

Strand: Expressive Arts and Design			
<p>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.</p>			
Nursery	Reception	End of EYFS	Year 1 Expectation
<p align="center">Music – Knowledge and Skills</p> <p>Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.</p>			
<p><u>Listen and Respond Skills</u></p> <ul style="list-style-type: none"> To learn that music can touch your feelings. <p>Knowledge:</p> <ul style="list-style-type: none"> To be able to match music to pictures/visual resources. 	<p><u>Listen and Respond Skills</u></p> <ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. <p>Knowledge:</p> <ul style="list-style-type: none"> To know some nursery rhymes off by heart. 	<p>To sing and perform a range of well-known nursery rhymes and songs.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking

<ul style="list-style-type: none"> • To be able describe the sound of instruments e.g. scratchy sound, soft sound. • To be able to identify and match an instrumental sound e.g. hear a shaker and indicate that they understand it is a shaker. <p><u>Singing:</u></p> <p>Skills:</p> <ul style="list-style-type: none"> • To sing familiar songs. • Sing the pitch of a tone sung by another person ('pitch match'). <p>Knowledge:</p> <ul style="list-style-type: none"> • To know some songs. • To be able to create their own songs with beginning and end. • To be able to sing songs from familiar songs and make their own changes. • To be able to create vocal sounds in games and stories. <p><u>Exploring and create:</u></p> <p>Composing:</p> <p>Skills:</p> <ul style="list-style-type: none"> • To play along; to the beat of the song, rhythm in music. For example e.g. may play along with the lyrics in songs they are singing or listening to. <p>Knowledge:</p>	<ul style="list-style-type: none"> • To know the stories of some of the nursery rhymes. • To be able to notice changes in music, e.g. when music is going to get faster, louder, slower. • To be able to listen to music from local diversity. (Depending on the local diversity and background) <p><u>Singing</u></p> <p>Skills:</p> <ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. <p>Knowledge:</p> <ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections. • To listen to and learn songs and rhymes from different cultures around the world. <p><u>Exploring and create:</u></p> <p>Composing:</p> <p>Skills:</p> <p>Pulse/Beat:</p> <ul style="list-style-type: none"> • To play along with the rhythm in music using some musical instruments. • To move to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum. 	<p>To Move in time with music.</p>	<p>chants and rhymes</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music.
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<ul style="list-style-type: none"> • To be able to play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). • To be able to show control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other. <p><u>Share and Perform:</u></p> <p>Skills:</p> <ul style="list-style-type: none"> • To add sound effects to stories using instruments. • Play instruments with increasing control to express their feelings and ideas. • <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • A performance is sharing music. • 	<ul style="list-style-type: none"> • To combine moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing. • To move in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. <p>Skills: Rhythm:</p> <ul style="list-style-type: none"> • To creates rhythms using instruments and body percussion. • To choreographs his or her own dances to familiar music, individually, in pairs/small groups. • To tap rhythm to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song. <p>Pitch:</p> <ul style="list-style-type: none"> • To explore high and low using voices and sounds of characters in the songs. To match pitch, for example reproduces with his or her voice the pitch of a tone sung by another adult. <p><u>Share and Perform:</u></p> <p>Skills:</p>		
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	<ul style="list-style-type: none"> • To perform any of the nursery rhymes by singing and adding actions or dance. • To perform any nursery rhymes or songs adding a simple instrumental part. • To record the performance to talk about. • To enjoy performing, solo and or in groups. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know a performance is sharing music. 				
<p>Vocabulary Taps, blow, scrape, shake, fast, slow, rhyme, song</p>	<p>Pedagogical Considerations</p> <ul style="list-style-type: none"> • Create music using body parts. • Experiment with variety of instruments. <p>Learn to sing nursery rhymes and action songs: Wind The Bobbin Up, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It, Head, Shoulders, Knees And Toes.</p>	<p>Vocabulary Names of some instruments, beat, rhythm, up, down, faster, slower, high, low, (pitch; The range of high and low sounds.) perform, rap</p>	<p>Pedagogical Considerations:</p> <ul style="list-style-type: none"> • To create music based on a theme e.g. creates the sounds of the seaside. • Imitate familiar choreographed dances e.g. imitates dance and movements associated with pop songs. • Copy-clap some rhythms of phrases from the songs. 		

			<ul style="list-style-type: none"> • Charanga resources 		
		What to look for, Can a child:			
		<ul style="list-style-type: none"> • Enjoy listening to the music and responding to different speeds through dancing or other movement. • Find the pulse in different ways and show this through actions e.g. marching, jumping, moving. • Copy back the rhythms of phrases in the song. • Play a 1-note pattern in time with the pulse. • Learn to sing the songs in unison with support. • Add actions or substitute a word in some sections. • Choose one of the songs and perform it with any actions you/they have created. • Listen back to the performance. 			
Art (Drawing) – Knowledge and Skills					
<p>Skills: To begin to use a variety of drawing tools.</p> <ul style="list-style-type: none"> • To draw circles and lines. • Give meaning to drawing. <p>Knowledge: To be able to use variety of tools appropriately.</p>	<p>Skills:</p> <ul style="list-style-type: none"> • To use drawings to tell a story. • To explore different textures. • To show different emotions in drawings. • To encourage accurate drawings of people and objects. <p>Knowledge: To be able to understand drawing represents ideas and emotions.</p>	<p>To be able to draw most circular movements, straight, curve and zig-zag lines.</p> <p>To be able to represent</p>	<p>To observe patterns.</p> <p>To observe and draw anatomy (faces, limbs)</p>		

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<p>Vocabulary Straight, lines, circles, zig-zag, up, down</p>	<p>Pedagogical Considerations</p> <ul style="list-style-type: none"> • Draws potato people (no neck or body) • Draw rhymes using different materials. For example, sing wheels on the bus go round and round by drawing round wheels using crayons. • Follow write dance approach; clockwise/anticlockwise movements, retrace lines etc. • 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 	<p>Vocabulary Curve, round, back</p>	<p>Pedagogical Considerations</p> <ul style="list-style-type: none"> • Do observational drawings of own faces, flowers, animals etc. 	<p>objects, emotions through simple drawings.</p>	
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	<p>happiness, sadness, fear, etc.</p> <ul style="list-style-type: none"> Explore colour and colour mixing. 				
Art (Painting) – Knowledge and Skills					
<p><u>Skills</u></p> <ul style="list-style-type: none"> To begin to use a variety of tools such as paint and brushes. To choose colour for a purpose. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know how to choose paint and brushes to make simple marks. 		<p><u>Skills</u></p> <ul style="list-style-type: none"> To use a variety of tools, including different size / shape of brushes and tools e.g. sponges, fingers, twigs. To mix and match colours to different artefacts and objects. To paint from direct observation and imagination. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know how to look at and talk about what they have produced, describing simple techniques and media used. To know that when colours are mixed, new colours are created. To be able to explore working with paint on different surfaces and in different ways. To know how to talk about what they have produced, describing simple techniques and media used. To know that a portrait is a picture of someone. 		<p>Recognise and name primary colours and some secondary colours used, experimenting mixing colours to make new colours.</p> <p>Use paints and brushes with more control to make a range of marks – dots, dabs, zig-zags, wavy.</p>	<p>Explore techniques such as lightening and darkening paint.</p> <p>Name the primary colours and start to mix a range of secondary colours moving towards predicting resulting colours (colour wheel).</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p>
<p>Vocabulary Paint, brushes, marks, lines,</p>	<p>Pedagogical Considerations Paint animals for Old MacDonald had a farm.</p>	<p>Vocabulary Primary colours Red, blue, Yellow.</p>	<p>Pedagogical Considerations Self-portraits. Colour mixing.</p>		

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<p>colours, shape.</p>	<p>Sponge painting. Artists – Jackson Pollock – splat painting. Books – I am an artist by Marta Altes</p>	<p>Secondary colours. Mix, dot, dab, marks, paint, brushes.</p>	<p>Christmas, Mother’s Day, Easter, Father’s Day cards Painting clay diva lamps Firework art (splatter paint). Vegetable printing. Artists – Kandinsky – mixing colours. Van Gogh – sunflowers. Piet Mondrian – Primary colours / collage. Books – Camille and the sunflowers by Laurence Anholt. The dot by Peter H Reynolds.</p>		
Art (Sculpture) – Knowledge and Skills					
	<p>Media- <i>play-dough, construction, sand, clay</i> Skills</p> <ul style="list-style-type: none"> To handle, manipulate and enjoy using materials by stretching, pulling, twisting, squeezing. To explore different materials freely, in order to develop ideas about how to use them and what to make. 	<p>Media- <i>Play-dough, clay, construction, junk modelling, natural materials.</i> Skills</p> <ul style="list-style-type: none"> To safely handle, manipulate and enjoy using a variety of materials, tools and techniques. To make representations of animals or people using a 3D structure. 	<p>To share their creations, explaining the process they have used.</p>	<p>To use sculpture to develop ideas, experiences and imagination. To use tools to add details such as line, pattern and texture.</p>	

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<ul style="list-style-type: none"> To make simple representations of animals and people. <p>Knowledge To know what materials can be used or twisted for a particular purpose.</p>		<ul style="list-style-type: none"> To adapt and refine ideas. To use different techniques for joining. <p>Knowledge To know that materials can be manipulated to create new affects. To know which materials to use when joining (<i>e.g glue, sellotape, masking tape, split pins</i>)</p>			
<p>Vocabulary Texture, twist, stretch, pull, bend, squeeze, knot.</p>	<p>Pedagogical Considerations</p>	<p>Vocabulary Kneading, pinch, texture.</p>	<p>Pedagogical Considerations Artist: Andy Goldsworthy Richard Shilling-Natural Art</p>		
Drama – Knowledge and Skills					
<p>Skills</p> <ul style="list-style-type: none"> To speak clearly, using familiar and some new vocabulary. To engage in pretend play with others. <p>Knowledge</p> <ul style="list-style-type: none"> To be able to take part in simple pretend play, using an object to represent something else even though they are not similar. To begin to develop complex stories using small world equipment. 		<p>Skills</p> <ul style="list-style-type: none"> To have confidence and energy when performing. To speak confidently in front of others. To show enjoyment in what they are performing. To begin to use language from stories when acting them out e.g. repetitive phrases. To work well in a group / with others. <p>Knowledge</p> <ul style="list-style-type: none"> To know how to develop storylines and use of language in their 		<p>Contribute to a range of performances using different forms such as puppets, shadow theatre, tableau, dance / drama.</p> <p>Use language which is</p>	<p>To work individually, in pairs, small groups or as a whole class.</p> <p>To explore stories imaginatively through drama.</p> <p>To become increasingly aware of the audience and act</p>

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	<p>pretend play from stories they know and their own experiences.</p> <ul style="list-style-type: none"> • To know how to make and use props for role-play, building on stories and narratives they are familiar with. • To be able to use a range of objects (real, pretend and abstract) to imitate play. • To be able to take part in small group and whole class dramas • To be able to present their own stories using more than one form of drama – puppets, acting (dressing-up) etc. • To know how to confidently act out a drama to an audience. 	<p>appropriate to the role e.g. repetitive phrases.</p> <p>Act out a drama to an audience, speaking clearly and with confidence.</p>	<p>out stories using voice, movement, gesture and basic sound effects.</p>
<p>Vocabulary Home, play, props, build, imagination, story.</p>	<p>Pedagogical Considerations Home corner. Small world – house and play people, farm, dinosaurs. Construction kits – city, park. Role-play area based on various topics.</p>	<p>Vocabulary Speaking, listening, imagination, story, character, questions, puppets, props.</p>	<p>Pedagogical Considerations Freeze frame of traditional story. Hot seating – question main character from a well known story. Role-play – based on various topics. Puppet show e.g. for traditional tales / cultural stories e.g. Divali or Chinese New Year.</p>

			Shadow theatre. Nativity play. Character masks / dressing-up. Visit from theatre company. Repetitive phrases e.g. the Gingerbread Man, The Little Red Hen.		
Pattern and Printing – Knowledge and Skills					
<p><u>Skills</u></p> <ul style="list-style-type: none"> To use body parts to make direct prints. Direct Printing- To use objects to experiment with random pattern. Relief- To make impressions in sand, mud or clay using hands or objects. To create ABAB patterns using a range of materials including natural materials. Rubbings- leaf, bark <p><u>Knowledge</u></p> <p>To know what a pattern is. (<i>dots, lines, stripes</i>) To know how to make a pattern.</p>		<p><u>Skills</u></p> <ul style="list-style-type: none"> Mono-Printing- To explore line, shape, pattern and picture. Collagraphy - To make own printing blocks using a range of materials and textures. (elastic bands wrapped around a block) Resist/Stencil Print- To use natural objects, strips of paper to spray or paint over the surface then to remove the strips/ material etc) To make patterns using different media. Make patterns with varying rules including AB, ABB and ABBC) To notice and talk about patterns in the environment. <p><u>Knowledge</u></p> <p>To recognise a pattern and talk about it. To know patterns can be made in different ways with different materials. To know how patterns are used in the world around us.</p>		<p>To use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture.</p> <p>Share their creations explaining the process they have used.</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>

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		To know how to make a printing block.			
Vocabulary Print, pattern	Pedagogical Considerations Direct Printing- vegetables, objects, vehicles to make marks with wheels. Rubbings- different leaf shapes, pine cones)	Vocabulary Colour, shape, mono printing, calligraphy	Pedagogical Considerations <ul style="list-style-type: none"> Cultural Patterns Suggested Books <i>Pattern Bugs-</i> Trudy Harris <i>Matisse's Magical Trail</i> Suggested Artist: Henri Matisse		