

Bearwood EAD Progression Model

Skill	Minimum expectations for Nursery			Minimum expectations for Reception			Links to KS1 curriculum	
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	Colour matching, altering tint and shade Warm/Cool colours	Colour matching, altering tint and shade Warm/Cool colours	
	Can hold a paintbrush in the palm of their hand	Enjoys using hands, feet and fingers to paint	Can use thick brushes	Can hold a paintbrush using a tripod grip	Can independently select additional tools (stamps, rollers etc) to improve their painting	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	
	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	Print with a variety of resources	Print with a variety of resources	
Drawing 	Draws faces with features and draws enclosed spaces, giving meaning	Makes marks. Draws circles and lines.	Draws potato people (no neck or body)		Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they're drawing	Children must be exposed to models and be able to identify key features of living things	
	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		Children draw portraits, detailed pictures, landscapes, buildings and cityscapes	
Collage 	Use glue spatulas with support	Use glue sticks with support	Use glue sticks and glue spatulas independently		Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Join items with glue or tape	Joins items which have been cut, torn or glued	
	Product is all one texture			Adds other materials to develop models (tissue paper, glitter...)		Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	Improve models by adding texture
				Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)		Improved vocab – flexible, rigid	Smooth, rough, bendy, hard Weave (fine motor)	Make collages and mosaics using different materials Weaves items
Sculpture 	Builds walls to create enclosed spaces	Builds towers by stackings objects	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		Use a variety of natural, recycled and manufactured materials to sculpt	
	Makes marks in clay	Explores clay	Manipulates clay (rolls, cuts, squashes, pinches, twists...)		Makes something with clear intentions	Makes something that they give meaning to	Use a variety of techniques and shapes to sculpt	
Music 	Responds to music	Enjoys listening 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...)			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	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	Knows how to use a wide variety of instruments.	
							Writes down compositions 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	Put a sequence of actions together		
	Beginning to watch performances for short periods of time		Shares likes and dislikes about dances/performances	Watches dances and performances	Replicates dances and performances	Begin to improvise independently to create a simple dance	
	Sings in a small group	Knows some words when singing	Sings in a group, trying to keep in time		Sings by themselves, matching pitch and following melody	Sings in a group, 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 imagination to develop own storylines	Uses experiences and learnt stories to develop storylines	To take part in a simple role play of a known story	
	Simple small world (farm, cars, trains, dolls)		Participates in small world play related to rhymes and stories	Enhance with resources that they pretend are something else	Children enhance small world play with simple resources		
Independence	Choose a piece of paper from a selection of 2/3 colours	One piece of paper provided to child	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 and gives meaning	Creates their own piece of art	Creates their own piece of art and begins to self-correct any mistakes	Returns to work on another occasion to edit and improve		To develop and share their ideas, experiences and imagination	
	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		Children are exposed to using different materials