


Expressive arts and design

<u>Daycare</u>	<u>Pre School</u>	<u>Reception</u>	<u>ELG</u>	<u>Year 1</u>
<u>Creating with materials</u>				
<p>I am beginning to understand the cause and effect of my actions in mark making.</p> <p>I know the marks I make have value</p> <p>When I am holding mark making tools. I can make connection between my movements and the marks I make (Manipulate and control).</p> <p>- Extra large chunky chinks.</p> <p>- Extra Large Crayons.</p>	<p>Draw with increasing complexity and detail e.g. representing a face with a circle and including details</p>	<p>Begin to investigate different lines e.g. straight, curved</p> <p>Draws bodies of an appropriate size for what they're drawing</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>	<p>Draw lines of varying thickness .</p> <p>Use curved and straight lines to demonstrate pattern and texture</p> <p>Observe and draw shapes from observations</p> <p>Experiment with a variety of media; pencils, chinks, felt tips</p>

<p>To enjoy the sensory experience in mark making.</p> <ul style="list-style-type: none"> - Paint - Gloop - Shaving foam - Play dough 	<p>Begin to show emotion on drawings e.g. happy, sad Begin to draw from observation and imagination (pencils and crayons)</p> <p>Use pencils competently, safely and confidently to make marks.</p> <p>Key Artists:</p> <ul style="list-style-type: none"> • Andy Warhol – Flowers • Piet Mondrian - Composition with Large Red Plane, Yellow, Black, Gray, and Blue • Van Gough – Sunflowers 	<p>To explore creating designs and art work on a range of scales</p> <p>Show complex emotion on drawings e.g. shocked, angry etc.</p> <p>To begin to colour inside the lines</p> <p>To hold pencils, crayons etc. with increasing precision</p> <p>Key Artists:</p> <ul style="list-style-type: none"> • Van Gough – The Starry Night • Kandinsky – Squares with Circles • Henri Matisse – The Snail 		
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<p>I am beginning to explore colour.</p> <p>I can use different tools for painting.</p> <ul style="list-style-type: none"> • Extra-large paintbrushes • Jumbo Non Roll Paint Brush <ul style="list-style-type: none"> • Large sponges • Giant Foam Roller • Finger paints 	<p>Explore colour and experiment colour mixing.</p> <p>To use more than one colour in their paintings</p> <p>To begin to recognise primary colours, when prompted</p> <p>To begin to use paintbrushes in their artwork. Use a range of movements when painting</p> <ul style="list-style-type: none"> • Jumbo Non Roll Paint Brush • Easy Grip Paint Brushes • Paintbrushes 	<p>Be confident in exploring colours and experimenting colour mixing</p> <p>Recognise the primary colours independently</p> <p>Use a variety of mediums to mix colours Mix colours for an intended purpose</p> <p>To use a range of paintbrushes to be able to mix their own paint</p>		<p>Name the primary colours and secondary colours</p> <p>Start to mix paints to create secondary colours moving towards predicting resulting colours.</p> <p>Experiment with different brush sizes (including brushstrokes – see key vocabulary)</p>

	<ul style="list-style-type: none"> • Poster Paint 	<p>To hold paintbrushes with increasing control to produce intended marks</p> <p>To hold paintbrushes with increasing precision</p> <ul style="list-style-type: none"> • Poster Paint • Watercolour Paints • Round paintbrushes 		<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet and sponges</p>
	<p>Use glue spatulas with support.</p> <p>Use glue sticks with support</p> <p>Use pre-cut shapes to begin to add detail to pictures</p> <p>Use one handed tools and equipment e.g. making snips with scissors</p>	<p>Begin to cut shapes to create their collage</p> <p>Begin to use one handed tools effectively for a purpose</p> <p>Begin to arrange using natural materials</p>		<p>Arrange materials appropriately</p> <p>Sort and group materials for different purposes</p> <p>Mix materials to create texture</p>

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		Begin to arrange materials to create a collage		Use a combination of materials that are torn, cut and glued e.g. colour, texture.
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<p>Explore different materials and tools with my adult.</p> <p>Make marks in play dough Squash play dough with hands and fingers to shape it.</p> <p>I can explore different materials and tools to create.</p> <ul style="list-style-type: none"> - Material - dough <p>I can squash play dough with hands and fingers to shape it.</p>	<p>Explore different materials freely</p> <p>Create a simple structure using malleable materials play dough, salt dough.</p> <p>Use ideas of how to use the materials and what to make</p>	<p>Use different techniques to sculp e.g., rolling and pinching</p> <p>Plan a simple structure and use this to create their structure</p> <ul style="list-style-type: none"> • Salt Dough • Play dough • Clay • Junk modelling. <p>Use tools to manipulate dough/clay</p> <p>Use tools to add detail</p>		<p>I know that a freestanding structure stands on its own base without an attachment. D&T Skill</p> <p>I know where structures are in the local area and can label what makes a structure stable (observational drawing) D&T</p> <p>I know how to build a structure according to design criteria D&T</p>
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<p>I know that I can use different materials to create models (blocks, card and tubes)</p>	<p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>I know how to attach 3D objects together to create something new, using different types of glue and tape.</p>	<p>I know I can use different techniques for joining materials (e;g: cellotape, different types of glue, pegs for dens)</p>		<p>I know what the vocabulary: strength, stiffness and stability means</p> <p>I know how to create joints and structures from paper/card and tape</p>
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		<p>I know how to choose the best material for my play.</p> <p>I can discuss what I want to make.</p> <p>I can work together to develop creative ideas.</p> <p>I can use scissors to cut objects</p> <p>I can use Sellotape, glue and masking tape to stick pieces of scrap materials onto an object.</p> <p>I can use paper clips, hand staples and fasteners to join things together.</p> <p>I know how to use different materials to make something.</p>		<p>I can begin to draw on my own experiences to help generate design ideas.</p> <p>I can use words and pictures to describe my ideas and explain what I want to do.</p> <p>I can design a product following a given design criteria.</p> <p>I can use simple tools safely. e.g. knife, scissors, hammer.</p> <p>With support I can mark out, cut, shape a range of materials.</p> <p>I can join materials and components together in different ways. E.g. glue, nails.</p> <p>I can choose suitable materials and explain choices.</p>
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		<p>I can use string to tie things together.</p> <p>I can use loose parts to create something new.</p> <p>I can make rockets from junk modelling.</p>		<p>I can use simple finishing techniques to improve the appearance of my product.</p> <p>I can work safely and hygienically.</p>
<u>Being imaginative and expressive</u>				
<p>Introduce children to songs, including songs to go with routines.</p> <ul style="list-style-type: none"> - when washing hands, sing "This is the way we wash our hands..." - Hello song - Days of the week - Weather <p>I know that my voice can make sound.</p> <p>I can explore the sound my voice makes.</p> <p>I can experiment with the different sound my voice makes.</p>	<p>I know some traditional nursery rhymes.</p> <p>I can sing to myself and make up simple songs.</p>	<p>I know a collection of songs.</p> <p>I can sing songs</p>	<p>Sing a range of well-known nursery rhymes and songs</p>	<p>I know that it is better to stand to sing.</p> <p>I can sing songs from memory.</p> <p>I can sing call and response songs.</p>

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<ul style="list-style-type: none"> - Songs - Rhymes - Animal sounds <p>I know that I can communicate through sound.</p> <p>Introduce children to a broad selection of action songs, singing regularly so that children learn the words, melody and actions off by heart.</p> <ul style="list-style-type: none"> - Twinkle twinkle - Wheels on the bus - Row row your boat 	<p>I know that music has different meanings.</p> <p>I know that music will make me feel different things.</p> <p>I can perform music and songs from different cultures and historical periods.</p> <p>I can express my thoughts and feelings.</p> <p>I know that music is different across the</p>	<p>I know that music can express feelings.</p> <p>I know that composing means making music up myself.</p> <p>I can engage in music performing my own composition.</p> <p>I know music makes me think of different things.</p>		<p>I know that improvise means to perform without a plan.</p> <p>I can create musical sound effects in response to a stimuli.</p> <p>I know that composing is like writing a story with music.</p> <p>I can improvise using body sounds and percussion.</p> <p>I can help to create a simple melody on a glockenspiel.</p>
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	world.	<p>I can listen attentively to music.</p> <p>I can respond imaginatively to what the music sounds like.</p>		<p>I know what a drum, piano and guitar look and sound like.</p> <p>I know that _____ is a style of music. (Baroque, Blues, Hip Hop, Bhangra, Latin, Folk)</p> <p>I know that dynamics means loud and quiet</p>
<p>I know that music makes my body want to move.</p> <p>Introducing the children to different types of music through celebrations and topics e.g birthdays, Diwali etc.</p> <p>I can move to music.</p> <ul style="list-style-type: none"> - Action songs - Yoga - Dance 	I know that dance involves moving different body parts	I can use combinations of art forms, e.g. moving and Singing.	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	

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<p>I can explore a range of sound makers and instruments and play them in different ways.</p> <p>I can experiment with different ways of playing instruments.</p> <ul style="list-style-type: none"> - Rubbing - Hitting - Shaking - tapping <p>Explore music with different:</p> <ul style="list-style-type: none"> - dynamics (loud/quiet) - tempo (fast/slow) - rhythms (pattern of sound) 	<p>I know that instruments make different sounds.</p> <p>I can play untuned percussion instruments.</p> <p>I know songs have simple repeated rhythms.</p>	<p>I know that instruments can be used for a purpose.</p> <p>I can use my own instrument for imaginative purposes.</p> <p>I know that music has a pitch and a melody.</p> <p>I can play along to the beat of a song.</p> <p>I can imitate a pitch and hum or sing a melody.</p>		<p>I know the name of the instrument I am playing.</p> <p>I can play untuned instruments in time to a backing track.</p> <p>I know that pitch means high and low.</p> <p>I can change the pitch of my voice when singing.</p> <p>I know that pulse is a steady beat in a piece of music.</p>
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<p>Introduce the children to a range of different music genres to experiment with and resources to extend their exploration.</p> <ul style="list-style-type: none"> - Instruments - Material - Feathers - Bubbles 	<p>I can tap out a simple rhythm.</p>			<p>I know that rhythm means a pattern of sounds.</p> <p>I can use body percussion to create a pulse.</p> <p>I can clap copycat rhythm patterns led by the teacher.</p> <p>I can start and stop singing or playing an instrument when following a leader.</p>
<p>I can pretend that one object represents another, especially when objects have characteristics in common e.g using a box for a car.</p> <p>I can extend my pretend play by watching actions that adult's model.</p>		<p>I can make use of props and materials when role playing characters in narratives and stories.</p> <p>I know stories and narratives and can perform them.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>

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<p>I am beginning to make believe by pretending using sounds, movements, words, objects.</p>				
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