

Mayflower Skills Progression Map

Subject: Expressive Arts & Design

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic			All about me, My life story	Food and Shopping	People who help us	The World	Transport	Superheroes	
Nursery	Creating with Materials		Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use large muscle movements to make marks. Use a range of different media and surfaces to draw on. Key <i>Vocabulary</i> : draw, drawing, mark (noun), up, down, across		Draw with increasing complexity and detail, such as representing a face with a circle and including details		Show different emotions in their drawings and paintings, like happiness, sadness, fear.	Use drawings to represent ideas like movement or loud noises	
			Painting: Identify primary colours by name. Experiment with mixing colours. Work on different scales. Use a variety of tools and techniques including different brush sizes and types. Key <i>Vocabulary</i> : red, blue, yellow, paint painting, mix						
					Explore different materials freely, to develop their ideas about how to use them and what to make	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures			
	Being Imaginative and Expressive	Role play	Take part in simple pretend play		Begin to develop complex stories using small world equipment		Make imaginative and complex 'small worlds' with blocks and construction kits		Use objects in play to represent something else
Music		<i>Content</i> : Let's be friends <i>Skills</i> : Making friends, turn-taking, sharing, working together, and building confidence.	<i>Content</i> : Travel and movement <i>Skills</i> : Exploring different ways that we can use music to help us to move and travel from one place to another.	<i>Content</i> : This is me <i>Skills</i> : Exploring who we are, our families, and what makes us special and unique.		<i>Content</i> : Animal tea party <i>Skills</i> : Exploring animal movements and sounds.	<i>Content</i> : I've got feelings <i>Skills</i> : Exploring how music can be used to express our feelings and emotions.	<i>Content</i> : Let's jam! <i>Skills</i> : Developing a love for music through exploring different sounds and instruments, as well as playing together as a 'band' and in small groups.	
Reception	Creating with Materials				Printing Create a simple printing block. Build repeated patterns. Talk about their ideas and begin to make links to the work of printmakers. Make rubbings to collect textures and patterns.			Collage Handle different fabrics and collage materials. Cut and tear materials for collage. Sort materials according to specific qualities, eg. warm, cold, shiny, smooth. Begin to describe textures, and make links to the work of artists.	
			Drawing and painting: Experiment with mixing colours, noticing light and dark colours. Matching paint colours to objects they may be representing. Using different media to represent a range of skin tones. Develop fine motor skills to use a range of tools successfully eg. paintbrushes, pencils, scissors.						
			Explore, use and refine a variety of artistic effects to express their ideas and feelings		Create collaboratively, sharing ideas, resources, skills			Return to and build on their previous learning, refining ideas and developing their ability to represent them	
			Demonstrate that tools are used for a purpose.ie I can use scissors to cut, glue to stick, a shovel to dig		Experiment with constructing and joining recycled, natural and man-made materials. Create constructions with elements of balance + strength.			Constructs with a purpose in mind, using a variety of resources.	
	Being Imaginative and Expressive	Role play	Develop storylines in their pretend play Invent, adapt and recount narratives and stories with peers and their teacher (ELG) Make use of props and materials when role playing characters in narratives and stories (ELG)						
		Music	<i>Content</i> : I've got a grumpy face <i>Skills</i> : Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments to create different feelings and <i>moods</i> . Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions. <i>Vocabulary</i> : Timbre, beat, pitch contour.	<i>Content</i> : Witch, witch <i>Skills</i> : Learn a call-and-response song. Make up a simple accompaniment using percussion instruments. Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call-and-response song. <i>Vocabulary</i> : Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.	<i>Content</i> : Bird spotting: Cuckoo polka <i>Skills</i> : Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music. Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). Enjoy moving freely and expressively to music. <i>Vocabulary</i> : Call-and-response, pitch (la-so-mi-do), timbre.		<i>Content</i> : Up and down <i>Skills</i> : Make up new lyrics and accompanying actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch. <i>Vocabulary</i> : Beat, pitch (step/leap), timbre.	<i>Content</i> : Down there under the sea <i>Skills</i> : Develop a song by composing new words, adding movements and props. Sing a song using a call-and-response structure. Play sea sound effects on percussion instruments. With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). Listen to a range of sea-related pieces of music and respond with movement. <i>Vocabulary</i> : Active listening, beat, pitch (so-mi), vocal play.	<i>Content</i> : Slap, clap, clap <i>Skills</i> : Compose a three-beat body percussion pattern and perform it to a steady beat. Sing a melody in waltz time and perform the actions. Transfer actions to sounds played on percussion instruments. Listen actively to music in 3/4 time. Find the beat and perform a clapping game with a partner. <i>Vocabulary</i> : Timbre, pitch (higher/lower), tempo (faster/slower), beat.
	<i>Content</i> : The sorcerer's apprentice <i>Skills</i> : Explore storytelling elements in the music and create a class story map inspired by the piece. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Respond to music in a range of ways e.g. movement, talking, writing. <i>Vocabulary</i> : Pitch contour rising and falling, classical music.		<i>Content</i> : Row, row, row your boat <i>Skills</i> : Make up new lyrics and vocal sounds for different kinds of transport. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments. <i>Vocabulary</i> : Timbre, tempo, structure (call-and-response), active listening.	<i>Content</i> : Shake my sillies out <i>Skills</i> : Create a sound story using instruments to represent different animal sounds/ movements. Sing an action song with changes in speed. Play along with percussion instruments. Perform the story as a class. Listen to music and show the beat with actions. <i>Vocabulary</i> : Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.		<i>Content</i> : Five fine bumble bees <i>Skills</i> : Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Listen to a piece of classical music and respond through dance <i>Vocabulary</i> : Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.	<i>Content</i> : It's oh so quiet <i>Skills</i> : Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Play different instruments with control. Explore dynamics with voices and instruments. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. <i>Vocabulary</i> : Music in 3-time, beat, composing and playing.	<i>Content</i> : Bow, bow, bow, Belinda <i>Skills</i> : Invent and perform actions for new verses. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. Listen to and talk about folk songs from North America. <i>Vocabulary</i> : Beat, active listening, instrumental accompaniment.	