

Progression for Expressive Arts and Design				
	2-3 's	3-4's pre school	Entering reception	ELG
Exploring and using media and materials	<ul style="list-style-type: none"> Children will join in singing favourite songs Children can create sounds by banging, shaking, blowing etc. Shows an interest in the way musical instruments sound. Have opportunities to experiment with blocks, colours and marks. Imitates movement in response to music 	<ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Explores how sound can be changed. Explores how colour can be changed. Begins to show interest in the texture of things. Uses various construction materials. Begin to draw shapes Begin to stack blocks vertically etc to create enclosures etc. Realise tools can be used for a purpose. Explore the sounds of instruments. 	<ul style="list-style-type: none"> Can begin to describe the texture of things Use shapes they draw to represent letters etc. Taps out simple rhythms. Joins construction pieces together to build and balance. Builds a repertoire of songs and dances. Explores what happens when they mix colours. Experiments to create new textures. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind. Uses simple tools and techniques needed to shape assemble and join materials they are using. 	<ul style="list-style-type: none"> Children sing songs, make music and experiment with ways of changing them. They safely use and explore a variety of tools, techniques, experimenting with colour, design form and function. <i>Children develop ideas through selecting and working on processes that interest them.</i> <i>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</i>
Being imaginative	<ul style="list-style-type: none"> Pretends that one object represents another, especially when they have characteristics in common. Beginning to use representation to communicate ie draws a line and says "that's me" Beginning to make-believe by pretending. Creates movement in response to music. 	<ul style="list-style-type: none"> Children develop forms of expression. Use movement to express feelings. Sings to self and makes up songs. Makes up rhythms. Children imitate actions of adults around them. Engages in imaginative role play based on their own experiences. Builds up stories around toys 	<ul style="list-style-type: none"> Captures experiences and responses with a range of materials such as dance, music, paint and other materials. Creates simple representation of events people and objects. Choose particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside children engaged in the same theme. 	<ul style="list-style-type: none"> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas thoughts and feelings design, technology, art, music, dance and role play. <i>Children talk about the ideas and process that have led them make music, design, images or products.</i>



		<ul style="list-style-type: none">• Uses available resources to create props.•	<ul style="list-style-type: none">• Plays cooperatively as part of a group to develop and act out a narrative.	<ul style="list-style-type: none">• <i>They can talk about features of their own work and others, recognising differences between them and the strengths of others.</i>
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