Expressive Arts and Design Branch Map

Creative Performance	Media and materials	Design and Technology	Creative Expression

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 themself
	- 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 material	- 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 - Textiles
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	Notices 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	
				Notices 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		