



Reception Class: Expressive Art & Design

Intent / Educational Programme: 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.

Skills & Knowledge (Art)

<ul style="list-style-type: none"> • Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). • Selects coloured drawing implements for a purpose. • Uses drawing tools to make marks, lines and curves. • Draws accurate representations of people and objects. • Talk about their own and others' work. • Can recognise and name different colours. • Understands that when colours are mixed, new colours are created. • Can select and create different colours. • Uses a variety of tools to apply paint, e.g., brushes of different sizes, sponges, fingers, objects. • Can explore working with paint on different surfaces and in different ways (e.g., different textured, coloured, sized and shaped paper). 	<ul style="list-style-type: none"> • Can work from direct observation and imagination. • Enjoys playing with and using a variety of textiles and fabric. • Can decorate a piece of fabric using different implements, e.g., fabric pens, paints, sticking on buttons etc. • Has a go at threading a needle. • Shows experience in simple weaving: paper, twigs. • Shows experience in fabric collage: layering fabric, adding different textiles and media. • Explores malleable media such as clay, salt dough, playdoh and sand. • Can impress and apply simple decoration. • Can cut shapes using scissors and other modelling tools. • Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. • Build a construction/ sculpture using a variety of objects from observation or imagination e.g., recycled, natural and manmade materials. Can choose own resources and tools.
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Development Matters	<ul style="list-style-type: none"> • 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.
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Assessment	<ul style="list-style-type: none"> • Can children talk about their own work? • Can children use tools accurately? • Can children mix colours to get desired shade? • How do children use colour, design and texture to create their pieces?
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Vocabulary - Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, print, art, techniques

ELG Creating with Materials - Children at the expected level of development will:	<ul style="list-style-type: none"> • 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.
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Skills & Knowledge (DT)

<ul style="list-style-type: none"> • Talk about healthy and unhealthy foods. • Talk about having a balance of these. • Talk about likes and dislikes. • Use a range of tools with care and precision. • Provide opportunities to work together to develop and realise creative ideas. • Encourage them to think about and discuss what they want to make. 	<ul style="list-style-type: none"> • Look at products to generate inspiration and conversation about art and artists. • Provide children with a range of materials for children to construct with. • Discuss problems and how they might be solved as they arise. • Reflect with children on how they have achieved their aims. • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Provide a range of materials and tools and teach children to use them with care and precision.
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Development Matters	<ul style="list-style-type: none"> • 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.
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Assessment	<ul style="list-style-type: none"> • Can children discuss what they want to make? • Can children work independently, choosing their own materials and tools? • Can children reflect on their product, talking about any issues they encountered and how these were overcome?
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Vocabulary - Plan, ideas, design, make, build, construct, join, shape, tools, change, like, dislike, different, improve, healthy, unhealthy, fruit, vegetable, clean, safe, ingredients, cut, sew.

ELG Creating with Materials - Children at the expected level of development will:	<ul style="list-style-type: none"> • 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.
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Reception Class: Expressive Art & Design

Skills & Knowledge (Music) *We follow the Charanga Music Scheme for Reception*

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| <ul style="list-style-type: none"> • Give children an insight into new musical worlds. • Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. • Invite musicians in to play music to children and talk about it. • Encourage children to listen attentively to music. • Discuss changes and patterns as a piece of music develops. • Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. • Provide related costumes and props for children to incorporate into their pretend play. • Explore and engage in music making, performing solo or in groups. • Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. | <ul style="list-style-type: none"> • Play movement and listening games that use different sounds for different movements. • Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. • Play music with a pulse for children to move in time with and encourage them to respond to changes. • Encourage children to create their own music. • Record and watch back a performance. • Perform to an audience. • Play pitch-matching games, humming or singing short phrases for children to copy. • Use songs with and without words – children may pitch match more easily with sounds like ‘ba’. • Sing call-and-response songs, so that children can echo phrases of songs you sing. • Introduce new songs gradually and repeat them regularly. • Sing slowly, so that children can listen to the words and the melody of the song. |
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| Development Matters | <ul style="list-style-type: none"> • 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. • Sing in a group or on their own, increasingly matching the pitch and following the melody. |
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| Assessment | <ul style="list-style-type: none"> • Can children recognise changes in music? • Can children move in time to a pulse? • Can children learn songs and follow the melody? |
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Vocabulary - Nursery rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, tempo, pace, style, compose, perform

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| ELG Creating with Materials - Children at the expected level of development will: | <ul style="list-style-type: none"> • 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. |
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Reception Class: Expressive Art & Design

Term 1		Term 2	
Creating with materials <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings including printing with sponges/finger printing, repeated patterns, joining techniques e.g. tape and glue. 	Being imaginative and expressive <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses (charanga – ongoing). Provide props and costumes for children to incorporate through their pretend play – ongoing through CP. Develop storylines through pretend play (ongoing through CP). Explore and engage in music by playing movement and listening games that use different sounds for different movements. Model how to tap rhythms e.g. syllables of names, objects, animals and lyrics of songs. Charanga Music Scheme 	Creating with materials <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings including colour mixing. Return to and build on their previous learning, refining ideas and developing their ability to represent them (continue through CP). 	Being imaginative and expressive <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses through watching other class Christmas productions and orchestra. Sing in a group or on their own (Nativity, Charanga planning). Explore and engage in music making and dance, performing solo or in groups. (ongoing through CP) Watch and talk about dance and performance art, expressing their feelings and responses through watching year 1/2 performance. Charanga Music Scheme
Term 3		Term 4	
Creating with materials <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings including colour mixing. Through providing opportunities for children to notice features in the natural world, help them to define colour, shapes, texture and smell in their own words, discuss children's responses to what they see. 	Being imaginative and expressive <ul style="list-style-type: none"> Dance in PE Choreograph their own dances and movements (CP-stage). Charanga Music Scheme 	Creating with materials <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings including colour mixing. Through providing opportunities for children to notice features in the natural world, help them to define colour, shapes, texture and smell in their own words, discuss children's responses to what they see. 	Being imaginative and expressive <ul style="list-style-type: none"> Charanga Music Scheme
Term 5		Term 6	
Creating with materials <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. Charanga Music Scheme 	Creating with materials <ul style="list-style-type: none"> 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. Collaborative project to create EYFS art gallery to inspire conversation and reflection with other local EYFS classes. 	Being imaginative and expressive <ul style="list-style-type: none"> 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. Watch and talk about dance and performance art, expressing their feelings and responses through watching year 6 performance. Charanga Music Scheme