

Expressive Arts and Design

Children in Reception

- 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.
- 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.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

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.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

YEAR A

TOPICS/THEMES

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer2
Topic/Theme	On our Doorstep (People, Culture and Communities)	Let's Celebrate (Past and Present)	All Creatures Great and Small (The Natural World))	Castles and Knights (Past and Present)	Food Glorious Food (People, Culture and Communities)	In the Woods (The Natural World)
Art and D&T opportunities	Box joining– glue masking tape, treasury tags Big pens and ready mixed paint. Colour. Possible Artist study – Mondrian (colour and shape)	Colour mixing with primary colours. Pastels Sewing Possible Artist study Jackson Pollock (splatting, dripping and pouring)	Split pins, treasury tags, sliding mechanisms Colour mixing with powder paint (primary and secondary colours) Possible Artist study - Andy Goldsworthy – (natural art)	Charcoal and chalk Clay Weaving Possible Artist study – Paul Klee (portraits/castle and sun)	Printing techniques Pencils Artist study - Henry Matisse (paper cutting)	Wax rubbing Making own painting sticks and a point with natural materials Artist study David Hockney (landscapes) -
Links to KS1 Art & Design and Design & Technology Days	Structure: Freestanding Structures (Design and Technology)	Formal Elements of Art: Shape, Line, Colour (Art and Design)	Mechanism- Sliders and Leavers (Design and Technology)	Art and Design Skills: shading, clay, Clarice Cliff plates, Weaving, Painting. (Art and Design)	Food: Preparing Fruit and Vegetables (Design and Technology)	Landscapes using Different Media and Sculptures and Collages (Art and Design)
EYFS Music and dance	Festival music Christmas music Explore body percussion Explore percussion instruments		Carnival of the animals Medieval music Explore tuned percussion (xylophones, bhoomwhackers, chime bars)		Nature music World music Making instruments from junk and natural objects (pluck, shake, bang)	
Links to KS1 Music	Ourselves Y1 Our School Y1 Story time Y2 Weather Y1 Christmas Nativity		Our Bodies Y2 Pattern Y1 Machines Y2 Seasons Y1		Animals Y2 Travel Y2 Water Y2 Number Y1	

Implementation	Impact
<p>Additional materials from Music Express, Kapow Art and Design and LCP Dance will also be used to complement. EYFS will engage in whole school ART and DESIGN AND TECHNOLOGY DAYS every half term with the rest of school (see focus' above). Children have daily access to art easel, dough area and workshop area in continuous provision. These are enhanced to allow for experimenting and exploration of different tools and techniques. In addition adult-led activities are planned for to allow all children to experience different art and craft activities. Role play and small world allow for exploration of narrative and developing imaginative storylines. Daily songs and rhymes are used to consolidate learning and each week a new rhyme is introduced (rhyme of the week) and performed. Part of the Philip Webb 3 phase teaching cycle includes 'poetry and performance' where children compose their own poems/songs/rhymes and perform them to the rest of the class. Weekly music sessions expose children to a range of music and provide opportunities to express themselves in different ways. We have a stage in our outdoor provision where children are encourage to perform.</p>	<p>Assessment is ongoing through observations and documented on Tapestry. We develop each pupils own unique fascinations and interests and encourage self-initiated learning as well as those arising from our planned topic/themes. We plan next steps by providing challenge or enhancing provision areas to create excitement and interest. Regular 'team talks' to discuss class and individual needs and make changes to provision or individual/group needs.</p>

	Intent Pupils will :	Key Vocabulary	Links to KS1
<p>On Our Doorstep</p>	<p>(Creating with materials)</p> <ul style="list-style-type: none"> • Make self-portraits using pencil, paint, collage, loose parts, magazine cut outs. • Complete simple programs from Purple Mash EYFS Curriculum: Exploring and Using Media and Materials • Talk about own creations in art, workshop, dough areas • Begin to mix colours • Study the artwork of Mondrian – block colours • Exploring local houses and buildings 	<p>See individual schemes for specific vocabulary Music Express, Kapow Art and Design and LCP Dance.</p> <p>colour, design, form, function, texture, paint, pen, mix, join,</p>	<p>Music Express: Ourselves Y1,Our School Y1,Story time Y2,Weather Y1 Design and Technology ; Structure: Freestanding Structures</p>

	<ul style="list-style-type: none"> • Use large/small cardboard boxes to create houses collaboratively. Use various joining techniques (Being imaginative and expressive) • Sing songs such as: Heads Shoulders Knees and Toes, How Many People Live in Your House, One Finger one Thumb Keep Moving • Create a song basket which reflects popular songs in class. Add props and puppets as a stimulus. • Sing call and response songs • Count the beats in your name • Music Express: Special People –My Turn, Your Turn; Hands Feet Faces, Hello • Explore sounds and how they can be changed, tapping out simple rhythms • Music Express: Our Senses – All in a Day <ul style="list-style-type: none"> • Recreate ‘skeleton’ movements to ‘Fossils’ from Carnival of the Animals using ‘Funny bones’ as a stimulus. • Use puppets, small world toys, costumes and props to act out simple stories from their own lives or stories read to them in class • Select the correct colours to represent eyes, hair and skin in a self-portrait. • Complete simple programs from Purple Mash EYFS Curriculum: Being Imaginative • Perform on stage in indoor and outdoor area using instruments/scarves • Explore musical instruments <ul style="list-style-type: none"> • Explore feelings through musical instruments • Explore body percussion • Learn our topic songs 	<p>dance, feelings, express, story, music, perform, stage, audience, response, beat, rhythm, evaluate</p>	
<h2>Let's Celebrate</h2>	<p>(Creating with materials)</p> <ul style="list-style-type: none"> • Create collage and paintings using dark and light colours; mix darker and lighter shades of paint • Make contrasting pictures using black and white paint /chalk and charcoal • Complete simple programs from Purple Mash EYFS Curriculum: <ul style="list-style-type: none"> • Use puppets to re-enact Diwali story make shadow puppets • Create artwork related to different celebrations e.g. firework pictures, Christmas decorations, diva lamps • Explore Art linked to Autumn 	<p>See individual schemes for specific vocabulary Music Express, Kapow Art and Design and LCP Dance.</p> <p>collage, contrast, splat, drip, mix, powder point,</p>	<p>Music Express: Ourselves Y1,Our School Y1,Story time Y2,Weather Y1 Christmas Nativity Art and Design - Formal Elements of Art: Shape, Line, Colour</p>

	<ul style="list-style-type: none"> • Study the artwork of Jackson Pollock – splatter, dripping, pouring • Create models using natural objects – pine cones, leaves etc • Colour mixing • Use junk to create rockets <p>(Being imaginative and expressive)</p> <ul style="list-style-type: none"> • Sing a selection of songs about light and dark: Twinkle Twinkle, When the light is twinkling, • Use puppets, small world toys, costumes and props to act out simple stories from their own lives or stories read to them in class linked to the theme • Listen to music and make their own dances in response • Complete simple programs from Purple Mash EYFS Curriculum • Select colours and materials to create their own pictures and models • Make up and Perform shadow puppet shows • Learn Christmas songs – play instruments • Take part in the Nativity • Use instruments to create different autumnal noises • Set up an autumnal themes small world and encourage children to tell stories • Create a santa’s workshop for children to role-play • Learn our topic songs 	<p>dance, feelings, express, story, music, perform, stage, audience, response, beat, rhythm, evaluate</p>	
<p>All Creatures Great and Small</p>	<p>(Creating with materials)</p> <ul style="list-style-type: none"> • Design homes for different animals • Create winter scenes using tinfoil and white paint • Explore animal prints • Create some ice art • Sketch the bare trees using charcoal • Create an igloo <p>Colour mixing blue and white</p> <ul style="list-style-type: none"> • make split pin/treasure moving creatures • make sliding pictures <p>(Being imaginative and expressive)</p> <ul style="list-style-type: none"> • Learn rhymes related to topic • Listen to a winter-themed piece of music. Discuss the story the music might be telling us. Children to choose their own instruments to play along. 	<p>See individual schemes for specific vocabulary Music Express, Kapow Art and Design and LCP Dance.</p> <p>Print, sketch, moving parts, shades, split pin,</p> <p>dance, listen, express, music, perform, stage, audience, response,</p>	<p>Music Express – Our Bodies Y2, Pattern Y1, Machines Y2, Seasons Y1</p> <p>Design and Technology – Mechanism- Sliders and Leavers</p>

	<ul style="list-style-type: none"> • Make up own songs • Move to music • Make up dances with ribbons and scarves • Learn our topic songs • Make up our own penguin dance • Listen to Inuit music 		
Knights and Castles	<p>(Creating with materials)</p> <ul style="list-style-type: none"> • Find out about and make vegetable dyes like were used in the past • Try out using a slate and chalk • Design and make castles/towers • Print to make castle wall effects • Study the artwork of Van Gogh • Create our own castles using crates and large bricks <p>(Being imaginative and expressive)</p> <ul style="list-style-type: none"> • Listen to and dance to medieval music • Make up own castle rhymes/songs/poems • Role play castle times/fairy-tale – knights, princesses... • Explore Spring music such as ‘The Four Seasons’ • Create a castle small world for story telling • Pretend they are at a medieval banquet and play music • Match to a steady beat like soldiers 	<p>See individual schemes for specific vocabulary Music Express, Kapow Art and Design and LCP Dance.</p> <p>Dyes, chalk, build, construct,</p> <p>dance, feelings, express, story, music, perform, stage, audience, response, bear, rhythm, evaluate, pretend</p>	<p>Music Express– Our Bodies Y2, Pattern Y1, Machines Y2, Seasons Y1 Art and Design: shading, clay, Clarice Cliff plates, Weaving, Painting.</p>
Food Glorious Food	<p>(Creating with materials)</p> <ul style="list-style-type: none"> • Create fruit kebabs / fruit salad • Use various tools to make a selection of dishes for a class picnic • Study the artwork of Henri Matisse • Print with food • Mark make with different foods • Observational drawings of fruit • Create a large food mural collaboratively as a class <p>(Being imaginative and expressive)</p> <ul style="list-style-type: none"> • Make music using fruits and vegetables • Visit the Alhambra to see the pantomime • Learn our topic songs • Create our own May pole dance 	<p>See individual schemes for specific vocabulary Music Express, Kapow Art and Design and LCP Dance.</p> <p>Print, paint, mix, observe,</p> <p>dance, feelings, express, story, music, perform, stage, audience, response, bear, rhythm, evaluate</p>	<p>Music Express Animals Y2, Travel Y2, Water Y2, Number Y1 Design and Technology - Preparing Fruit and Vegetables</p>

<h1>In the Woods</h1>	<p>(Creating with materials)</p> <ul style="list-style-type: none"> • Create a journey stick • Make shelters for animals – bug hotel • Create a weaving frame with natural materials • Make a twig raft • Tree rubbings • Create natural paint brushes with sticks, leaves etc • Forest friends on the trees • Use natural materials to create pictures – wild masterpieces • Make leaf animals • Paint pebbles • Make paint using natural materials e.g. leaves, grass, berries • Study the artwork of David Hockney • Visit Salts Mills to see his artwork <p>(Being imaginative and expressive)</p> <ul style="list-style-type: none"> • Use nature to create music • Learn our topic songs • Listen to music in nature 	<p>See individual schemes for specific vocabulary Music Express, Kapow Art and Design and LCP Dance.</p> <p>Weave, rubbings, stick brushes, natural art, museum, gallery</p> <p>dance, feelings, express, story, music, perform, stage, audience, response, bear, rhythm, evaluate</p>	<p>Music Express Animals Y2, Travel Y2, Water Y2, Number Y1 Art and Design - Landscapes using Different Media and Sculptures and Collages</p>
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