.	Sing the pitch of a tone sung by another person ('pitch match')	Play instruments with increasing control to express their feelings and ideas.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------	-----------------------------------------------------------------	-------------------------------------------------------------------------------

EAD Checkpoints						
Reception	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	Explore and engage in music making and dance, performing solo or in groups.	Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses.	Create collaboratively, sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses,	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<b>Creating with Materials</b> Safely uses and explores 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. <b>Being Imaginative and Expressive</b>

						<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
--	--	--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------