EYFS progression map from birth to the end of Reception year

Area of Learning Expressive Arts and Design

Concept:

Being Imaginative and Expressive

Educational Programme from the EYFS framework: 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 appreciatingwhat they hear, respond to and observe.

		Narratives	Singing	Music and Performance	ELG
Progression steps to enable typical progression within this concept	Birth – 3	• I can begin to develop pretend play, pretending that one object represents another.	• I can show I am anticipating phrases and actions in rhymes and songs. • I can explore my own voice and enjoy making a variety of sounds. • I can begin to join in with songs and rhymes, making some sounds. • I can begin to make rhythmical and repetitive sounds.	• I can show attention to sounds and music. • I can respond emotionally and physically to music when it changes. • I can move about when music is played. • I can explore a range of sound makers and instruments and play them in differentways. • I enjoy taking part in action songs such as *Twinkle Twinkle.*	**Children at the expectedlevel of development will:** **Invent, adapt and recount narratives and stories with peers and their teacher;** **Sing a range of well- known nursery rhymesand songs;** **Perform songs, rhymes,poems and stories withothers, and – when appropriate – try to move in time**
	3-4 yrs	• I can take part in pretend play, using objects to represent other objects. • I can begin to develop imaginative and complex stories using small world equipment. •	• I can remember and sing entire nursery rhymes. • I can sing the pitch of a tone sung by another person (pitch matching) • I can sing the melodic shape (moving melody, such as up and down, down and up)of familiar songs • I can create or improvise a song around one that I know (after this has been • modelled)	• I can listen with increased attention to sounds. • I can respond to the music and sounds that I hear – expressing my thoughts andfeelings.	
	Reception	• I can develop imaginative story lines in my pretend play using a wide range of props. • I can take part in the group re-telling of a well-known story. • I can adapt well known stories either with my peers or with a teacher.	• I can sing in a group or on my own with and increasing ability to match the pitchand follow the melody. • I know a wide variety of well-known nursery rhymes and can learn some new songsas well. • I know I need to sit or stand up straight to sing. • To know that different instruments make different sounds. • To know that an instrument can sound different depending on how you play it. • To know that there are different types of music that sound different. • To know that anyone can create music. • To recognise simple patterns when playing music together e.g., long-long –short etc.		