








Expressive Arts and Design




The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



 Development matters and ELG's	Development Matters Reception: <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources ELGs <ul style="list-style-type: none"> - Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - UTW: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. 					
 Art: knowledge and skills across the year	use paint tools with care begin to select colours and tools for purpose know that when I mix two colours it makes a different colour- skin tones draw the things I see around me, making simple representations: autumnal objects, Harvest artefacts begin to do simple drawings: face, people, bodies Explore, use and refine artistic effects: pencil drawings, brush painting, colour mixing,	use paint tools with care begin to select colours and tools for purpose draw the things I see around me, making simple representations: winter objects, Christmas, diwali artefacts use drawing to represent ideas like movement or noise: fireworks and drawing Explore, use and refine artistic effects- brush painting, chalk, drawing, finger painting, paint flicking and printing	use paint tools with care and begin to use precision select colours and tools for purpose draw the things I see around me, making representations: creatures, animal, patterns draw with increasing observation: minibeasts, animals Explore, use and refine artistic effects; bubble painting, collage, drawing, mosaic, animal prints,	use paint tools with care and begin to use precision select colours and tools for purpose begin to learn about primary and secondary colours. know that when I mix two colours it makes a different colour draw the things I see around me, making representations: Spring objects, castles, Draw by incorporating shape and space -draw Buckingham palace. Explore, use and refine artistic effects: drawing, shading, patterning, collage, observational drawing, water colours, pencil drawings	use paint tools with care and precision. select colours and tools for purpose draw the things I see around me, making more detailed representations: houses and buildings draw with increasing observation and complexity: houses Still life observational drawings of food Explore, use and refine artistic effects: Blow painting, pattern, observational drawing, pencil	use paint tools with care and precision. select colours and tools for purpose draw the things I see around me, making more detailed representations: Summer items, transport draw with increasing observation and complexity Explore, use and refine artistic effects: art on a large scale, stamping, paper mache talk about what I see in a picture or piece of art



	<p>observational drawings, bark rubbings</p> <p>make comments about what I see in a picture or piece of art</p> <p>know that artists create works of art.</p> <p>Explore and use the work of Giuseppe Arcimboldo as inspiration for my own artwork: food art</p> <p>Explore Transient art – Art without Glue using a variety of resources both natural and man-made. Inspired by Autumn & Andy Goldsworthy</p> <p>explore style, print, colour and images to make my own greeting cards- birthday cards</p> <p>share my creations</p>	<p>make comments about what I see in a picture or piece of art</p> <p>know that artists create works of art.</p> <p>Explore and use the work of Calude Monet as inspiration for my own artwork: poppies group project</p> <p>Explore and use the artwork of Van Gogh (starry night) as inspiration for my own artwork-know that materials can be mixed to create interesting effects</p> <p>explore style, print, colour and images to make my own greeting cards- Diwali and Christmas cards</p> <p>Look at and explore art from around the world: rangoli patterns</p> <p>Share my creations</p>	<p>talk about what I see in a picture or piece of art and say what they like about it</p> <p>know that artists create works of art and use their ideas to inspire my own art</p> <p>use illustrations in books as a stimulus for our own artwork -Elmer paintings using David Mckee's book Elmer</p> <p>Explore and use the work of Henri Matisse as inspiration for my own artwork to explore shape and colour-snail pictures</p> <p>share and discuss my creations</p>	<p>talk about what I see in a picture or piece of art and say what they like about it</p> <p>know that artists create works of art and use their ideas to inspire my own art</p> <p>Explore and use the work of Paul Klee (castle and sun -link to jack and the beanstalk) as inspiration for my own artwork- exploring spatial reasoning, shape, pattern.</p> <p>Explore and use the artwork of Kadinsky as inspiration for my own artwork exploring colour, space, shape,</p> <p>Explore and use the work of Claude monet nature art as inspiration for my own art- nature art- pencil drawings and water colours</p> <p>Explore and use the work of Van gogh (sunflowers) as inspiration for my own artwork for Spring</p> <p>explore style, print, colour and images to make my own greeting cards- Easter, Mother's day cards</p> <p>share and discuss my creations</p>	<p>drawing, collage, still life drawing, pop art</p> <p>talk about what I see in a picture or piece of art and say how it makes me feel</p> <p>talk about the work that artists create and use their ideas to inspire my own art</p> <p>Explore and use the work Andy Wahol pop art) as inspiration for my own artwork- fruit prints</p> <p>Look at and explore art from around the world: Islamic art for Eid</p> <p>explore style, print, colour and images to make my own greeting cards- Eid</p> <p>share and discuss creations and talk through the process</p>	<p>and say how it makes me feel</p> <p>talk about the work that artists create and use their ideas to inspire my own art. Explore and use the work of Brian Pollard (lighthouses / Plymouth) as inspiration for my own artwork- lighthouse art</p> <p>explore style, print, colour and images to make my own greeting cards-father's day cards</p> <p>work collaboratively on a project, sharing ideas, skills and resources</p> <p>build on previous learning, refining ideas and their ability</p> <p>share and discuss my creations and talk about the process</p>
--	---	---	---	---	---	--


<p>Daily opportunities for art</p> 	<p>Continuous Provision indoors</p> <ul style="list-style-type: none"> • playdough: <i>decorations</i> • Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc • Craft Area enables children to self-select resources that they need / want to test out • Construction area: <i>design sheets, junk modelling</i> • <i>Mark making in all areas</i> • Place and arrange area: Art without Glue using a variety of resources both natural and man-made- place and arrange area <p>EAD Continuous Provision Outdoors</p> <ul style="list-style-type: none"> • Music area: <i>dancing, singing instruments</i> • Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. • Chalking • mark making baskets <p>Role of the adult</p> <ul style="list-style-type: none"> • <i>Encouraging independence</i> • <i>Providing opportunities#</i> • <i>Setting challenges</i> • <i>Commentating on actions</i> • <i>Role model being energetic</i> • <i>Provide pictures, painting, poems, music, dance and story</i> <p>Homework Projects- <i>Make a card, design a rocket</i></p> <p>Celebrating Festivals, art, crafts, D</p> <p>T4W <i>Drawing pictures, story maps, characters and settings</i></p>
<p>Art vocabulary</p> 	<p>Colour, paint, mix, water, blend, change, light, dark, pallet, brush. Shade Portrait, features, line, shade, texture, detail, shape. Design, create, make, join observe, Artist, Pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material</p>
<p>DT Development matters and ELG's</p> 	<p>Reception:</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources. <p>Early Learning Goals</p> <ul style="list-style-type: none"> - Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used.


<p>DT</p>  <p>Knowledge and skills across the year</p>	<p>know how to use scissors safely to make snips in paper</p> <p>join items using tape and glue- kite making</p> <p>Explore, use and refine artistic and design effects: folding birthday cards,</p> <p>Begin to talk about my ideas and plans</p> <p>Names some materials</p> <p>Observe the effects of cooking when making baking bread</p> <p>explore construction; building, shaping and manipulating tractors, farm pens</p> <p>Share my creations</p>	<p>know how to use scissors safely to make snips in paper</p> <p>join items using tape and glue: making rockets</p> <p>Explore, use and refine artistic and design effects: moulding clay divas, make a moving rocket picture, Diwali cards</p> <p>talk about my ideas and plans</p> <p>Names some materials</p> <p>Design and create products for a purpose :make a bird feeder- how can we hang it? Diwali and Christmas cards</p> <p>explore construction; building, shaping and manipulating Indian temples</p> <p>work with a friend, sharing ideas, knowledge and skills: den building</p> <p>Share my creations</p>	<p>know how to use scissors safely to cut along a straight line.</p> <p>join items using pva/ prit stick/ stapler/ tape : paperchain caterpillars, Stick puppets, junk modelling</p> <p>Explore, use and refine artistic and design effects: folding peacocks and Chinese lanterns,</p> <p>Names some materials and know that they have different properties- hard, soft, waterproof etc</p> <p>begin to draw a basic plan for my work</p> <p>explore construction; building, shaping and manipulating great wall of china</p> <p>I work with a friend, sharing ideas, knowledge and skills Junk modelling</p> <p>Observe the effects of cooking when making noodles</p> <p>Follow plans and instructions make pancakes</p>	<p>know how to use scissors safely to cut along straight and wavy lines</p> <p>join items using pva/ prit stick/ stapler/ tape/ split pins: chick with moving wings</p> <p>Explore, use and refine artistic and design effects: basket weaving grandma's basket, Easter cards, Mother's day cards</p> <p>Names some materials and know that they have different properties- hard, soft, waterproof etc and begin to select resources for a purpose: making bridges with a variety of materials, junk castles,</p> <p>draw a basic plan for my work</p> <p>know that I can adapt and change something I have made.</p> <p>explore construction; building, shaping and manipulating Castles, Grandma's house, beanstalk, bridges</p> <p>work with a friend, sharing ideas, knowledge and skills making bridges</p> <p>Observe the effects of cooking when making porridge, Easter chocolate nests</p>	<p>know how to use scissors safely to cut lines and shapes</p> <p>join items using pva/ prit stick/ stapler/ tape/ split pins/ hole punch and string: Crescent moon paper plates and dangling stars</p> <p>Explore, use and refine artistic and design effects draw houses doors that open, animal home diorama, Eid cards</p> <p>Names some materials, know that they have different properties and begin to select resources for a purpose what are houses made from?</p> <p>know that I can adapt and change something I have made: Can you build a house strong enough not to be blown down?</p> <p>draw a basic plan for my work and say what went well</p> <p>explore construction; building, shaping and manipulating : mosques, houses, community buildings, animal homes</p> <p>work with a friend, sharing ideas, knowledge and skills Junk model Mosques</p>	<p>know how to use scissors safely to cut lines and shapes</p> <p>join items using pva/ prit stick/ stapler/ tape/ split pins/ hole punch/ string/ treasury tags. moving wheels police car</p> <p>Explore, use and refine artistic and design effects: paper mache hot air balloons, folding paper planes, father's day cards</p> <p>Names some materials, know that they have different properties and begin to select resources for a purpose paper aeroplanes, design a boat to float on the water</p> <p>draw a basic plan for my work and say what went well and what I needed to change</p> <p>know that I can adapt and change something I have made.</p> <p>explore construction; building, shaping and manipulating transport, lighthouses</p> <p>work with a friend, sharing ideas, knowledge and skills</p>
--	---	---	--	---	--	--

			share and discuss my creations	share and discuss my creations	Observe the effects of cooking when making smoothies/ soup share and discuss creations and talk through the process	build on previous learning, refining ideas and their ability share and discuss creations and talk through the process
Daily opportunities for DT 	<p>Continuous Provision indoors</p> <ul style="list-style-type: none"> • Creative area • Construction area: <i>design sheets, junk modelling</i> Children can self-select from a range of tools and materials in the continuous provision. Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue. • Small world: role play: design and make small worlds • Sand area: <i>decorations</i> • <i>Mark making in all areas- construction area 'I made a'...</i> <p>EAD Continuous Provision Outdoors</p> <ul style="list-style-type: none"> • <i>Construction site</i> • <i>Small construction in the tuff tray</i> • <i>Building with large materials- tyres, crates, pipes</i> <p>Role of the adult</p> <ul style="list-style-type: none"> • <i>Encouraging independence</i> • Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it. • <i>Providing opportunities#</i> • <i>Setting challenges</i> • <i>Commentating on actions</i> • <i>Role model being energetic</i> • <i>Provide pictures, painting, poems, music, dance and story</i> <p>Homework Projects- <i>Make a card, design a rocket</i></p> <p>Celebrating Festivals <i>art, crafts, DT</i></p>					
DT vocabulary 	scissors, cut, straight, join, hold, fix, glue, shape, safely, colour, design, plan, create, make, explain, why, change, together, features, pieces.					
Drama and role play 	<p>Reception Development Matters</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Develop storylines in their pretend play. 					

Development Matters and Early Learning Goals	Early Learning Goals <ul style="list-style-type: none"> - Make use of props and materials when role playing characters in narratives and stories. - Invent, adapt and recount narratives and stories with peers and their teacher. - Perform songs, rhymes, poems and stories with others, 					
Drama and role play  Knowledge and skills	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words: Talk 4 writing: Little Red Hen</p> <p>Recreate roles and experiences in play situations: home corner, birthday party, farm,</p> <p>Develop storylines in their pretend play</p> <p>Role play area house Adaptions: birthday parties</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words: Talk 4 writing: How to catch a star</p> <p>Recreate roles and experiences in play situations: Diwali, Christmas, Nativity story, Winter, arctic animals, snow play, space, rocket launch, night time</p> <p>Develop storylines in their pretend play</p> <p>Role play area: house Adaptions: Christmas, parties</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words: Talk 4 writing: Elmer</p> <p>Recreate roles and experiences in play situations: zoo, jungle, ocean, vets, Chinese new year, animal movements, carnivores and herbivores, dinosaurs, vets</p> <p>Develop storylines in their pretend play</p> <p>Role play area: vets, pet shop</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words: Talk 4 writing: Little Red Riding hood</p> <p>Recreate roles and experiences in play situations: LRRH, jack and the beanstalk, goldilocks, gingerbread man, 3 billy goats gruff, royalty, Spring, Easter, Holi</p> <p>Develop storylines in their pretend play</p> <p>-Watch & talk about dance & performance art, expressing their feelings & responses: children watch teacher's performance off Little Red Riding hood</p> <p>Role play area: Granny's cottage</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words: Talk 4 writing: 3 Little Pigs</p> <p>Recreate roles and experiences in play situations: builders, 3 little pigs, police, firefighters, people who help us, chefs, dentists</p> <p>Develop storylines in their pretend play</p> <p>Role play area: 3 little pigs house/ construction site. Experiences: moving in, DIY, building houses,</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words: Talk 4 writing: Mr Gumpy's outing</p> <p>Recreate roles & experiences in play situations: mechanics, car wash, petrol station, fitness instructors, coaches, doctors, nurses</p> <p>Develop storylines in their pretend play</p> <p>Role play area: house, holidays, packing</p>
Daily Opportunities for drama 	<ul style="list-style-type: none"> • Watch & talk about dance & performance art, expressing their feelings & responses: watching assemblies through the year- Christmas, Easter, Year 6 leavers <p>Continuous Provision indoors</p> <ul style="list-style-type: none"> • <i>music area: dancing, singing, instruments</i> • <i>Construction area: design sheets, junk modelling, being builders</i> • <i>Home corner: role play</i> • <i>Small world: role play</i> • <i>Sand area: small worlds</i> 					

	<ul style="list-style-type: none"> <i>Dressing up opportunities</i> <p>EAD Continuous Provision Outdoors</p> <ul style="list-style-type: none"> <i>Music area: dancing, singing instruments</i> <i>Small world area: role play</i> <i>Role play area- dressing up, role play</i> <p>Role of the adult</p> <ul style="list-style-type: none"> <i>Encouraging independence</i> <i>Providing opportunities</i> <i>Setting challenges</i> <i>Commentating on actions</i> <i>Role model being energetic</i> <i>Provide pictures, painting, poems, music, dance and story</i> <p>Homework Projects- <i>Make a card, design a rocket</i></p> <p>Celebrating Festivals <i>Music, songs, dance, drama, dressing up, traditional songs</i></p> <p>Singing Weekly - <i>Performance, singing, dancing, puppets, props, clapping</i></p> <p>T4W</p> <ul style="list-style-type: none"> <i>Role play</i> <i>hot seating</i> <i>puppets</i> <i>oral retelling, drama</i> 					
 <p>Music Development matters and ELG's</p>	<p>Reception:</p> <ul style="list-style-type: none"> - Explore and engage in music making and dance, performing solo or in groups - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Early Learning Goals</p> <ul style="list-style-type: none"> - Being Imaginative - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music 					
 <p>Music Knowledge and skills</p>	<p>know and can name some nursery rhymes. traditional nursery rhymes and number rhymes</p> <p>know and join in with familiar songs</p>	<p>know and can name some nursery rhymes.</p> <p>know and join in with familiar songs Christmas and nativity songs</p>	<p>know and can name some nursery rhymes.</p> <p>know and join in with familiar songs</p>	<p>Know, name and join in with some nursery rhymes and familiar songs</p> <p>Explore and refine musical and performance skills : Easter and Spring songs</p>	<p>Know, name and join in with some nursery rhymes and familiar songs</p> <p>Explore and refine musical and performance skills : Eid dance, big drums</p>	<p>Know, name and join in with some nursery rhymes and familiar songs</p> <p>Explore and refine musical and performance skills</p>

	<p>Explore and refine musical and performance skills : Autumn harvest dance</p> <p>Use music, video, pictures and sound as a stimulus to create movement: Vivaldi the seasons- Autumn dance replicating; leaves,</p> <p>know the names of some percussion instruments</p> <p>Know that instruments make different sounds: exploration</p> <p>know that performance is sharing music with others.</p>	<p>Explore and refine musical and performance skills : Nativity performance</p> <p>Use music, video, pictures and sound as a stimulus to create movement: winter music and movement. Vivaldi winter</p> <p>know the names of some percussion instruments</p> <p>know that instruments make different sounds and that these sounds can become louder or quieter space music- explore loud and quiet sounds on instruments.</p> <p>create my own music: firework music</p> <p>Explore music from a range of cultures and from different countries Diwali</p> <p>I can talk about music I have heard: Frozen music, Holtz the planets, dance of the sugar plum fairies,/ Tchaikovsky the nutcracker, Traditional Christmas music</p>	<p>know the names of some percussion instruments</p> <p>know that instruments make different sounds and choose an instrument for a purpose: carnival of the animals Camille Saint-Saens. Encourage the children to listen to the music and create movements to match the animals.</p> <p>know how to play some percussion instruments correctly.</p> <p>create my own music: Chinese drums</p> <p>know that pitch is how high or low a sound is.</p> <p>Explore music from a range of cultures and from different countries: Chinese New Year</p>	<p>Use music, video, pictures and sound as a stimulus to create movement</p> <p>know the names of some percussion instruments</p> <p>know that instruments make different sounds and choose an instrument for a purpose: know how to tap the pulse big drums</p>	<p>Use music, video, pictures and sound as a stimulus to create movement: role play police sirens,</p> <p>know the names of some percussion instruments</p> <p>know that instruments make different sounds and choose an instrument for a purpose</p> <p>Explore and comment on music from a range of cultures and from different countries: Eid</p> <p>know that instruments make different sounds and choose an instrument for a purpose</p>	<p>Use music, video, pictures and sound as a stimulus to create movement: Vivaldi Summer</p> <p>know the names of some percussion instruments</p> <p>use keyboards to make ocean sounds</p> <p>know that instruments make different sounds and choose an instrument for a purpose</p> <p>Explore and comment on music from a range of cultures and from different countries: Eid</p> <p>know that instruments make different sounds and choose an instrument for a purpose</p> <p>build on previous learning, refining ideas and their ability</p>
<p>Daily opportunities for Music</p> 	<ul style="list-style-type: none"> • Weekly opportunities to learn new songs related to topic work • Singing songs and rhymes from a variety of genres and cultures • Build up a repertoire of nursery rhymes and familiar songs. • Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather. • Singing and performing to our friends and parents • Performing the school nativity production • Play movement and listening games 					

	<ul style="list-style-type: none">• Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.• Listen to and join in with stories / poems with repetitive refrains.• Move in time / appropriately to rhymes, songs, instruments and classical music.• Call and response songs. <p>Continuous Provision indoors</p> <ul style="list-style-type: none">• <i>music area: dancing, singing, instruments</i>• <i>Creative area</i>• <i>Construction area: making sound makers</i> <p>EAD Continuous Provision Outdoors</p> <ul style="list-style-type: none">• <i>Music area: dancing, singing instruments</i> <p>Role of the adult</p> <ul style="list-style-type: none">• <i>Encouraging independence</i>• <i>Providing opportunities#</i>• <i>Setting challenges</i>• <i>Commentating on actions</i>• <i>Role model being energetic</i>• <i>Provide pictures, painting, poems, music, dance and story</i> <p>Carpet activities <i>Just dance, themed music,</i></p> <p>Celebrating Festivals <i>Music, songs, dance, traditional songs</i></p> <p>Singing Weekly - <i>Performance, singing, dancing, puppets, props, clapping</i></p>
<div><p>Music vocabulary</p></div>	Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas