



Subject : Expressive arts and design:

- Exploring and using media and materials.
- Being imaginative.

Links to: Music, Art, DT, Drama

Term: Autumn, Spring, Summer

Characteristics of Effective Learning

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically - thinking

Expressive Arts and Design

Statements: 3-4

• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Reception

• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

ELG :

Creating with Materials • 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 • 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.

 Vocabulary EAD: Exploring and using media and materials Being imaginative	 Knowledge Children will know that...	 Understanding Children will understand	 Skills What children will be able to do Activities in FS at OWPS
<p>Music</p> <p>Sing: make musical sounds with the voice, especially words with a set tune.</p> <p>Listen: Gives ones attention to a sound</p> <p>Rhyme: Correspondence of sounds within words.</p> <p>Pulse (steady beat) is the foundation of all music, it is a musical heartbeat that never stops</p> <p>Rhythm is long and short sounds that happen over the pulse (steady beat) so, rhythm changes and pulse stays the same</p> <p>Pitch is high and low sound</p> <p>Names of instruments: Jingle bands Jingle bells Jingle stick Maraca Basket rattle Tambourine</p>	<p>They can use their voices to sing a song.</p> <p>Instruments make different sounds.</p> <p>People have different responses to the music they hear.</p> <p>Music is created in different ways.</p> <p>Dance and movement can be used as a form of expression.</p>	<p>How songs are used in different parts of the curriculum.</p> <p>How they can use an instrument to make sounds.</p> <p>That music can make them feel different emotions</p> <p>How music is created.</p> <p>How to combine resources to make an instrument.</p> <p>That they can communicate their imaginative ideas through body percussion.</p>	<p>Autumn term</p> <ul style="list-style-type: none"> • Sing hello song at beginning of session when part time. • To take turns and follow instructions as part of circle time and ring games.(Ourselves topic) • Ring games during free flow play with an adult. • Sing a range of nursery rhymes linking to phase 1 phonics • Learn songs for Christmas nativity (Celebrations topic) • Explore music area and investigate instruments during free flow play times. • Sing songs, use instruments to enhance FS plans and PoR texts. • <p>Spring term</p> <ul style="list-style-type: none"> • Learn about pulse (beat) and rhythm using Oscar, Joe, Nicholas, Henrietta puppets. • Use instruments during guided activities thinking about the weather. (Frosty and Frozen topic). • Take part in BBC ten pieces as rest of school. • Investigate instruments during small group times following on from Oscar, Joe beat clapping. • Add instruments to enhance singing times. • Instruments are available during free flow play as part of continuous provision



Headless tambourine Clapper drum Beaters Sticks Tone block Wooden agogo Triangle Hand drum Chime bar			<u>Summer term</u> <ul style="list-style-type: none"> • Charanga • BBC 10 pieces • Make instruments using recycling materials. • Dance as part of PE lessons (PD link) • Body percussion (also part of phase 1 phonics) • Instruments are available during free flow play as part of continuous provision •
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 Vocabulary EAD: Exploring and using media and materials Being imaginative	 Knowledge Children will know that	 Understanding Children will understand	 Skills What children will be able to do Activities in FS at OWPS
<p>Art:</p> <p>Mix: combine or put together to form one substance or mass.</p> <p>Primary colours: any of a group of colours from which all other colours can be obtained by mixing.</p> <p>Collage: a piece of art made by sticking various different materials</p>	<p>When they mix colours they will make another colour.</p> <p>Colours can be changed</p> <p>There is a change when textures are combined</p> <p>Materials can be combined to make a planned effect.</p> <p>Different tools can be used to achieve a similar effect.</p> <p>A plan will help to achieve a design.</p> <p>Talking about what they have made can offer ideas and solutions to change a design</p>	<p>Primary colours can be mixed together</p> <p>Adding white to paint can make the colour lighter</p> <p>Different resources can change the texture of paint</p> <p>Different media can be combined.</p> <p>Tools can be used to affect changes.</p> <p>How to plan a design.</p> <p>Resources can be used in a variety of ways.</p> <p>Different colours and textures can be combined.</p> <p>How to use recyclable materials to make a model.</p>	<p><u>Autumn term</u></p> <ul style="list-style-type: none"> • Children will mix colours to make a rainbow fish scale. • Use observation to paint self-portraits. • Collage a face using a range of materials. • Learn painting skills such as 'How to use and clean a paint brush'. • Decorate a rainbow fish with a range of media, such as sand, sawdust, glitter. • Use a selection of materials to investigate textures during free flow and supported play opportunities, such as; • Playdough • Mud kitchen • Digging patch • Art provision available daily as part of continuous provision. <p><u>Spring term</u></p> <ul style="list-style-type: none"> • Chick painting. Children to learn the skills needed to paint a chick. E.g. how to use water to clean between colours. • Explore the artwork of 'Dieter Roth' experiment with texture. • Link to Frosty and Frozen topic to make a textured painting. • Art provision available daily as part of continuous provision.



			<p>Summer term</p> <ul style="list-style-type: none"> • Still life, drawing and painting fruits and vegetables. • Collage a healthy plate of food. • Use recyclable materials to show what items can be recycled as part of Eco code topic. • Art provision available daily as part of continuous provision.
<p> Vocabulary</p> <p>EAD: Exploring and using media and materials</p> <p>Being imaginative</p>	<p>Knowledge</p> <p></p> <p>Children will know that</p>	<p>Understanding</p> <p></p> <p>Children will understand</p>	<p>Skills</p> <p></p> <p>What children will be able to do</p> <p>Activities in FS at OWPS</p>
<p>Drama:</p> <p>Act:</p> <p>Pretend: take on another role or pretend to be someone else.</p> <p>Perform: Present to others.</p> <p>Express: Convey a thought or feeling</p> <p>Respond: How does it make you think or feel?</p>	<p>Stories can be developed in pretend play.</p> <p>Children can explore characters using pretend play.</p>	<p>That items can be used in a variety of ways (for example using a stick as a spoon during a role play game).</p> <p>They will need to take turns, wait, listen to others when playing a game of make believe.</p> <p>They can use what they know about stories to recreate their own during role play.</p> <p>They can use puppets and toys to retell a story.</p> <p>How to use varying forms of acting in role to form part of a story (hot seating).</p> <p>That dance can be a form of expression.</p> <p>That other children and adults have different views about how stories can be represented.</p>	<p>Autumn term</p> <ul style="list-style-type: none"> • Children use the role play area during free flow play as part of a shared game. • Re-enact Rainbow fish story using stick puppets, adult model using movement and gesture to respond to how the Rainbow fish is feeling. • As part of a play based curriculum there are opportunities throughout daily life in FS for children to act in role/use their imagination. Within CL and Literacy children are encouraged to express and responds to feelings, ideas and experiences through play <p>Spring term</p> <ul style="list-style-type: none"> • Re-enact stories as part of traditional tales topic. • Hot seating • As part of a play based curriculum there are opportunities throughout daily life in FS for children to act in role/use their imagination. Within CL and Literacy children are encouraged to express and responds to feelings, ideas and experiences through play



			<p>Summer term</p> <ul style="list-style-type: none"> • Dance in PE • As part of a play based curriculum there are opportunities throughout daily life in FS for children to act in role/use their imagination. Within CL and Literacy children are encouraged to express and responds to feelings, ideas and experiences through play
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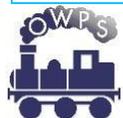
 Vocabulary EAD: Exploring and using media and materials Being imaginative	Knowledge Children will know that Development Matters 3-4 / Reception	 Understanding Children will understand	Skills What children will be able to do Activities in FS at OWPS
<p>DI:</p> <p>Sprinkle: cover (an object or surface) with small drops or particles of a substance.</p> <p>Spread: open out (something) so as to extend its surface area, width, or length</p> <p>Saw: cut (something) using a saw.</p> <p>Hammer: A hammer is a handheld tool used to strike another object.</p> <p>Nail: a small metal spike with a broadened flat head, driven into wood to join things together or to serve as a hook.</p> <p>Recycled:</p>	<p>A plan can be drawn that will help with a design.</p> <p>They can talk about what they have made and adapt their design.</p>	<p>How to use scissors carefully.</p> <p>For some activities sticky tape might be better than glue.</p> <p>That split pins and treasury tags can be used to attach items in different ways.</p> <p>Using certain materials will give a different design.</p> <p>Making a plan helps with a design.</p> <p>That different objects can be used to make a model.</p> <p>That a design can be changed.</p>	<p>Autumn term</p> <ul style="list-style-type: none"> • Explore creation station, during free flow play times. Adult support to learn how to use: <p>Scissors Sticky tape Glue</p>
			<p>Spring term</p> <ul style="list-style-type: none"> • Learn how to use hammer and saw, practice/tinker. • Make an Easter cross using woodworking tools. • Make a pop up Easter card.



convert (waste) into reusable material.			<p>Summer term</p> <ul style="list-style-type: none">• Signs for planting, make a scarecrow• Use construction toys to make a given design during focused observation times, eg; make a bridge that a car could move under.• Use recyclable materials to build a home for a minibeast.
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