



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 |
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| <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 |



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| 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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| Art: Mix: combine or put together to form one substance or mass. Primary colours: any of a group of colours from which all other colours can be obtained by mixing. Collage: a piece of art made by sticking various different materials | When they mix colours they will make another colour. Colours can be changed There is a change when textures are combined Materials can be combined to make a planned effect. Different tools can be used to achieve a similar effect. A plan will help to achieve a design. Talking about what they have made can offer ideas and solutions to change a design | Primary colours can be mixed together Adding white to paint can make the colour lighter Different resources can change the texture of paint Different media can be combined. Tools can be used to affect changes. How to plan a design. Resources can be used in a variety of ways. Different colours and textures can be combined. How to use recyclable materials to make a model. | <u>Autumn term</u> <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. <u>Spring term</u> <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. |



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| | | | <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>Children will know that</p> | <p>Understanding</p>  <p>Children will understand</p> | <p>Skills</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 • Use Now Press Play to develop movement to match to topic |



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| | | | <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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| <p>DT:</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. |



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| convert (waste) into reusable material. | | | <u>Summer term</u> <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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