Beechwood Primary School

EAD progress model for knowledge and skills

	F1			F2			ELG	Links to KS1
Painting	Use pre-made paints and are able to **name colours**	Mix paints to an appropriate consistency (powder paints, watercolours)	**Explore** what happens **when two primary colours** are mixed together. Explore how to make colours lighter or darker.		**Know what happens when two primary colours are mixed together to make secondary colours.** **Know how to make brown from mixing three primary colours together.**	**Can independently mix colours** to achieve their own goal and know how to make colours darker or lighter by adding black or white.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function	**Art** Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Can hold a paintbrush in the palm of their hand	Can use thick brushes	Begins to use a range of painting tools – cotton buds, thin brushes, sponges, nature brushes, etc		Can hold a paintbrush using tripod grip	Can independently select a range of tools for a purpose		
	Print with large blocks, sponges and objects	Use larger blocks to print patterns with support	Print with smaller blocks, sponges and objects	Use smaller blocks to print patterns with support	Selects own printing tools	Prints with a range of tools to create meaningful pictures		
Painting Vocabulary	Tools: Powder paint, paintbrush, sponge Mixing Colours (red, blue, yellow, green, purple, orange, black, white) line, shape							

Drawing	Makes marks	Draws lines and circles and adds meaning	Draws faces with features and begins to shapes that represent objects, people, places	Draws things that they have observed with some degree of accuracy		Draws things that they have observed or imagined with detail	
	Uses simple drawing tools – pencil, chalk, chunky crayon	Begins to use a range of drawing tools – pastels, colouring pencils	Experiment with different types of lines		Produce lines of different thickness and tone	Choose and use appropriate drawing tools to achieve their goal	
Drawing vocabulary	Tools: Pencil, pastel, chalk Straight, wavy Thick, thin Observation						
Collage	Art work is all one texture	Begins to explore and use a wider range of natural and man-made textures	Talks about materials, describing their textures and colours		Beginning to cut and use different materials to create artwork	Can use a wide range of objects to create accurate representations	
	Tears paper	Makes simple snips with looped scissors	Can cut straight line with support	Can cut straight lines independently	Can cut simple shapes without support	Can cut simple shapes with accuracy	
Collage vocabulary	Tools: glue, paper, fabric Sticking Materials Texture Imagination						
Art	Creates their own piece of art		Creates their own piece of art and gives meaning		Creates own pieces of art and is able to explain what they did		**Share their creations, explaining the process they have used**	

Art Vocabulary	Artwork Creation Techniques Skills Imagination						
Sculpture	Explore malleable materials	Begin to make marks and cut malleable materials	Mould and create simple shapes with malleable materials and gives meaning	Use simple tools to cut, shape and impress patterns and textures into a range of materials		Builds structures by manipulating malleable materials using hands and tools	**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function**	
	Builds towers using blocks	Begins to use junk modelling resources to create objects based on their experience		Makes something that they can give meaning to		Makes something with clear intentions		
	Can use a glue stick with support	Can use a glue spatula with support	Can join items with pva glue, glue stick and sellotape		Begins to use a variety of ways to join items – glue, masking tape, sellotape, string ribbon	Chooses and uses the most appropriate joining method		
Scultpure Vocabulary	Joining, glue, sellotape, texture, pattern						
Music	Explores a range of musical instruments	Experiments with changing the sound by using instruments in different ways	Chooses and uses instruments to represent something e.g. drum for thunder	Changes how they play instruments by following instructions	Begins to make musical patterns by repeating sounds	Makes up rhythms for others to copy and copies rhythms played for them		Music Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music
	Enjoys listening to music	Responds to music	Talks about how music makes them feel		Identifies if music is 'happy', 'sad' or 'scary'	Explains emotions in music		

Singing and dancing

Moves to music	Copies basic movements	Learns short routines, with support	Learns long routines, with support	Puts actions together to create their own dance	**Sing a range of well-known nursery rhymes and songs** **Perform songs, rhymes, poems and stories with others, and (when appropriate)try to move in time with music**	**Music** Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Knows some words when singing	Enjoys singing in a small group	Sings in a group and begins to create own songs and actions	Begins to develop their confidence in performing to others	Enjoys performing solo or in groups with little support		

Role play

Plays with familiar resources	Pretends a resources is something else	Uses known experiences to develop story lines	Uses experiences and learnt stories to develop story lines	Can use their imagination to develop storylines	Can solve problems in their play	**Make use of props and materials when role playing characters in narratives and stories** **Invent, adapt and recount narratives and stories with peers and teachers**	**Spoken language** Participate in discussions, presentations, performances, role play/improvisations and debates
Engages with simple small world – trains, animals, dolls by self	Engages with simple small world – trains, animals, dolls in small groups with support	Engages with simple small world – trains, animals, dolls in small groups	Enhances small world play with resources provided to them	Enhances play with resources from own choosing	Initiates imaginative games using a range or resources and characters		