A close up of a logo

Description automatically generated**EYFS Expressive Art & Design at West Kidlington Primary School and Nursery 2023-2024: Curriculum Progression**

*EYFS Statutory Requirement*

*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*.

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| Art Palette Clip Art Images – Browse 13,437 Stock Photos, Vectors, and  Video | Adobe StockArt | **Nursery** | **Reception** | **Year 1/2** |
| **Drawing and Colour** | Drawing    • Begin to use a variety of drawing tools.  • Use drawings to tell a story.  • Investigate different lines.  • Explore different textures.  • Encourage accurate drawings of people.  Colour    •  Experimenting with and using primary colours.  • Naming colours.  • Experiment with mixing colours.  • Learn the names of different tools that bring colour.  • Use a range of tools to make coloured marks on paper. | |  |
| Name colours  Match colours  Use more than one colour in their drawings and paintings  Use pastels, pencils, chalk, paint, felt tips to draw and mark make  Give artistic meaning to their work I have draw … through chouce  See shapes and pictures within their own musings eg I have drawn a…..  Draw people with enclosed faces  Draw using lines and circles | Understand how to grip a pencil comfortable and explore mark making, creating lines and circles. Giving meaning to marks made  Observational drawing  To explore colour  make new colours from primary colours  To understand there are many different skin tones.  Colours can merge into each other to create a new effect  To be able to choose a particular colour for accuracy and purpose.  Observational drawing of plants. Link to spring | **Impressionism**    Skills  • Draw lines of different sizes and thickness.  • Colour work neatly following the lines.    Knowledge  • Know the difference between pencils and crayons.  • Know that pencils have different grades and what each grade means.    **Fauvism**    Skills  • Show pattern and texture by adding dots and lines.  • Show different tones by using coloured pencils.    Knowledge  • Know which grade of pencil is most appropriate for a given task.  • Know how and when to use charcoal, pencil and pastel to create different tones, patterns and textures |
| **Painting** | Painting    • To paint using different sized brushes.  • To use a variety of tools for painting.  • To explore mixing colours including white and black.  • To paint using a variety of textured paint.  • Know how to hold a paintbrush.  • Know how to clean brush when applying paint | |  |
| Explore painting at an easel and at a table  Use a variety of brushes and tools to paint with- sponge, cotton buds, fingers, string, shapes,  Begin to use brush strokes rather than scrubbing  Paint on different parts of the paper and not always on top of what is already there  Use different types of paint  Dispense their own paint colour choice | To learn about powder paint  To mix colours  To mix different skin tones  To create lots of tones of the same colour.  How to create a wash using dye. To understand wax is water resistant – link to boat work. | **Impressionism**    Skills  • use thick and thin brushes appropriately.  • mix primary colours to make secondary colours.    Knowledge  • Know when it is appropriate to use thick and thin brushes.  • Know that red, yellow and blue are the primary colours.   • Know that green, orange and purple are the secondary colours.    **Fauvism**    Skills  • Select primary colours to mix secondary colours  • Add white to colours to make tints and blacks  • Create colour wheels    Knowledge  • Know which primary colours need to be mixed to create each of the secondary colours.   • Know which colours need to be mixed to make brown.  • Know that colours can be tinted (made lighter) by adding white.  • Know that colours can be toned (made darker by adding black. |
| **Artists** | Stik- drawing stick people  Andy Goldsworth- making art with natural finds  Kenneth Noland- patterns with lines and circles  Eric Carl- tissue paper colour | To learn about the famous artist Monet  Re-create Monet Water Lily  Create pictures and abstract art using natural materials in the style of Any Goldsworth  (Pollock)  Kandinsky | **Impressionism**    Skills  • Use repeating or overlapping shapes.  • Use objects to create prints (e.g. fruit, vegetables or sponges).    Knowledge  • Know the technique for printing with sponges, vegetables and fruit.  • Know what a repeating pattern is.    **Fauvism**    Skills  • Mimic print from the environment (e.g. wallpapers).  • Press, roll, rub and stamp to make prints.      Knowledge  • Know what the outcomes will be for the different methods of printing: pressing, rolling, rubbing and stamping. |
| **Printing** | • Rubbings  • Print with variety of objects  • Print with block colours | |  |
| Use of fruit and vegetables to print and notice the space printed  Place and lift technique  Leaf printing  Hand and finger printing  Use of sponge shapes to print | To print 3D shapes to see the shape of each face.  Fingers can be used to print. Different fingers create different size prints.  Create ‘cartoon frogs’ |  |
| **Textiles, Man made and natural materials** | Make a Christmas tree with wool, wood, cardboard, pipe cleaners  Use different materials while using recycles materials  Make a troll  Make natural fairies and creature- forest school | To use natural materials – leaves to create picture  Introduce wool, where does it come from. What are the properties of wool  Sew a Christmas card design  Teach children the technique of collage | Begin to identify different forms of textiles/fabric e.g. felt, velvet, cotton.    • Continue to develop understanding weaving techniques.    • Use different fabrics and materials in collages.    • To be shown how to thread a needle.    • To use a running stitch.    • Stitch two pieces of fabric using a running stitch. |
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| Pens and rulers Design | **Nursery** | **Reception** | **Year 1/2** |
|  | Use large-muscle movements to wave flags and streamers, paint and make marks.  • Choose the right resources to carry out their own plan.  • Use one-handed tools and equipment, for example, making snips in paper with scissors.    • Develop their small motor skills so that they can use a range of tools competently, safely and  confidently.    • Use a range of small tools, including scissors, paintbrushes and cutlery. | |  |
|  | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park  ***Lunar park***  ***Poly m***  ***Stickle bricks***  ***Interstar***  ***Brio mech***  ***Unit blocks***  ***Crates***  ***Guttering pipes***  ***Junk modelling***  ***Junk modelling***  ***Sellotape***  ***Glue***  **Design Christmas table mat**  **Design a hat** | To create a 3D structure from a single sheet of paper.  To design and build a floating vessel  Design a map  Design a cloth bauble bauble | **Cooking and Nutrition**  Cut ingredients safely and hygienically.  • Assemble or cook ingredients.    • Cut, peel or grate ingredients safely and hygienically.  • Measure or weigh using measuring cups or electronic scales.  **Materials**  • Cut materials safely using tools provided.  • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding, and curling).    • Measure and mark out to nearest cm.  • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).  **Textiles (Link to Art)**  • Shape textiles using templates.  • Colour and decorate textiles.    • Join textiles using running stitch.  • Colour and decorate textiles using a number of techniques.  **Electricals & Electronics (link to Science)**  • Recognise if a battery-operated device works or not.    • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).  **Construction**  • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.    • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.  **Mechanics**  • Create products using levers and wheels.    • Create products using winding mechanisms  **Computing**  Model designs using software  Taking Inspiration from Design Throughout History  Explore objects and designs to identify likes and dislikes of the designs.  • Suggest improvements to existing designs.      • Explore objects and designs to identify likes and dislikes of the designs.  • Suggest improvements to existing designs.  • Explore how products have been created.  **Design, make, Evaluate & Improve**  Design products that have a clear purpose and an intended user.    • Make products, refining the design as work progresses.  • Use software to design. |
| **3D Sculpture** | Sculpture    • To roll, stretch, create texture.  • To create rough and smooth surfaces.  • To be able to roll into a ball.  • To understand what rough and smooth is.  • To know how durable clay is (when pinching and pulling). | |  |
| Manipulate playdough- pinch, pull, squeeze, pat  Make a ball/ sphere shape  Thumb pot diva  Create using inspiration from rhymes eg 5 current buns, 5 little peas, 2 little dicky birds  Make Christmas trees  Forest school clay faces with natural materials | Roll a sausage shape  Make a coil diva | **Impressionism**    Skills  • To add texture by using tools  • To make different kinds of shapes    Knowledge  • How to cut, roil, and coil materials such as clay and plasticine.  • To be able to make a pinch pot    **Fauvism**    Skills  • To create a slip.  • To create a coil.  • To know some sculpture techniques such as rolling, cutting,  moulding and carving.  • How to join pieces of play together using slip.    Knowledge:  • Knowing how to cross hatch into clay.  • How to connect pieces of clay using slip.  • To create a pinch pot and add details onto clay. |
| **Tools** | Loops scissors  2 finger and thumb scissors  Scissors  Sellotape dispenser  Glue spreader  Pastry brush  Knife – with adult  Ladles and spoons  Forest school with adult  Bow saw  Secateurs  Hand drill | Scissors loop/large if needed  Cooking tools  Large spoons for mixing  Knife for spreading butter for snack time toast  Knife for chopping apples  Rolling pin  Needle  Hole punch  Cello tape dispenser  Clay tools  Cooking tools knife for chopping  Split pins  Glue spreaders  Hand whiskers – whipping cream for African Mango Fool |  |

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| Music | **Nursery** | **Reception** | **Year 1/2** |
|  | * Children to sing a range of well-known nursery rhymes and songs. * When appropriate – Children try to move in time with music * Perform songs, rhymes, poems and stories with others   Fireworks pictures to think about sound being represented as shapes and marks  Following musical rhythm using pictures for movement  Film and TV music- Jaws, Galloping home,  Music from pop modern and old, jazz, rap,  Locomotion, Twist, Can’t stop that feeling  Sounds of different instruments  Banjo, bagpipe, orchestra- trombone, drum, violin  Instruments from around the word- Tembo, African drum  Explore sound of instruments  Daily relax piano listening and watching playing of piano  Singing nursery rhymes and topic based songs  Pitch- high low  Tempo- slow fast  Note length- long short  Starting singing from first word | * Children can join in with some of the words and actions of songs. * To sing familiar songs with a sense of Pitch, Pulse and Rhythm. * To try to play and sing with an awareness of others. * Children to use their voices in a variety of ways such as speaking, singing and chanting. * Children to show or explain how music makes them feel. * Children can sort instruments into categories. * Children to notice simple changes in sounds and dynamics. * To listen and respond through movement to a variety of music. * To control loud and quiet sounds on a small instrument. | Listening & Appraising   * Listen to a variety of musical styles and genres from different times, traditions and composers. * Learn to recognise instruments and basic style indicators. * Encourage discussions using musical language. * Compare different types of music and express an opinion using appropriate vocabulary. |
|  |  |  | Musicianship: Understanding music  Understand the terminology of pulse, rhythm, pitch, tempo and dynamics and how they work together to create music. |
|  |  |  | Singing   * Sing a broad range of songs, chants, raps and rhymes as part of a choir, including those that involve syncopated rhythms (off beat), with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. * Demonstrate and maintain good posture and breath control whilst singing. * Sing expressively, with attention to breaking, phrasing, attention to dynamics and articulation. * Talk about the different styles of singing used for the styles of songs sung in this year. * Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world. |
|  |  |  | Playing Instruments   * Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, G major, D major and D minor. * Begin to develop an understanding of tuned (glockenspiels) and untuned (bongo drums) instruments. |
|  |  |  | Improvising   * Begin to understand that improvision is when you make up your own tune or rhythm. * Explore improvisation within a major scale. * Work with a partner and in the class to improvise simple ‘Question and Answer’ phrases, to be sung and played on untuned percussion (bongo drums), creating a musical conversation. |
|  |  |  | Composing   * Children to confidently understand that composition is creating very simple rhythms and melodies that are notated or recorded in some way. * Plan and compose melodic phrases, incorporative rhythmic variety and interest. Play this melody on available tuned (glockenspiels) percussion and/or orchestral instruments. Notate this melody. * Create music in response to music and video stimulus. * Use a wide range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). * Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. |
|  |  |  | Performing and Sharing   * Create, rehearse and present a holistic performance in school assemblies, school performance opportunities and to a wider audience. * Children to have a detailed understanding of the musical, cultural and historical contexts of their performance piece. * A student or a group of students rehearse and lead parts of the performance. * Collect feedback from the audience and reflect how the audience believed in the performance. * Discuss how the performance might change if it was repeated in a larger/ smaller performance space. |

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| Red tie curtains with a dark wall in the background Drama/ Imagination | **Nursery** | **Reception** | **Year 1/2** |
|  | Role play- house, kitchen, setting up scenario from stories to be retold  Puppets and small world characters to retell stories and to create their own  Retell nursery rhymes and traditional tales with props created, of ready supplied | Take part in simple, pretend play often based on familiar experiences.  Uses available resources to create props or creates imaginary ones to support play.  Develop simple story lines through small world or role play.  Retell parts of familiar stories through use of puppets, toy, mask, or small world.  Create narratives in their pretend play, building on their contributions of their peers.  Invent, adapt and recount narratives and stories with peers and their teachers. Create representations of both imaginary and real life ideas, events, people and objects.  Uses combinations of art forms, e.g. moving and singing, making role play, drawing and talking, constructing and mapping.  To perform rhymes and songs to a small class audience. To use the musical instruments with a purpose in mind e.g. making a pattern or creating a sound affect to accompany a story or song. | *Christmas production*  *English-*  *Hot seating*  *Freeze frame*  *Whole class retelling*  *RE*  *acting out stories from the bible*  *Acting out stories in groups*   * *Performing some of these to the class* |
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