



Beeston Primary School

Expressive Arts and Design Knowledge and Skills End of Year Expectations

	Minimum Expectations for Nursery		Minimum expectations for Reception			Links to KS1 curriculum
Painting	Uses pre-made paints and are able to name colours.	Mixes primary colours to appropriate consistency.	Mixes primary colours to make secondary colours.		Adds white or black paint to alter tint or shade.	Matches colour to a specific colour and shade.
	Enjoys using hands, feet and fingers to paint.	Holds a paintbrush in the palm of their hand.	Uses thick brushes.	Uses thin brushes to add detail.	Holds a paintbrush using a tripod grip.	Independently select additional tools (stamps, rollers etc.) to improve their painting.
	Prints with large blocks and larger sponges.		Prints with small blocks, small sponges, fruit, shapes and other resources.		Creates patterns or meaningful pictures when printing.	Uses lines of varying thickness, dots and lines for pattern/texture. Uses a variety of brushes and tools.
Drawing	Makes marks. Draws circles and lines.	Draws faces with features and draws enclosed spaces, giving meaning.	Draws potato people (no neck or body).		Draws bodies of an appropriate size for what they are drawing.	Draws with detail (bodies with sausage limbs and additional features)
	Draws things that they observe.		Draws simple things from memory.		Beginning to draw self-portraits, landscapes and buildings/cityscapes.	Draws portraits, detailed pictures, landscapes, buildings and cityscapes.
Collage	Uses glue sticks with support.	Uses glue spatulas with support.	Uses glue sticks and glue spatulas independently.		Joins items with glue or tape.	Joins items in a variety of ways – Sellotape, masking tape, string, ribbon.
			Adds other materials to develop models (tissue paper, glitter...)		Knows how to improve models (scrunch, twist, fold, bend, roll)	Knows how to secure boxes, toilet rolls, decorate bottles.
	Explores a product, which is all one texture.		Uses additional textures – describes smooth or bumpy textures.		Identifies smooth, rough, bendy, and hard.	Improves vocab – flexible, rigid.
						Makes collages and mosaics using different materials.

Beeston Primary School

Expressive Arts and Design Knowledge and Skills End of Year Expectations

	Minimum Expectations for Nursery		Minimum expectations for Reception			Links to KS1 curriculum	
Sculpture	Builds towers by stacking objects.	Builds walls to create enclosed spaces.	Builds simple models using walls, roofs and towers.	Builds models, which replicate those in real life. Uses a variety of resources – loose part play.		Uses a variety of natural, recycled and manufactured materials to sculpt.	
	Explores clay.	Makes marks in clay.	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes something that they give meaning to.	Makes something with clear intentions.	Uses a variety of techniques and shapes to sculpt.	
Music	Enjoys listening to music.	Responds to music.	Talks about how music makes them feel.	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'.		Expresses their opinion.	
	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)		Names a wide variety of instruments (also including chime bars, glockenspiels, xylophones). Plays a given instrument to a simple beat.	Selects own instruments and plays them in time to music. Changes the tempo and dynamics whilst playing. Knows how to use a wide variety of instruments. Begins to write own compositions using symbols, pictures or patterns.		Changes the tempo and dynamics. Recognises instruments in music. Compose their own simple tunes. Creates sound effects. Writes down compositions.	
Singing and dancing	Moves to music.	Copies basic actions.	Learns short routines, beginning to match pace.	Learns longer dance routines, matching pace.		Puts a sequence of actions together.	
	Begins to watch performances for short periods.	Watches dances and performances.	Shares likes and dislikes about dances/performances.	Replicates dances and performances.		Begins to improvise independently to create a simple dance.	
	Knows some words when singing.	Sings in a small group.	Sings in a group, trying to keep in time.	Sings in a group, matching pitch and following melody.	Sings by themselves, matching pitch and following melody.	Sings in tune and to the correct beat.	
Role play	Plays with familiar resources.		Uses own experiences to develop storylines.	Uses experiences and learnt stories to develop storylines.	Uses imagination to develop own storylines.	Takes part in a simple role-play of a known story.	
	Plays with simple small world (farm, cars, trains, dolls).		Participates in small world play related to rhymes and stories.	Enhances small world play with simple resources.	Enhances with resources that they pretend are something else.		
Independence	One piece of paper provided to child.	Choose a piece of paper from a selection of 2/3 colours.	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Begins to paint on other materials – card, fabric, clay.		Reviews own work and makes improvements.	
	Creates their own piece of art.	Creates their own piece of art and gives meaning.	Creates their own piece of art and begins to self-correct any mistakes.	Returns to work on another occasion to edit and improve.			
	Works independently to develop basic skills.		Works with a friend, copying ideas and developing skills together.		Creates collaboratively, sharing ideas with peers and developing skills further.		Develops and shares their ideas, experiences and imagination.
Resources	Uses palm brushes, large chinks, whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, felt tips, card, paper, embellishments.		Uses thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB.		Uses watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws.		Children are exposed to using different materials.