



Expressive Arts and Design Branch Map

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| Creative Performance | Media and materials | Design and Technology | Creative Expression |
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| Branch 4 | Branch 5 | Branch 6 | Branch 7 | Branch 8 | Branch 9 | Branch 10 |
|--|---|--|---|---|--|---|
| Moves whole body to sounds they enjoy | Imitates and improvises actions they have observed | Understands how to create different sounds by banging, shaking, tapping or blowing | Can tap a steady beat | Explores and learns how sounds can be changed - Volume, pitch tempo | Intentionally uses the different sounds that can be made from an instrument | Can create their own dance with a set structure |
| - Individually - In a group | | - Banging - Shaking - Tapping - Blowing | - In a familiar activity - Spontaneously | - Instruments - Body sounds - Voice | - Volume - Pitch - Tempo | |
| Shows preferences for certain body movements | Moves to music, attends to rhymes and songs, sometimes joining in | Joins in the performance of a favourite song | Performs a few familiar songs | Can move rhythmically | Can perform a pre-rehearsed dance or song in a group | Can perform a pre-rehearsed dance or song by himself |
| | - Individually - In a group | | - Individually - In a group - For a familiar audience - For an unfamiliar audience | - In a familiar activity - Spontaneously | | |
| Shows an interest in the way musical instruments sound | Knows that their movements can make marks and shows an interest in the effects | Adapts their movements to different props e.g. ribbons, boxes, lycra | Joins in with familiar dances and ring games independently | - Copies a simple sound pattern | Selects appropriate resources for the task | Intentionally combines different materials to create a new effect |
| | - Screen - Messy play - Paper - Modelling | - Varying speed - Varying height - Large and small movements | | - Drum - Body sounds - Voice | - Modelling - 2D - Construction | - 2D - 3D |
| Explores and experiments with a range of materials through sensory exploration | Explores a range of textures and notices a difference, responding differently to them | Experiments with shapes, colours and marks | Copies an action they have seen before in response to music | Remembers a sequence of two actions | Uses construction to make enclosures and create spaces | Uses simple tools and techniques competently and appropriately |
| - Sight - Touch/ manipulation - Smell - Taste - Hearing | - In class - In the outdoor environment | - Screen - Messy play - Paper - Modelling material/ 3D | - Individually - In a group | | - Table top activities - Large scale construction | - Cutting/ shaping - Joining/ collage - Painting/ printing - Drawing |
| Makes choices from a range of materials and shows preferences | Shows an awareness of the purpose of familiar objects | Explores a range of construction materials | Experiments with changing colours in different ways | Creates their own movements as a response to music | Begins to use shapes to represent objects | Plans what they want to create in words, symbols or images |
| | - In class - In the outdoor environment - In the community | - Connecting - Blocks - Junk modelling - Cogs and wheels - Clay/dough | - Mixing - Layering materials - Light and dark | - Favourite or familiar music - Unfamiliar music | - Screen - Paper - Modelling material/ 3D | |
| | Looks at images with interest and shows a preference | Shows an awareness of the purpose of familiar tools | Stacks blocks horizontally and vertically to create structures | Intentionally mixes colours to create a new colour | Intentionally manipulates materials to achieve effect | Can say what they want to change about their work and why |
| | - In books - Art work in class - In the community | - In class - In the outdoor environment - In the community | | - Paint or water - Papers - Light | - 2D - 3D - Messy play | |
| | Makes choices when dressing up and notices a change in their appearance | Names a single property of an image or object | Uses tools for a purpose with adult modelling | Can create free-form shapes using lines | Chooses particular colours for a purpose | Creates simple, visually similar, representations of events, people and objects |
| | | - Colour - Shape - Size - Texture | - Paintbrush or roller - Pen, pencil or crayon - Scissors - Printing tools - Dough tools and cutters - Woodwork tools with adult support | - Screen - Paper - Messy play | - Realism - Design | - Object - Event - Person |
| | | Pretends that one object represents another | Can describe what they are doing using a single action word/ sign/ symbol | Notifies different textures and describes the texture of things | Experiments to create different textures from familiar materials | Plays cooperatively to develop and act out a story |
| | | | | - In class - In the outdoor environment - In the community | | |
| | | Can make believe by pretending with adult support | Can use a phrase to describe what they see, using familiar properties – shape, colour, texture, feeling | Selects and uses tools to assemble and join materials | Constructs with a purpose in mind, using a variety of techniques and materials | |
| | | | - Pictures - Objects - View | - Junk modelling - Clay/ dough - Woodwork tools with supervision - Collage | - Textiles - Woodwork - 2D materials - 3D model making - Cogs, gears, nuts and bolts | |
| | | | Begins to draw representations to communicate. These may not always be visually similar to the thing they represent | Selects and uses tools purposefully to shape materials | Plans out a sequence of actions using visual supports | |
| | | | | - Clay / dough - Cutting tools (scissors, knives, saw) | | |
| | | | Engages independently in imaginative role play | Can describe what they plan to do next in simple terms (single step) | Can state a difference between two images or objects | |
| | | | - Class Playground | | | |
| | | | Chooses dressing up items for a familiar role with adult support | Can say one thing that they like about an object or image | Makes up their own rhythms | |
| | | | | | - Instrument - Body sounds - Voice | |
| | | | | Chooses dressing up items for a familiar role | Builds own stories around toys | |
| | | | | Notifies what adults do, imitating it spontaneously when the adult is not there | Creates a costume for a performance | |
| | | | | Can retell a familiar story with the support of props or visuals | | |
| | | | | - To self - To an adult - To another child | | |
| | | | | Chooses to express themselves using their preferred creative medium | | |
| | | | | - Ideas/ - information - Feelings - Imagination | | |

If you have any questions or comments, please email us: customer.service@eys.info