

Expressive Art and Design

INTENT:

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 children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a wide variety of activities in art, music, movement, dance, role-play, and design and technology.

IMPLEMENTATION

Honeybees—Pre School

Explore

- Colour –Recognise colours/ choose colours for a purpose.
- Begin to use primary colours to mix secondary colours.
- Can use thick paint brushes
- Print with blocks, sponges and fruit
- Draws potato people (no neck or body)
- Draw things that they observe.
- Draw simple things from memory e.g. a cat.
- Use glue sticks independently and use glue spatulas with support.
- Adds other materials to develop models (tissue paper, glitter etc.)
- Adds additional textures e.g. describes as bumpy or smooth
- Beginning to weave
- Builds walls to create enclosed spaces, beginning to add towers, roofs etc.
- Manipulates playdough in different ways (e.g. rolls, cuts, squashes, pinches, twists etc.)

Music

- Responds to music –verbally and using movement.
- Talks about how music makes them feel
- Copies basic actions and begins to learn short dance routines.
- Watches dances and performances
- Sings a selection rhymes/ songs from memory
- Sings in a group and tries to keep in time.
- Able to name a wide variety of instruments (drum, tambourine, maraca, triangle)
- Plays a given instrument to a simple beat

Imaginative Play

- Develop storylines
- Plays with familiar resources
- Uses own experiences to develop storylines e.g. going on a bus/ car ride
- Participates in small world play related to rhymes and stories
- Create and use small world set ups
- Creates their own piece of art and gives meaning.
- Works independently to develop basic skills.
- Begins to work with a friend, copying ideas and developing skills together

Willow Class—Reception

Explore

- Mix primary colours to make secondary colours
- Add white or black paint to alter tint or shade of colours.
- Can use thin brushes to add details
- Can independently select additional tools (stamps, rollers etc.) to improve their painting.
- Create patterns or meaningful pictures when printing.
- Draws with detail (bodies appropriately sized, limbs and additional features, observational drawing/ painting)
- Beginning to draw self-portraits, landscapes and building/ cityscapes
- Joins items in a variety of ways (Sellotape, masking tape, string, split pins)
- Knows how to improve models (scrunch, twist, fold, bend, roll)
- Knows how to secure boxes, toilet rolls, decorate bottles.
- Use improved vocab to describe e.g. flexible, rough, rigid)
- Weave/ simple sewing (Binka)
- Build models which replicate those in real life, using a variety of resources (loose parts, blocks, junk modelling)
- Makes something with clear intentions.

Music

- Make music –making/ following rhythms
- Understands emotion through music and can describe music in simple terms e.g. ‘happy’, ‘sad’ or ‘scary’
- Move to music –to the beat/ with more rhythm
- Learns some dance routines, matching pace
- Shares likes/ dislikes about dances/ performances
- Selects own instruments and plays them in time to music
- Can change the tempo and dynamics whilst playing
- Knows how to use a wide variety of instruments
- Sings in a group and by themselves, matching pitch and following melody
- Sings a selection of songs/ rhymes from memory.

Imaginative Play

- Adapt and use familiar narratives and experiences to develop storylines
 - Use/ make props to support role play
 - Enhances small world play with resources that they pretend are something else e.g. blue material to be water
 - Begins to paint on other materials e.g. card, fabric, clay
 - Returns to work on another occasion to edit and improve
- Creates collaboratively, sharing ideas with peers and developing skills further.

Early Learning Goals

ELG: Creating with Materials

Children at the expected level of development will:

- 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.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.