EYFS progression map from birth to the end of Reception year

Area of Learning Expressive Arts and Design

Concept:

Creating with Materials (Art)

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 appreciating what they hear, respond to and observe.

		Painting and Drawing	Sculpture	Printing	Textiles	Pretend play	ELG
Progression steps to enable typical progression within this concept ↓	**Birth – 3**	I can notice patterns with a strong contrast and am attracted by patterns resembling the human face I am starting to make intentional marks – sometimes giving meaning to them.	I can explore dough squeezing, patting, stretching and rolling it. I can make simple models which express my ideas using construction toys.	I can explore paint using my fingers and hands. I can explore the marks made by rolling objects in paint such as marbles and small world cars.	I can explore, manipulate and play imaginatively with different materials using all of my senses.	I am starting to develop pretend play – pretending that one object represents another. (The objects will be similar in shape and size)	**Children at the expected level of development will:** **Safely use and explore 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.**
	3-4 yrs	I can create closed shapes with continuous lines and use these shapes to represent objects. I can draw with increasing complexity and detail e.g. representing a face with a circle and adding some details. I can use drawings to represent ideas like movement or loud noises. I can show different emotions in my drawings. I know how to use a paint brush to fill shapes with colour. I can explore the marks made by a variety of mark making tools such as large grip coloured pencils, felt tips, chalk, oil pastels and wax crayons.	I can explore and experiment with dough to create forms. I can create small world settings for stories.	I can create simple pictures by printing using found objects e.g. leaves. I know how to use sponges to print areas of colour.	I can explore materials and develop ideas about how I might use them. I can join different materials together and explore a variety of textures.	I can take part in pretend play – pretending that one object represents another (the objects may not be similar e.g. pine cones representing pasta) I am beginning to develop complex stories using small world equipment.	
	Reception	I can name the primary colours. I can explore how to mix colours to create new colours. I can refine my drawing skills so that I can represent objects with increasing skill. I can explore the marks made by a variety of mark making tools such as smaller grip coloured pencils, felt tips, chalk, oil pastels and wax crayons. I can explore drawing on different surfaces and on different types of paper.	I know how I can create different textures in dough/clay. I can refine my ability to create forms using dough or clay – representing objects with increasing skill. I enjoy exploring with a wide range of 'junk modelling' and natural materials, making simple forms. I can apply simple decorations to a sculpture. I can create small world settings that I return to, refine and develop over time.	I can take rubbings from objects such as leaves. I can refine my printing skills to create works that show greater control.	I can thread to create a representation of an object (e.g. a caterpillar) I can refine my ability to create collages – representing objects with increasing skill.	I can make use of props and materials when role playing characters in narratives and stories.	
		I can return to and build on my previous learning, refining ideas and developing my ability to represent them. I can share my creations explaining how I created them.					