

CGPS Progress Model for Knowledge and Skills

Expressive Arts and Design



	Nursery				Reception	
Painting	Use pre-made paints and are able to name colours	Mix primary colours to appropriate consistency	Able to mix primary colours to make secondary colours		Add white or black paint to alter tint or shade	Colour matching to a specific colour and shade
	Can hold a paintbrush in the palm of their hand	Enjoys using hands, feet and fingers to paint	Can use thick brushes	Can use thin brushes to add detail	Can hold a paintbrush using a tripod grip	Can independently select additional tools (stamps, rollers etc) to improve their painting
	Print with large blocks and larger sponges		Print with small blocks, small sponges, fruit, shapes and other resources		Create patterns or meaningful pictures when printing	
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're drawing	Draws with detail (bodies with sausage limbs and additional features)	
	Children are able to draw things that they observe		Children are able to draw simple things from memory		Children are beginning to draw self-portraits, landscapes and buildings/cityscapes	
Collage	Use glue sticks with support	Use glue spatulas with support	Use glue sticks and glue spatulas independently		Join items with glue or tape	Join 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	
	Product is all one texture	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)			Smooth, rough, bendy, hard Weave (fine motor)	Improved vocab – flexible, rigid
Sculpture	Builds towers by stackings objects	Builds walls to create enclosed spaces	Builds simple models using walls, roofs and towers.			Builds models which replicate those in real life. Can use a variety of resources – loose part play

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	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
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'	
	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)		Is able to name 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. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns	
Singing & Dancing	Moves to music	Copies basic actions	Learns short routines, beginning to match pace	Learns longer dance routines, matching pace	
	Beginning to watch performances for short periods of time	Watches dances and performances	Shares likes and dislikes about dances/performances	Replicates dances and performances	
	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
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	
	Simple small world (farm, cars, trains, dolls)	Participates in small world play related to rhymes and stories	Children enhance small world play with simple resources	Enhance 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	
	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	

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	Children work 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
Resources	Palm brushes, Large chalks, 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	Thick and thin paintbrushes, thin chalks, 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	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws