

Expressive Arts and Design Checkpoints - Reception

Checkpoint	Creating with Materials	Being Imaginative and Expressive
September	<p>Enjoy mark-making opportunities.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use objects as representations in pretend play, e.g. a cuboid block as a telephone.</p> <p>Use blocks/construction toys to build “small worlds” e.g. a pen on a farm.</p>	<p>Respond to music with movement.</p> <p>Request a favourite song/rhyme.</p> <p>Know and join in with some nursery rhymes or favourite songs and poems.</p> <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.</p> <p>Develop storylines through small-world or role-play.</p>
Christmas	<p>Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).</p> <p>Talk about what they like or could improve about what they have created.</p> <p>Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent “upstairs” when their pretend-play requires it.</p> <p>Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</p>	<p>Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat.</p> <p>Keep a beat using a musical instrument or body percussion.</p> <p>Perform familiar songs/rhymes in small groups.</p> <p>Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks.</p> <p>Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p>
Easter	<p>Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.</p> <p>Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable.</p> <p>Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.</p> <p>Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. “I used Sellotape because the glue was too runny to hold something heavy”.</p>	<p>Discuss changes or patterns they hear when listening to music, e.g. “It starts slowly but gets faster and faster”.</p> <p>Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</p> <p>Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect.</p> <p>Create more complex narratives in their pretend play, building on the contributions of their peers.</p> <p>Organise themselves into collaborative creative opportunities (role play, performance, artwork).</p>
EOY incl. ELG	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

<p>Those working in Greater Depth may...</p>	<p>Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose. Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist. Show mastery and confidence in techniques, e.g. colour-mixing.</p>	<p>Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music. Perform with confidence and awareness of the audience, e.g. using expression. Talk about the ideas/processes that led them to produce their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement.</p>
<p>Vocabulary</p>	<p>Pencil, pen, felt-tip, chalk, crayon, paint, easel, mould, cutter. Join-up, pretend, role-play, build, create, shape, mark, improve, colour, self, self-portrait, detail, materials, plastic, card, paper, tissue, ribbon, fabric, sink, float, waterproof, sticky tape, glue, staple, scissors, explain, heavy, light, see-through (transparent). Safe, rough, smooth, soft, hard.</p>	<p>Beat, rhythm, in time, poem, rhyme, perform, retell, act, patterns, changes, invent, pretend, speed up, slow down (tempo), audience.</p>
<p>Skills</p>	<p>Draw shapes to represent objects and people. Use objects in role play to represent things in real life. Use construction kits to build their own play resources. To use various art and craft supplies and construction kits appropriately to create an intended product, then improve, discuss and explain results and reasons for choices.</p>	<p>Move in time to a song or rhythm and show enjoyment in music, song and rhyme, joining in where appropriate. Develop storylines in play. To recognise changes and differences in music and song and discuss elements such as speed (tempo), beat and rhythm. Interpret music through movement then discuss and improve.</p>