



Early Years Curriculum

Expressive Arts and Design



What does Expressive Arts and Design look like in Early Years at Humshaugh C of E First School?

We provide regular opportunities for children to learn about and experience the arts. We value children's creativity and imagination and enable them to explore and play with a wide range of media and materials. We want children to be curious and ask questions. We teach the children different skills and encourage their self-expression to communicate their ideas. We show them how to listen carefully, observe in detail and develop specific vocabulary to help them progress.

In the **two-year-old provision** children take part in action songs and rhymes. They have 10 songs and rhymes with props that are sung daily. They explore musical instruments and how to make sounds in different ways. They have the opportunity to explore different patterns and textures. Children use paint and other collage materials to make their own pictures and models. They experiment with a range of different tools and have opportunities to explore their own interests. It is at this age that they start to develop their pretend play with the support of adults. We also involve parents by sharing photos and video clips on Tapestry and through stay and play sessions, resources such as nursery rhyme sacks also go home.

In **Nursery** children continue to take part in simple pretend play and start making up stories with small world toys. They explore different materials and choose what to make with them developing their own ideas. Adults show the children how to join different materials together. We help children to develop their drawing and model making gradually adding more details. Children explore colour mixing and have a look at the work of different artists. They listen to different music and are encouraged to express their feelings as well as making their own music and singing songs.

In **Reception** children are taught how to use tools and techniques with greater control and precision. We gain inspiration by looking at art and the work of different artists as well as the natural environment. Creating our own ideas and responses to the world around us. We listen and move to different genres of music, discussing what we can hear and feel. We have the opportunity to explore and engage in music making, dancing and singing. Children make and use props to help them act out stories and develop their imaginations, engaging in pretend play.

Humshaugh C of E First School's Curriculum-Expressive Arts and Design

Year group	Skills	Knowledge	Vocabulary	Resources, activities, books, genres and key artists
2 Year olds	<p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Be able to march and use musical instruments when listening to music.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Notice patterns with strong contrasts.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their</p>	<p>Know that different things can make different sounds.</p> <p>Know some different songs and rhymes by heart.</p> <p>Know that they can make loud and quiet sounds.</p> <p>Know that different instruments make different sounds.</p> <p>Know that marks can represent something.</p>	<p>I understand the verbs 'clap,' 'shake,' 'move,' 'dance,' 'sing,' 'look,' 'listen,' 'hear,' 'sit,' 'copy,' 'hold,' 'make,' 'write,' 'draw,' 'say' (person/animal,) 'tell,' 'read,' 'open,' 'close,' 'turn' (page,) 'take turns,' 'share,' 'tidy,' 'play,' 'pretend' and 'like.'</p> <p>Sound march stripes spots, colours</p> <p>Describe how paint and other sensory resources</p>	<p>Rhyme and song bags and props.</p> <p>Boogie Mites Musical instruments Opportunity to perform in Class 1I Productions: Wiggly Nativity & end of year showcase performance</p> <p>Paint brushes Pre-mixed paint crayons, pencil crayons, felt tips, loop scissors, A range of sensory materials, playdough cornflower, gloop, foam</p> <p>Soil, sand and water trays outside with a range of resources.</p> <p>Role play props</p> <p>Duplo, stickle bricks etc construction resources Loose parts</p>

	<p>bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Start to engage in pretend play, pretending that one object represents another.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Know the words and actions to a range of different songs.</p> <p>Know that you can pretend with different objects.</p> <p>Know what they have made.</p>	<p>feels-cold, slippery, wet, hard, soft</p>	<p>Big bricks and Poddley outside.</p> <p>Range of materials, card, fabric-for collage or model making.</p> <p>Large and small pieces of paper.</p> <p>BBC Nursery Rhyme Medleys on IWB</p> <p>Opportunities to perform to an audience in Christmas Wiggly Nativity Play and End of Year Showcase</p> <p>Performance: Pirates and The Sea (Year A) All Around the World (Year B).</p> <p>Real life equipment</p>
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Nursery 3-4 years	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Engage in simple role-play.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Give puppets, role play characters a ‘voice’.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Build structures with blocks, boxes or planks.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Construct and create with purposeful intent.</p> <p>Use scissors to cut out.</p> <p>Join different materials and explore different textures.</p> <p>Look at and talk about the work of artists and craftspeople to gain ideas.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Know that anything can be used when you are pretending.</p> <p>Know that you can tell, make up different stories using small world toys.</p> <p>Know how different construction materials work, how they join together and what sort of things you can make with them.</p> <p>Know you can make up your own stories.</p> <p>Know what different things are made out of.</p> <p>Begin to plan what they want to make first.</p> <p>Be able to talk about what they have made or are making.</p> <p>Know how to hold and use scissors effectively. Know some simple joining techniques.</p> <p>Know that there are different artists.</p> <p>Know how to draw a face.</p>	<p>Pretend</p> <p>Plastic, paper, card, wood</p> <p>plan, idea</p> <p>join, fix, attach, staple, glue</p>	<p>Junk model workshop Painting, collage, cutting and sticking, Role play props Lego, Duplo and other construction. Puppets, small world play</p> <p>Loose parts, large and small. Construction resources</p> <p>Glue, masking tape, sellotape, hammers and nails, Scissors- access to different types Range of drawing materials</p> <p>Work of different artist’s craftspeople photos, mirrors</p>
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	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tune sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Keep a steady beat alongside others or to a piece of music or rhythm.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Be able to talk about what they can see/hear/feel.</p> <p>Know that if colours are mixed you can make a new colour.</p> <p>Know that different types of music can make you feel differently.</p> <p>Know a range of songs and rhymes.</p> <p>Know how to keep a steady beat.</p> <p>Know that they need to select different instruments for different purposes.</p>	<p>Loud, quiet, high, low</p> <p>names of colours</p> <p>Sad, happy, excited, angry.</p> <p>Names of the musical instruments.</p>	<p>Primary coloured paints to mix themselves</p> <p>Different styles of music from different cultures and historical periods</p> <p>Outside Stage</p> <p>Musical instruments Outdoor percussion stations</p> <p>BBC Nursery Rhyme Medleys on IWB</p> <p>Boogie Mites</p> <p>Participate in Charanga sessions</p> <p>Join in with Reception Topic related Expressive Art & Design focused activities with adult support - see below.</p>
Reception	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Be able to use colour mixing to match to the colour</p>	<p>Know how to make different colours and</p>	<p>mix, match, colour, shade</p>	<p>Autumn 1: Key Skills skills, scissors, hole-punch, sellotape, pencil sharpeners and glue.</p>

	<p>that they see and want to represent.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Make up stories with others, making up plays, puppet shows or short films.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Move in different ways as a response to music.</p>	<p>shades by mixing.</p> <p>Know that there are lots of colours, shapes and patterns in the natural world.</p> <p>Know how to join materials in a range of different ways.</p> <p>Be able to talk about what they are making and how they are doing it.</p> <p>Know that there are different styles of music.</p> <p>Be able to talk about what they have seen- how does it make them feel?</p> <p>Know a range of songs and rhymes confidently.</p> <p>Develop confidence to move, make music and perform to others.</p> <p>Be able to say how different music makes them feel, what it reminds them of.</p>	<p>join , connect, attach</p>	<p>Techniques: Mixing paint primary colours. Genre: Self-portraiture with range of media including loose parts. Key artists: Paul Klee, Henri Matisse. Key texts: Mix it Up by Hervé Tullet and Elmer by David McKee.</p> <p>Autumn 2: (Year A) Key skills: develop independence with cutting and sticking different materials for collage. Techniques: large scale collage, printing circles, using water colours. Genre: Large scale textured pictures, circular patterns, and clay sculpture. Key artists: Joan Miró, Kandinsky. Participate in adult led creative activities related to Christmas and the Christmas Performance, as well as initiating own creations.</p> <p>(Year B): Key skills: develop modelling skills with malleable materials. Techniques: Clay modelling. Exploring tone: light and dark. Genre: Clay</p>
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				<p>sculpture, Tonal Art. Key artist: Monet. Spring 1 (Year A) Techniques: Wax resist mark making. Genre: collaborative jungle art. Key artist: Henri Matisse. Participate in adult led creative activities related to woodland or the jungle e.g. animal print fabric collages as well as initiating own creations. (Year B): Techniques: ice sculptures. Watercolour experiments using cold colours, clay modelling (winter gardens). Participate in adult led creative activities related to Winter or the Arctic e.g. polar bear collages (foam & PVA) as well as initiating own creations. Spring 2 (Year A): Techniques: Painting or printing, collage and plant pigment mark making. Genre: Sunflower pictures and collages, insect pictures and collages, collages with seeds and other natural materials. Key Artists: Van Gough, Eric</p>
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				<p>Carl. Closely observe a plant and make observational drawings. Participate in adult led creative activities related to topic or Easter e.g. Easter Cards as well as initiating own creations. (Year B): Techniques: Printing with different objects e.g. wheels. Exploring warm colours. Marbling (linked to Easter eggs). Genre: Tyre track patterns, fire pictures. Participate in adult led creative activities related to topic or Easter e.g. Easter Cards as well as initiating own creations.</p> <p>Summer Term (Year A) Techniques: Felting (working with textiles). Experimenting with water, paint, sand and salt. Large scale painting with brushes, spray bottles and splatter painting. Genres: Expressionism. Key Artists: Georgia O'Keefe (textiles), Maggie Hambling, Jessica Warboys and Jackson</p>
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				<p>Pollack. Construct, collage, paint and draw things relating to the pirate and seaside topic. Make pirate maps to show where to find buried treasure.</p> <p>(Year B): Techniques: Weaving (inspired by African cloth and baskets). Tie Die, sculpting clay or playdough faces. Blow painting. Participate in adult directed activities e.g. make flags from different countries, design Chinese characters, create Indian Rangoli patterns, or Picasso style portraits. Make a Star of David, Menorah, or a model of the Eiffel Tower or Empire State Building.</p> <p>Each Term learn new action songs related to topic</p> <p>Charanga music scheme</p> <p>Perform solo or group part to an audience in Christmas Wiggly Nativity Play and End of</p>
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				Year Showcase Performance: Pirates and The Sea (Year A) All Around the World (Year B).
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Expressive Arts and Design ELGs:

Creating with Materials ELG

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.

Being Imaginative and Expressive ELG

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.