

Expressive Arts and Design

ELG	
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	<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.

	On Entry to Nursery	End of Autumn Term	End of Spring term	End of Summer term/ Start of Reception	End of Autumn Term	End of Spring Term	End of Summer term	KS1 links
Creating with materials	<p>Can name Primary colours.</p> <p>Can hold a paint brush using effectively to make marks.</p> <p>Make marks with pencils and crayons</p>	<p>Can name the primary and secondary colours</p> <p>Knows that they can make marks with their hands and feet too</p> <p>Beginning to give meaning to marks they</p>	<p>Beginning to understand that colours change when they are mixed.</p> <p>Can use thick brushes</p> <p>Beginning to draw potato people e.g.</p>	<p>Can self-select own paint and uses appropriate colours e.g. green for grass</p> <p>Beginning to use thin brushes to add finer detail</p> <p>Draws bodies of an appropriate</p>	<p>Beginning to mix primary colours to make secondary colours</p> <p>Beginning to select, with support, rollers, pencils, stamps to improve their creation.</p>	<p>Is beginning to add white and black paint to alter the shade</p> <p>Independently selects rollers, pencils, stamps to improve their creation.</p> <p>Can talk about how they could improve their work.</p>	<p>Is beginning to colour match to a specific shade</p> <p>Can use a paintbrush using the tripod grip or comfortable grip</p> <p>Beginning to draw self-portraits/landscapes. (for art folders)</p>	<p>Colour matching, altering tint and shade</p> <p>Warm/Cool colours</p> <p>Lines of varying thickness, Dots and lines for pattern/texture.</p> <p>Use a variety of brushes and tools</p>

	<p>(lines and circles).</p> <p>Can use glue sticks with support.</p> <p>End result is all one texture</p> <p>Builds towers by stackings objects</p> <p>Explores clay</p>	<p>have drawn and painted</p> <p>Can put glue on the paper and stick objects to the glue</p>	<p>no arms and legs etc...</p> <p>Can use a spatula and PVA glue</p> <p>Beginning to use tape to join things.</p> <p>Children beginning to add tissue paper, glitter to their models to change the texture.</p> <p>Builds simple models using walls, roofs and towers.</p> <p>Makes marks in clay</p>	<p>size for what they're drawing</p> <p>Use glue sticks and spatulas independently and can self-select.</p> <p>Can join things using tape.</p>	<p>Draws with detail (bodies with sausage limbs and additional features)</p> <p>Can draw things they can see.</p> <p>With support can decide the most effective way to join materials</p> <p>Children can describe the texture of their model e.g. smooth, bumpy</p> <p>Manipulates clay (rolls, cuts, squashes, pinches, twists...)</p>	<p>Can draw simple things from memory and talk about what they have drawn.</p> <p>Make models using</p>	<p>Improved vocab – flexible, rigid</p> <p>Know how to build stronger, stiffer and more stable</p>	<p>Print with a variety of resources</p> <p>Children must be exposed to models and be able to identify key features of living things</p> <p>Children draw portraits, detailed pictures, landscapes, buildings and cityscapes</p> <p>Joins items which have been cut, torn or glued</p> <p>Improve models by adding texture</p> <p>Make collages and mosaics using different materials</p> <p>Weaves items</p>
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Being imaginative	<p>Enjoys listening to music</p> <p>Explores instruments</p>	<p>Builds walls to create enclosed spaces</p> <p>Responds to music</p>	<p>beginning to name them (drum, tambourine, maraca, triangle...)</p>	<p>Is able to name a wide variety of instruments (also including chime bars,</p>	<p>Builds models which replicate those in real life. Can use a variety of resources –</p>	<p>Knows how to improve models (scrunch, twist, fold, bend, roll)</p>	<p>Makes something with clear intentions</p> <p>Knows how to use a wide variety of instruments.</p>	<p>To take part in a simple role play of a known story</p> <p>Begin to improvise</p>

	<p>Copies basic actions</p> <p>Knows some words when singing</p> <p>Plays with familiar resources e.g. farm, car garage etc...</p>	<p>Beginning to watch performances for short periods of time</p> <p>Learns short routines, beginning to match pace (Christmas play)</p> <p>Sings in a small group</p> <p>Participates in small world play related to rhymes and stories</p>	<p>gives meaning to their drawings</p>	<p>glockenspiels, xylophones)</p> <p>Plays a given instrument to a simple beat</p> <p>Sings in a group, trying to keep in time</p> <p>Uses own experiences to develop storylines</p>	<p>loose part play Large and small scale.</p> <p>Can make a loud and quiet sound using an instrument.</p> <p>Knows that they can make sounds using their bodies.</p> <p>Replicates dances and performances</p> <p>Sings in a group, matching pitch and following melody</p> <p>Children enhance small world play with simple resources</p>	<p>Builds models which replicate those in real life. Can use a variety of resources – loose part play Large and small scale.</p> <p>Makes something that they give meaning to</p> <p>Selects own instruments and plays them in time to music.</p> <p>Shares what they like and dislike about a performance.</p> <p>Uses experiences and learnt stories to develop storylines</p>	<p>Beginning to write own compositions using symbols, pictures or patterns</p> <p>Learns longer dance routines, matching pace</p>	<p>independently to create a simple dance</p>
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					Enhance with resources that they pretend are something else			
Design and Technology Skills		<p>Suggestion: Making Fruit Kebabs -Use one handed tools and equipment -With support, create a food product</p>	<p>Suggestion: Let's Get building Use various construction materials to create models.</p>	<p>Suggestion: Let's Look at Hats Express my own opinions about exciting products.</p>	<p>Suggestion: Make a Pizza Feed myself competently with a knife and fork. Understand the need for a variety of food</p>	<p>Suggestion: 3 Bears Chairs Select appropriate tools to help me create models. I can create a simple drawing of what I can make.</p>	<p>Suggestion: Hinges and Catches Use one handed tools and equipment I can give some details about the product I am making.</p>	<p>Scissor skills, tape and glue to create joints Join fabrics using staples Sort food into fruit and vegetables. Use tools to grate, peel and chop.</p>