




## St. Anne's C.E. (VC) Primary School

### "Together with God, Making Learning a Life Long Friend"

*We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.*

### Expressive Arts and Design Progress Model for Knowledge and Skills

We recognise that all children develop in their own time and at their own pace. We will use the following information to support the learning of our children as they embark on their individual learning journeys. This is not a checklist but an overview of the knowledge/skills that our children develop through during their time in the early years.

	Reception		
<b>Drawing</b> 	<p>Draw simple things from memory.</p> <p>Draw recognisable figures.</p> <p>Beginning to add more detail to drawings.</p> <p>Draws faces with features such as nose, eyebrows, hair</p> <p>Draw things that they observe.</p>	<p>Use a variety of drawing tools e.g. pencils, wax crayons, chalk and pens.</p> <p>Make drawings with some detail from observation, experience and imagination.</p> <p>Draw self-portraits, animals, people, landscapes and buildings.</p> <p>Use colour accurately or imaginatively when drawing.</p>	<p><b><u>Assessment - ELG: Creating with Materials</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p>




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<p><b>Painting</b></p> 	<p>Explore colour mixing.</p> <p>Print with small blocks, small sponges, fruit, shapes and other resources.</p> <p>Can use thick brushes.</p>	<p>Able to mix primary colours to make secondary colours.</p> <p>Add white or black paint to alter tint or shade.</p> <p>Can use thin brushes to add detail.</p> <p>Can hold a paintbrush and use it with control.</p> <p>Can independently select additional tools (stamps, rollers etc) to improve their painting.</p> <p>Create patterns or meaningful pictures when printing.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b><u>Assessment - ELG: Being Imaginative</u></b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs;</p>
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<p><b>Collage</b></p> 	<p>Use glue sticks and glue spatulas independently.</p> <p>Adds other materials to develop models (tissue paper, glitter etc).</p> <p>Explores different textures.</p> <p>Beginning to weave (gross motor).</p>	<p>Use colour accurately or imaginatively painting.</p> <p>Join items in a variety of ways - glue, sellotape, masking tape, string, ribbon.</p> <p>Knows how to secure boxes, rolls and decorate bottles.</p> <p>Knows how to change materials (scrunch, twist, fold, bend, roll).</p> <p>Talks about the textures of materials.</p> <p>(Smooth, rough, bendy, hard)</p> <p>Can complete simple weaving and sewing (fine motor).</p>	<p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>
<p><b>Sculpture</b></p> 	<p>Builds walls to create enclosed space.</p> <p>Makes marks in clay</p>	<p>Builds simple models using walls, roofs and towers.</p> <p>Manipulates clay (rolls, cuts, squashes, pinches, twists).</p>	




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	<p>Create representations of living things and objects using playdough, clay.</p> <p>Beginning to balance objects, recognising impact of size and shape</p> <p>Beginning to use their constructions in their play - small world, creating fences for a farm, creating a castle for the knights</p>	<p>Builds models which replicate those in real life. Can use a variety of resources - loose parts play.</p> <p>Makes something with clear intentions.</p> <p>Makes something that they give meaning to.</p>	
<p><b>Music</b></p> 	<p>Talks about how music makes them feel.</p> <p>Is able to name a wider variety of instruments.</p> <p>Plays a given instrument to a simple beat.</p>	<p>Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'.</p> <p>Selects own instruments and plays them in time to music.</p> <p>Can change the tempo whilst playing.</p>	




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### Expressive Arts and Design Progress Model for Knowledge and Skills

		Knows how to use a wide variety of instruments.	
<b>Singing and dancing</b> 	<p>Learns short routines, beginning to match pace and pattern.</p> <p>Watches dances and performances.</p> <p>Shares likes and dislikes about dances/performances.</p> <p>Sings in a group, trying to keep in time including copying some actions.</p>	<p>Learns longer dance sequences, matching pace.</p> <p>Replicates dances and performances.</p> <p>Sings in a group, matching pitch and following melody.</p> <p>Sings by themselves, matching pitch and following melody.</p>	
<b>Role Play</b>	<p>Uses own experiences to develop storylines.</p> <p>Participates in small world play related to rhymes and stories.</p>	<p>Uses experiences and learnt stories to develop storylines.</p> <p>Uses imagination to develop own storylines.</p>	



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### Expressive Arts and Design Progress Model for Knowledge and Skills

	<p>Children enhance small world play with simple resources.</p>	<p>Enhance with resources that they pretend are something else.</p>	
<p><b>Independence</b></p>	<p>Creates their own piece of art and gives meaning.</p> <p>Begins to self-correct any mistakes</p> <p>Works with a friend or adult, copying ideas and developing skills together.</p>	<p>Returns to work on another occasion to edit and improve.</p> <p>Creates collaboratively, sharing ideas with peers and developing skills further.</p> <p>Implements new ideas/techniques they have learnt.</p>	

#### Implementation Reception

- Morning take ten completed every morning on entry which focuses on moving to music, following actions, singing and talking about how the music makes us feel



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### **Expressive Arts and Design Progress Model for Knowledge and Skills**

- Daily Storytimes - Children have quality story times at least once per day. Adults select texts both fiction & non fiction to share with children to develop their knowledge and understanding of a range of topics and to promote diversity. These sessions also build children's understanding of topic related vocabulary and provide opportunities for regular book talk about settings, characters, events and children's own experiences.
- Daily rhyme time - Children sing traditional rhymes and songs.
- Weekly music lessons, focusing on moving to music, pitch, tempo and learning about different instruments.
- Writing materials available in all areas of provision
- Half termly DT projects, supported by an adult and related to the topic/ seasons.

#### **Classroom Provision**

- Craft area - stocked with a range of materials including glue, tape, scissors and mark making materials. Craft materials changed following children's interests.
- Role Play area - changed each half term to reflect the children's interests. Adults support language and roles with the area
- Puppets in the book area
- Writing area - stocked with materials to use for drawing and writing
- Musical instruments available to children to perform to peers
- Construction area inside and outside with different materials and different tools



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### **Expressive Arts and Design Progress Model for Knowledge and Skills**

- Small world area enhanced regularly with materials to act out scenes
- Fine motor and malleable materials such as play dough, enhanced regularly to increase the manipulative tools
- Painting easel with tools available for the children to colour mix and a range of brush sizes available

#### **Additional provision for children identified as 'not on track'**

- Where appropriate SEND needs are identified and referrals to appropriate agencies made.
- Intervention sessions for identified children
- Intervention for FMS
- Visual supports used to aid understanding for SEND pupils.
- Fine motor intervention for targeted children.