



Art Skills Progression

Provision		Emerging - Nursery	Developing – Nursery/Year R	Extending - Year R	Bridge to KS1 – Year R	KS1 skills progression
<u>Painting</u>	<u>Mixing</u>	<ul style="list-style-type: none"> Experiments with colour mixing but with no intention to mix a certain colour. 	<ul style="list-style-type: none"> Uses primary colours to mix secondary colours. Explores the properties of colours as they mix. Mixes colour for a desired purpose. 	<ul style="list-style-type: none"> Experiments with different tones and shades. Makes choices about what colours they will mix. 	<ul style="list-style-type: none"> Mixes an intended colour for an intended purpose. 	Art & Design <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
	<u>Print-ing</u>	<ul style="list-style-type: none"> Explores printing with different objects. Prints randomly on paper. Puts printing tool into paint then prints on paper. 	<ul style="list-style-type: none"> Paints onto chosen printing tool before printing. Takes time when printing. 	<ul style="list-style-type: none"> Prints to create patterns and pictures. Prints with a range of colours. Carefully plans where they will print and what they will print. 	<ul style="list-style-type: none"> Creates patterns or meaningful pictures when printing 	
	<u>Mark Making / Paint-ing</u>	<ul style="list-style-type: none"> Covers the paper in paint. Paints in random directions. 	<ul style="list-style-type: none"> Uses horizontal and vertical brush strokes to paint. Paints a desired picture. Gives meaning to the marks that they make. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> Express their thoughts and ideas with paint. Observes objects on display when painting and responding with paint. Uses a range of movements and brush strokes to paint. 	<ul style="list-style-type: none"> Holds tools like pencils, paint brushes, scissors with increasing precision Experiments with using different everyday and art materials to explore colour, texture and form To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. 	
<u>Draw-ing</u>	<u>Mark making / Draw-ing</u>	<ul style="list-style-type: none"> Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> Gives meaning to the marks that they make. Use drawing to represent ideas like movement or loud noises. Draw with increasing complexity and detail, such as representing a face with a circle and including details Create closed shapes with continuous lines and begin to use these shapes to represent objects. Show different emotions in their drawings – happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> Express their thoughts and ideas with drawings. Draws with detail (bodies with sausage limbs and additional features) 	<ul style="list-style-type: none"> Holds a pencil using a tripod grip Draws bodies of an appropriate size for what they're drawing To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. 	
<u>Collage</u>		<ul style="list-style-type: none"> Use glue spatulas with support. Use objects with... 	<ul style="list-style-type: none"> Joins items which have been cut, torn or glued. 	<ul style="list-style-type: none"> Expresses their thoughts and ideas with collage 	<ul style="list-style-type: none"> Explores creating designs and art work on a range of scales. Makes collage on a range of scales 	



DT Skills Progression

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<u>Sculpture</u>	<ul style="list-style-type: none"> • Uses a variety of natural, recycled and manufactured materials to create models. • Makes marks in clay • Squashes dough with hands and fingers to shape it. • Builds towers by stacking objects. 	<ul style="list-style-type: none"> • Joins items together. • Explores the way tools create different textures. • Builds simple models using walls, roofs and towers. 	<ul style="list-style-type: none"> • Joins items in a variety of ways – E.g. sellotape, masking tape, string, ribbon. • Uses a variety of techniques and shapes to sculpt. • Makes something that they give meaning to. 	<ul style="list-style-type: none"> • Makes something with clear intentions. • Plans how they will fasten things together. • Able to use tools to manipulate dough/clay to add detail. 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Build structures, exploring how they can be made stronger, stiffer and more stable □ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
<u>Cooking</u>	<ul style="list-style-type: none"> • To know the importance of hand washing • To use non - statutory measures (spoons, cups) • To be aware of simple cooking techniques (stirring) 	<ul style="list-style-type: none"> • To independently wash hands • Use one-handed tools and equipment • To use non - statutory measures (spoons, cups) • To be aware of simple cooking techniques (mixing and moulding) 	<ul style="list-style-type: none"> • To know how to work safely and hygienically • To use non - statutory measures (spoons, cups) • To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours) 	<ul style="list-style-type: none"> • To know how and why we work safely and hygienically • To use non - statutory measures (spoons, cups) and begin to explore some statutory measures such as scales and jugs. • To use some cooking techniques (blending, cutting, threading, coring, mixing, grating, adding flavours) • Talk about the process and evaluate their work 	<ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics



Music Skills Progression

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<u>Mu- sic</u>	Re- spon- ding to mu- sic and per- form- ance	<ul style="list-style-type: none"> Moves to music Beginning to watch performanc- es for short periods of time 	<ul style="list-style-type: none"> Moves in response to music Watches dances and performances Shares likes and dislikes about dances/ performances 	<ul style="list-style-type: none"> Listens attentively, move to and talk about music, ex- pressing their feelings and responses. Watches and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> Listens to live and recorded mu- sic, hearing lyrics, rhymes and instruments. Listens to live and recorded mu- sic, hearing changes and differ- ences e.g. fast/slow, loud/quiet, high/low. Responds to live and recorded music, expressing how it makes them feel, and what it makes them imagine. 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instru- ments musically Listen with concentration and understanding to a range of high- quality live and recorded music □ Experiment with, create, select and combine sounds using the inter- related dimensions of music.</p>
	In- stru- ment- s	<ul style="list-style-type: none"> Explore a range of sound makers and instruments and play them in differ- ent ways. 	<ul style="list-style-type: none"> Explores instruments and is beginning to name them Plays a given instrument to a simple beat. Play instruments with increasing control to ex- press their feelings and ideas. 	<ul style="list-style-type: none"> Selects own instruments and plays them in time to music. Knows how to use a wide variety of instruments. Is able to name a wide vari- ety of instruments. 	<ul style="list-style-type: none"> Explores the range of sounds made by different instruments. Uses a range of percussive in- struments to enhance songs and rhymes. Knows the names of instruments that they have explored and used (rhythm sticks, drum, triangle and tambourine). 	
	Sing- ing	<ul style="list-style-type: none"> Joins in using words and/or ac- tions to familiar nursery rhymes/ songs. 	<ul style="list-style-type: none"> Joins in with singing fam- ilar songs and rhymes. Remembers and sings entire songs. Sings the pitch of a tone sung by another person ('pitch match'). 	<ul style="list-style-type: none"> Sings in a group or on their own, increasingly matching the pitch and following the melody. Explores and engages in music making, performing solo or in groups. 	<ul style="list-style-type: none"> Makes up songs and rhymes of their own. Matches the pitch of their voice to the pitch of the song they are singing. 	
<u>Danc e</u>		<ul style="list-style-type: none"> Moves to music. Copies basic ac- tions. 	<ul style="list-style-type: none"> Moves in response to music. 	<ul style="list-style-type: none"> Explore and engage in dance, performing solo or in groups. Responds to music, includ- ing individual instruments with movement and dance. 	<ul style="list-style-type: none"> Matches movements to the rhythm and pulse of a piece of music. 	
<u>Role Play/ D</u>		<ul style="list-style-type: none"> Plays with familiar resources. Plays with simple small world (farm, cars, trains, dolls). Plays in role as themselves in situ- 	<ul style="list-style-type: none"> Uses own experiences to develop storylines. Participates in imagina- tive play related to rhymes and stories. 	<ul style="list-style-type: none"> Uses some story language in their play familiar lines from stories, familiar story themes. Describes what they are doing in their role play. Dresses in different outfits 	<ul style="list-style-type: none"> Uses story language and story features to create a narrative of their own. Creates shared narratives. 	<p>National Curriculum – English: Spoken Language Years 1-6 All pupils should be able to adopt, create and sustain a range of roles, responding appropriately to oth- ers in role. They should have op- portunities to improvise, devise</p>