



Reception – Expressive Arts and Design

	Autumn	Spring	Summer
	<b>Core Content</b>		
<b>Early Learning Goal</b>	<b>Creating With Materials</b>		<b>Being Imaginative and Expressive</b>
	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>		<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
<b>Topic</b>	<b>Who am I and where do I live? Let's celebrate!</b>	<b>Around the World Watch me grow!</b>	<b>A journey through time... We're all going on a Summer holiday!</b>
<b>End Points</b>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>To know how to create simple representations of people and objects.</li> <li>To create self-portraits looking closely at parts of the body and face.</li> <li>To mark make with wax crayons, chalk, pencil and paint.</li> <li>To explore, use and refine a variety of artistic effects to express their ideas and feelings (using colour to represent emotion).</li> <li>To explore the work of Wassily Kandinsky (concentric circles).</li> <li>To explore the work of Guiseppe Arcimboldo.</li> <li>To explore the work of Yayoi Kusama (pumpkins).</li> <li>To explore the work of George Seurat (pointillism).</li> <li>To explore the work of Andy Goldsworthy (sculpture using natural materials).</li> <li>To explore transient art.</li> <li>To explore water colours– capturing the colour and shape of Autumn leaves.</li> <li>To explore leaf rubbing.</li> <li>To create large scale firework paintings exploring techniques of spraying and flicking – observe what happens when colours mix.</li> <li>To know that certain art types belong to different cultures – Mehndi Patterns, rangoli patterns, clay diwas lamps.</li> <li>Clay Work – To learn how to flatten using hands/rolling pin. How to create patterns in the clay using different tools to roll, pinch, squeeze, flatten.</li> <li>To create a diwa lamp.</li> <li>To explore printing using a variety of natural materials.</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>To create collaboratively, sharing ideas, resources and skills.</li> <li>To develop weaving and threading skills through African baskets, jewelry etc.</li> <li>To know that certain art types belong to different cultures e.g. Chinese blossom printing, African necklaces/masks, African masks.</li> <li>To apply clay techniques to create African masks.</li> <li>To explore the work of Esther Mahlangu.</li> <li>To explore aboriginal paintings.</li> <li>To explore the work of Alma Thomas (Springtime in Washington)</li> <li>To explore printing to create a more refined pattern - printing using bubble wrap.</li> <li>To explore the work of Pablo Picasso (fruit bowl)</li> <li>To create observational drawings using Pablo Picasso's fruit bowl for inspiration.</li> <li>To create observational drawings of spring flowers.</li> <li>To compare still life flowers to the work of Georgia O'Keefe.</li> <li>To mark make with oil pastels as well as water colours to capture the shape and colour. What are the good things about each? What would be the best media to capture each?</li> <li>To explore colour mixing – investigating how to use primary colours to make secondary colours.</li> <li>To begin to understand we rarely get anything the way we want it first time. It often takes a lot of practises before we achieve what we want.</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>To create collaboratively, sharing ideas, resources and skills.</li> <li>To explore, use and refine a variety of artistic effects.</li> <li>To know about various techniques and tools used in art.</li> <li>To create sculptures using a variety of materials.</li> <li>To explore collage.</li> <li>To explore wax resistant techniques.</li> <li>To explore the work of Picasso (guitar collages).</li> <li>To explore the work of William Morris.</li> <li>To explore the work of John Dobbin.</li> <li>To create observational drawings of life cycles (frog, butterfly).</li> <li>To create observational drawings of shells - looking closely at details.</li> <li>To know how to create simple representations of people and objects in the natural world.</li> <li>To consider texture and pattern - how can we make it look smooth, bumpy, hairy? To refine detail - what small things can you see if you really look?</li> <li>To know how creations can be changed and adapted to improve.</li> <li>To construct with a purpose in mind using a variety of resources, tools and techniques.</li> <li>To design models, drawing using increasing detail and labelling key parts.</li> <li>To be able to make recognisable representations of objects selecting own resources and materials</li> </ul>



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	<ul style="list-style-type: none"> <li>To know how to select and join materials and resources using glue, sellotape etc.</li> <li>To focus on joining – when to use glue/sellotape. S</li> <li>To begin to recognize some glue is stronger than others and sellotape will not stick to some materials.</li> <li>Explore 3D shapes in the junk modelling area.</li> <li>Begin to look at different ways we can join things to our box to make something else.</li> <li>Enact domestic routines and brief family narratives using props.</li> </ul>	<ul style="list-style-type: none"> <li>To retell episodes from a known story with dialogue using small world figures or puppets.</li> <li>To speak and act in role, demonstrating recall of the jobs of key members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>To choose the appropriate materials that you will need to make their model.</li> <li>To cut with increasing accuracy, holding scissors correctly.</li> <li>To consider how best to join the different parts of their model.</li> <li>To evaluate – does your model look like your design? What would you do to improve it?</li> <li>To create self-portraits (assessment piece).</li> <li>To develop storylines of increasing complexity in their pretend play.</li> </ul>
<b>End Points</b>	<p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>To listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>To sing a range of well-known nursery rhymes and songs.</li> <li>To discuss changes and patterns as a piece of music develops.</li> <li>To learn about performance and audience.</li> <li>To recount narratives and stories with peers and their teacher.</li> </ul>	<p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>To explore music from different cultures. Respond with their own ideas and opinions.</li> <li>To sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>To make and manipulate sounds using body percussion and a range of classroom instruments, find pulse, loud and quiet.</li> <li>To be able to play simple percussion instruments.</li> <li>To adapt narratives and stories with peers and their teacher.</li> </ul>	<p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>To explore traditional British music.</li> <li>To develop a repertoire of nursery rhymes and songs.</li> <li>To watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>To move in time to music, developing their own dances.</li> <li>To invent narratives and stories with peers and their teacher.</li> <li>To perform stories (invented, adapted or recounted).</li> </ul>
<b>Vocabulary</b>	<p><b>Art &amp; DT</b></p> <p>Colour, marks, draw, make, show, lines, space, texture, smooth, shiny, rough, prickly, flat, curved, patterned, jagged, bumpy, soft, hard, malleable, wet, dry, flaky, mix, cut, template, sweep, print, combine, pastels, chalk, cutting, sticking, joining, shape, straight, curved. Apron, cut, scissors, chop, equipment, mix, bead, button, fabric, felt, feather, straw, tape, glue, stick, pouring glue, masking tape, dough, plasticine, ruler, build, make, Lego, Duplo, Mobilo, blocks, cube, cuboid, cone, pyramid, join, combine, improve, take apart, enclosure, modify.</p>	<p><b>Music</b></p> <p>Pulse, compose, drum, shaker, scraper, bells, tambourine, triangle, hit, strike, shake, steady beat, audience, sound, body percussion, fast, slow, low, high, repeat.</p>	

**Preparation for Year 1:**

<b>Art</b>	<b>Music</b>	<b>DT</b>
<ul style="list-style-type: none"> <li>Selecting specific colours for a purpose.</li> <li>Mixing colours, talk about use.</li> <li>Create simple patterns.</li> <li>Understand the role of an artist.</li> <li>Tell a story about a picture.</li> <li>Talk about my ideas – the work of others – give opinions.</li> <li>Sketch with pencil, represent real objects, people and events.</li> </ul>	<ul style="list-style-type: none"> <li>Using voices expressively by singing songs and rhymes.</li> <li>Playing untuned instruments musically.</li> <li>Listening and responding to recorded and live music.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about why things happen and how things work.</li> <li>Begin to design own ideas on paper before constructing.</li> <li>Experiment with drawing simple plans and representations.</li> <li>Use a range of simple tools and techniques to build my own structures.</li> </ul>



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- Select tools and techniques needed to shape, assemble and join materials.
- Talk about how textures feel.
- Use a range of simple tools and techniques competently.

- Experimenting with creating and combining sounds to compose.

- Modify and change things I have made and adapt my work to make it better.