



Expressive Arts & Design – Specific Area

Creating with materials

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Explore different materials freely, 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

Art
 Literacy –
 Reading
 Music
 DT

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	Links to National Curriculum <i>Key Stage 1 for Art, Design and Technology and PSHE</i>
<p>Start to join materials together.</p> <p>Explore art materials and colour mixing freely.</p> <p>Develop their own ideas for art.</p>	<p>Use various tools for artwork and design including playdough tools and paint brushes.</p> <p>Mix primary colours together to see what colour it makes.</p> <p>Vincent Van Gogh- Starry night to link to celebrations/ festivals.</p>	<p>Use scissors and one handed tools to create art safely and more accurately including playdough tools and paintbrushes etc.</p> <p>Make different shades using black and white and talk about why shading is evident on pictures and drawings- Explore Paul Klee.</p> <p>Roll, twist and cut clay into the shape that they want.</p>	<p>Safely use tools with care and precision such as using scissors and cutting on the line to the shape that they want of the effect, which is needed- Eric Carle.</p> <p>Explore using materials and techniques and reflect on their artwork. Discuss problems that they had when making it and discuss how they cover came it- Andy Goldsworthy link.</p> <p>Design art/ a product thinking about colour, texture and</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations explaining the processes they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Art: * Mix primary colours to make the secondary colours (orange, purple and green)</p> <p>* Know that Rousseau and Matisse are famous painters and be able to point to examples of their paintings</p> <p>* Use a stencil and sponge to print with paint</p> <p>* Use brushes to make thicker or thinner lines</p> <p>* Learn which colours are warm and which are cold and begin to link these to emotions</p> <p>*Develop experience in rolling clay evenly.</p> <p>*Learn how to join clay using scoring and applying slip.</p>

function. What would they do differently and why.

Suggest artist to explore and compare- **Yayoi Kusama's Artworks.**

*Experiment with how objects can be connected together to create a simple coil pot.

*Experiment with different materials and tools to impress a design into their pot.

* Manipulate malleable media in a variety of ways, e.g. rolling, kneading and shaping safely, using tools and equipment and in the correct way.

*Explore using paint as a way to finish their pot.

Use a sketchbook to:

Begin to explore simple ideas through sketching.

Observe and collect textures and patterns that will be used in their work.

Add basic primary and secondary colour information

Begin to consider which materials and techniques they will use

Begin to explain how a piece of art makes them feel and give their preferences

Add simple annotations to capture ideas

Describe and compare artwork using taught vocabulary

Make links between examples of artists' work and their own composition

Interpret artwork and an artist's style – use of colour, shape, line, pattern, texture, choice of placement on the page

					<p><u>D.T:</u></p> <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none">• To know that a mechanism is the parts of an object that move together• To know that a slider mechanism moves and object from side to side• To know that a slider mechanism has a slider, slots, guides and an object. <p><u>Skills:</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none">• I can create a simple sketch to design a moving story book.• I can build ideas from exploring existing products. <p><u>Make:</u></p> <ul style="list-style-type: none">• I can begin to use levers or slides• I can follow a design to create a moving model that uses leavers and sliders• I can construct a sliding mechanism, using a lever and slider to create a moving picture. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• I can test my finished product, seeing whether it moves as planned or not.• I can evaluate existing products by exploring how they move. <p><u>Knowledge:</u></p> <ul style="list-style-type: none">- I know that joining technique means connecting two pieces of material together.- I know that you can join materials using staples, glue or pins.- I know that a template is used to cut out the same shape.- I know that drawing a design idea is useful to see how an idea will look. <p><u>Skills</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none">• I can use a template to create a design for a puppet.• I can draw a simple sketch showing what my design will look like. <p><u>Make:</u></p>
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					<ul style="list-style-type: none"> • I can begin to use a running stitch • I can cut fabrics with scissors. • I can use joining techniques to decorate a puppet. • I can explore ways of joining fabrics together: pinning, stapling, gluing <p>children will have pre stitch lessons to support motor skills.</p> <p>Evaluate:</p> <ul style="list-style-type: none"> • I can reflect on a finished product, explaining likes and dislikes.
Start to develop their own stories linked to what they know through role & small world play.	Starting to recreate familiar stories (with adult support). Use their imagination when working with peers and working together to make a storyline in their play.	Use props and materials when they are role playing familiar stories	Use materials and props to retell stories and create imaginary situations linked to what they know.		

Being Imaginative and Expressive

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- 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.
- 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.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	Links to the national curriculum	
Use their imagination in play to help them role play and create small world set ups.	Role-play imaginary scenarios linked to experiences that interest them and use the new and correct language that has been taught.	Adapt and change well known stories and narratives and small world/ role play them with others. Use characters and scripts from different stories to create my own story and talk about why they have chosen that character.	Adapt and recount narratives and stories with my friends and adults. Invent their own stories which include character, story plots and setting of the story.	Invent, adapt and recount narratives and stories with peers and their teacher.	Become very familiar with key stories, fairy stories and traditional tales. Learning to appreciate rhymes and poems, and to recite some by heart. Children make basic inferences about a characters' feelings by using what they say as evidence. Predicting what might happen on the basis of what has been read so far.	
Remember most of a nursery rhyme song to sing in a group. Make up their own "silly" songs.	Identify the pitch of a song and have a go at copying the pitch. Copy and sing short phases independently (In Christmas performance).	Sing well known songs in a group or alone and match the pitch. Sing to the melody of the song in a group or individually.	Pitch match to songs without words. Sing well known nursery rhymes. Sing some familiar songs and keep to the beat of the music.		Sing a range of well-known nursery rhymes and songs.	Music: -Watch, follow, feel and move to a steady beat with others. -Find and enjoy moving to music in different ways. -Respond to the pulse in recorded/live music through movement and dance.
Remember and sing simple songs that are of an interest to me. Start to match the melody and pitch of others.	Listen and respond to sounds. Sing with others and supported by an adult.	Listen carefully to music and start to move to it. Join in with singing and dancing.	Talk about how a song makes them feel and why. Perform songs, rhymes, poems and stories alone and with others Try to move in time with music.			-Recognise and clap long sounds and short sounds, and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. -Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. -Perform word-pattern chants; create, retain and perform your own rhythm patterns. -Recognise, sing and play high and low pitched notes. -Explore singing and playing C D E from the C major scale. -Explore singing and playing F G A from the F major scale.

				Perform songs, rhymes, poems and stories with others and try to move in time to music	<ul style="list-style-type: none">-Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.-Sing together.-Listen out for combinations of instruments together.- Add movement to key sections of a song.-Understand when to sing in a verse and a chorus.-Talk about loud sounds and quiet sounds and give some examples.-Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school.-Identify some of the sounds of the instruments heard when listening to music.
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