

	Minimum Expectations for Reception	Links to KS1
Painting	<ul style="list-style-type: none"> To use pre-made paints and be able to name colours. To mix primary colours to appropriate consistency. To be able to mix primary colours to make secondary colours. To add white or black paint to alter tint or shade. To colour match to a specific colour and shade. 	Colour matching, altering tint and shade. Warm/cool colours.
	<ul style="list-style-type: none"> To hold a paintbrush in the palm of their hand. To enjoy painting using hands, feet and fingers to paint. To use thick brushes. To use thin brushes to add details. To hold a paintbrush using the tripod grip. To 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.
	<ul style="list-style-type: none"> To print with large blocks and large sponges. To print with small blocks, small sponges, fruit, shapes and other resources. To create patterns or meaningful pictures when printing. 	Print with a variety of resources.
D r a w i n g	<ul style="list-style-type: none"> To draw circles and lines 	Children must be exposed to models and be able to identify key features of living things.

	<ul style="list-style-type: none"> • To draw faces with features and features and draws enclosed spaces, giving meaning. • To draw potato people (no neck or body) • To draw bodies of an appropriate size for what they are drawing. • To draw with detail (bodies with sausage limbs and additional features) 	
	<ul style="list-style-type: none"> • To draw things that they observe • To be able to draw simple things from memory • To begin to draw self-portraits, landscapes and • buildings/cityscapes. 	Children draw portraits, detailed pictures, landscapes, buildings /cityscapes.
Collage	<ul style="list-style-type: none"> • To use glue sticks • To use glue spatulas with support • To use glue sticks and glue spatulas independently • To join items with glue or tape • To join items in a variety of ways e.g. Sellotape. Split pins, masking tape, string, ribbon. 	To join items which have been cut, torn or glued.
	<ul style="list-style-type: none"> • To add other materials to develop models (tissue paper, glitter etc.) • To know how to improve models (scrunch, twist, fold, bend and roll) • To know how to secure boxes, toilet rolls, decorate bottles. 	To improve models by adding texture.

	<ul style="list-style-type: none"> • To recognise additional textures- children describe as smooth or bumpy. • Beginning to weave (gross motor) • Smooth, rough, bendy, hard weave (fine motor) • Improved vocabulary – flexible, rigid. 	<p>To make collages and mosaics using different materials. Weaves items.</p>
sculpture	<ul style="list-style-type: none"> • To build towers by stacking objects • To build walls to create enclosed spaces • To build simple models using walls, roofs and towers. • To build models which replicate those in real life. Can use a variety of resources- loose parts play. 	<p>Use a variety of natural, recycled and materials manufactured to sculpt</p>
	<ul style="list-style-type: none"> • Explore clay/dough • Make marks in clay/dough • To manipulate clay/dough (rolls, cut, squashes, pinches, twists etc.) • To make something that they give meaning to • To make something with clear intentions 	<p>To use a variety of techniques and shapes to sculpt.</p>
Music	<ul style="list-style-type: none"> • Enjoys listening to music • Responds to music • Talks about how music makes them feel • Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’. 	<p>Expresses their opinions.</p>
	<ul style="list-style-type: none"> • Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle.) 	<p>Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions.</p>

	<ul style="list-style-type: none"> • 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 the music • Can change tempo and dynamics whilst playing • Knows how to use a wide variety of instruments • Beginning to write own compositions using symbols, pictures or patterns 	
	<ul style="list-style-type: none"> • Moves to music • Copies basic actions • Learns short routines, beginning to match pace • Learns longer dance routines, matching pace 	Puts a sequence of actions together
	<ul style="list-style-type: none"> • Beginning to watch performances for short periods of time • Watches dances and performances • Shares likes and dislikes about dances/performances • Replicates dances and performances 	Begin to improvise independently to create a simple dance.
Singing and Dancing	<ul style="list-style-type: none"> • Knows some words when singing • Sings in small groups • Sings in a group, trying to keep time • Sings in a group matching pitch and following melody • Sings by themselves matching pitch and following melody. 	Sings in tune and to the correct beat.

<p style="text-align: center;">Role play</p>	<ul style="list-style-type: none"> • Plays with familiar resources • Simple small world (farm, cars, trains, dolls) • Uses own experiences to develop storylines • Participates in small world play related to rhymes and stories • Uses experiences and learnt stories to develop story lines • Participates in small word play related to rhymes and stories • Uses imagination to develop own storylines • Enhances play with resources that they pretend are something else 	<p>To take part in a simple role play of a known story.</p>
<p style="text-align: center;">Independence</p>	<ul style="list-style-type: none"> • One piece of paper provided to the child • Creates their own piece of art • Chooses a paper from a selection of colours • Creates their own piece of art and gives meaning • Creates their own work and self corrects • Begins to paint on other materials. • Returns to work to modify or make even better • Can describe the processes involved in making creation/ art. 	<p>Reviews own work and makes improvements Develops and shares their experiences and imagination.</p>

<p>Resources (not limited to)</p>	<p>Brushes, chinks, whiteboard pens, crayons, pencils, pre-mixed paint, charcoal, sculpting tools, scissors, sponges, rollers, glue, embellishments, string, marbles, cotton wool, art straws, cotton buds etc...</p>	<p>Children are exposed to different materials.</p>
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