Expressive Arts and Design Checkpoints - Reception

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