



Expressive Arts and Design






Reception

Expressive Arts and Design Autumn Term

Knowledge and skills

- To Draw with increasing complexity and detail.
To return to and build on previous learning, refining ideas and developing their ability to represent them.
Show different emotions in their drawings.
Express, use and refine a variety of artistic effects to express ideas and feelings.
- I can use Paint materials with care and precision.
 - I can talk about the artist Pablo Picasso and Andy Warhol and talk about their work.
 - I can create a piece of art work in the style of Andy Warhol and Pablo Picasso showing emotions through my drawings.
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Influential Artists

Pablo Picasso
Andy Warhol

Digital art , paint, printing



Vocabulary

Line, shape, draw, observe, emotions, expression, shade, tone, colour, light, dark, lighter, darker, mix, change, create, match colours, paint, print, artist. perspective , facial features. pattern, repeat.

Knowledge and Skills


- To take part in pretend play.
To begin to develop complex stories using small world equipment.
To make imaginative small worlds with blocks and construction sets.
- I can build and construct with a range of materials.
 - I can think about and discuss what i want to make.
 - I can discuss problems I may have faced when building and talk about how I over come them.

Opportunities

Small world props linked to core stories.
Open ended loose parts and construction materials.
Images and books to inspire building
Adult modelled play and exploration.
Parallel play and independent play

Vocabulary

Build, stack, join, balance, place, create, imagine, pretend, act out, share, turn take, communicate, detail, character, setting.





Reception

Expressive Arts and Design Spring Term



Knowledge and skills

- To return to and build on previous learning by refining ideas and developing their ability to represent them.
- To explore and refine a variety of artistic effects to express their ideas and feelings.
- To Develop storylines in their pretend play.
- I can use different techniques to join materials.
- I can play collaboratively, taking on a role, negotiating and solving conflicts.
- I can use a wide range of props to explore pretend play

Influential Books

Homes through time, A street through time, A place called home, Let's build a house
*Links to our History topic- Homes through time.

Vocabulary

Junk modelling , malleable materials.
Build, Join, stack, place, hinge join, Flange join, tab join, slot, join
Stick, glue, tie, mould, tape, glue, string
Design, draw, adapt, change, review, redesign, build, test.



Knowledge and Skills

- To play instruments with increasing control to express their feelings and ideas. Sing in a group or on their own, following a melody and matching a pitch.
- Listen attentively , move and talk about music expressing their feelings and responses.
- I can talk about different pieces of music that i have listened to.
- I can explore musical apps and instruments.
- I can experiment with different ways of playing musical instruments. I can listen back to recording of music that i have made.

Opportunities

Charanga Music lessons.
Differing types and genres of music from across the world.
A range of musical instruments in the enabling environment.
Inviting in musicians to perform.
Wolverhampton music workshop.
Dance club performance - reflect on movement to music

Vocabulary

pitch, melody, perform, record, listen, call and response, match, hum, sing, culture, genre, electronic, acoustic, musician.



Expressive Arts and Design Summer Term



Knowledge and skills

Explore and refine a variety of artistic effects to express their ideas and feelings.
Create collaboratively, sharing ideas, resources and skills.
Return and build on previous learning – colour mixing, line drawings.
-I can mix colours to create colours that i would like to create.
-I can work collaboratively to develop and realise creative ideas.
I can notice features of the natural world and define them with colours , shapes and textures.

Knowledge and Skills

To watch and talk about dance and performance art, expressing their feelings and responses.
To listen attentively, move to and talk about music, expressing their feelings and responses.
-I can listen attentively to music.
-I can discuss changes in patterns of music.
-I can explore performing as part of my play.
-I can move to music in different ways, expressing my feelings and responses to music.

Influential Artists and Books

Rain Child by Clare Thompson
Water colour , colour mixing,
Loose Parts



Vocabulary

, create, pretend, imagine, texture, colour, shape, size. collaborate, negotiate, pretend, loose parts, place, arrange, story, emotion, mood, feelings.
Tone , shade, primary colours, secondary colours, change, water colour.

Opportunities

Theatre performance watch and discuss.
Dance - Focus for PE - Get set for PE
Learn a dance, perform a dance,
create a dance.
Outdoors stage - Music provided.

Vocabulary

choreography, dance, learn, practice, rehearse, perform.
create, compose, emotions, genres, loud, quiet, pitch, tone, tempo.

Reception End Point

Expressive Arts and Design Early Learning Goal



Creating with Materials

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

