

EYFS Expressive Arts and Design Milestones

	Milestone 1 (end of Autumn 1)	Milestone 2 (end of Spring 1)	Milestone 3 (end of year)
Visual arts	<ul style="list-style-type: none"> • Makes accidental representations (creates a form and then decides it is like something) • Identifies artworks that appeal to them • Enjoys experimenting with colour in a variety of ways 	<ul style="list-style-type: none"> • Likes art that is realistic and relates to their experience • Can sort art by its medium • Explores colour and colour mixing • Is beginning to use painting and drawing to represent actions and objects • Is beginning to use art to demonstrate feelings • Uses tools for a purpose 	<ul style="list-style-type: none"> • Is beginning to think about an artist's point of view • Is starting to think about composition and colour • Experiments with a wide variety of materials • Can use art to represent feelings • Makes intentional representations, deciding beforehand what they want to depict • Uses a wide variety of tools with developing expertise
Music	<ul style="list-style-type: none"> • Identifies sounds in the environment • Sings songs with others • Sings short phrases of a song in tune • Describes music as happy, scary, calm etc • Demonstrates rhythm with body movements which may be in time to music • Enjoys playing a wide range of rhythm instruments • Moves in response to rhythm 	<ul style="list-style-type: none"> • Matches an instrument to its sound • Describes the quality of a sound e.g. loud, quiet, short, long • Can sing a whole song with others • Enjoys changing words in a song • Can clap in rhythm • Enjoys marching, dancing, jumping, twirling, skipping, tip-toeing to music • Enjoys playing a wide variety of instruments 	<ul style="list-style-type: none"> • Sings a repertoire of songs from memory • Can describe changes within a piece of music • Moves rhythmically to a regular beat and can keep in time with the music. • Has some pitch control and rhythmic accuracy. • Plays instruments with some precision and accuracy. • Enjoys group singing. • Enjoys listening to different genres of music

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Dancing	<ul style="list-style-type: none"> • Is beginning to experiment with moving in different ways • Moves in response to accompaniment • Can say which dances they like • Expresses emotions through facial expressions • Explores moving to music from a range of cultures that is intended for dancing 	<ul style="list-style-type: none"> • Can move in a variety off different ways • Moves to different musical rhythms and tempos • Moves in response to different stimuli • Copies movements shown by the teacher • Demonstrates emotions through facial expressions and gestures • Responds to music from other cultures with different ways of moving 	<ul style="list-style-type: none"> • Demonstrates some fluency when moving in a variety of different ways • Explores and moves with appropriate actions in response to a stimulus • Creates dances with movements and gestures to express feelings and ideas • Describes how dancing or watching dance makes them feel • Expresses emotions through facial expression, stance and gesture • Enjoys dancing to music from different cultures.
Playing	<ul style="list-style-type: none"> • Bases pretend play on events they have seen or heard about but not personally experienced • Gives toys a voice • Talks when planning and during play, and afterwards about their play • Includes short, time related sequences of activities in play 	<ul style="list-style-type: none"> • Pretend play is based on events they have seen or heard about but not personally experienced • Takes on a role alongside others, changing roles in response to the play • Includes planned events with cause and effect sequences in play • Uses language to set the scene • Is beginning to assign roles to adults e.g. 'I'm the nurse and you are the baby.' 	<ul style="list-style-type: none"> • Takes on multiple roles • Includes highly imaginative themes with multiple plans and sequences in play • To set the scene, language is used, which includes understanding, use of inference, predicting and non-verbal communication, such as gestures and facial expressions. • Creates play scenes that are made up of longer stories with several steps laid out in sequence.