



EXPRESSIVE ARTS AND DESIGN: Curriculum Goals



Articles 24, 28 and 29- 'All children have a right to an education that supports them to use and develop their talents and abilities.'

Autumn Term	Spring Term	Summer Term
<p>First Milestone: Children show an interest in the way sound makers and instruments sound and join in with singing songs. They begin to develop an emerging preference for a dominant hand, and is interested in colour mixing. They explore materials using their senses and begin to 'make believe' by pretending.</p> <p>Musical knowledge- Range 4- show interest in sound makers and instruments and experiments with different ways of playing them. <i>Dev. Matters-</i> Enjoy and take part in actions songs, encouraging children to accompany by own movements or by playing instruments. Explore their own voices.</p> <p>Colour Knowledge Range 4: learning that when you combine colours- they make new and different colours. (Children to enjoy and respond to playing with colour in a variety of ways, e.g. colour mixing).</p> <p>Creating with Materials: Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects <i>Dev. Matters-</i> Explore different materials using all their senses to investigate them. Manipulate and play with different materials.</p>	<p>Second Milestone: Children are able to explore different materials freely, to develop their ideas about how to use them and what to make. They can represent ideas through drawing (creating closed shapes with continuous lines), through movement and music gaining increasing control over instruments. They take part in pretend play using objects to represent something.</p> <p>Musical knowledge- <i>Dev. Matters-</i> Play and perform music with different dynamics (loud/quiet) tempo (fast/slow) pitch (high/low) and rhythms (pattern of sound). Range 5: Explores and learns how sounds and movements can be changed Taps out repeated rhythms Develops an understanding of how to create and use sounds intentionally. Sing familiar songs, e.g. pop songs, songs from tv, rhymes, songs from home</p> <p>Colour Knowledge Range 5: Continues to explore colour and how colours can be changed- providing a range of colour mixing resources <i>Dev. Matters</i> Talk to the children about the differences between colours. Help them to explore and</p>	<p>Third Milestone: Children can use resources to create props which support role play, they can use drawing to represent ideas- with increasing complexity and detail, such as representing a face with a circle and features. They use own ideas to choose materials and explores colour and textures, using tools for purpose. They can create music and song, exploring how sound and movement can be changed.</p> <p>Musical Knowledge- Range 6 Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to <i>Dev. Matters-</i> Play instruments with increasing control to express their feelings and ideas <i>Show creativity in song- beginning to improvise and increase skill in matching pitch and singing a the melodic shape of familiar songs.</i> <i>Children can remember entire songs.</i></p> <p>Colour Knowledge <i>Dev. Matters-</i> Explore and refine artistic effects to express feelings and ideas- mix colours to match what they want to represent- e.g. trying to reach the right shade of blue for their sea side picture.</p>

<p>Uses 3D and 2D structures to explore materials and/or to express ideas.</p> <p><u>Music and Dance</u> <i>Dev. Matters-</i> Respond emotionally and physically to music when it changes. Move and Dance to music.</p> <p><u>Being Imaginative and Expressive-</u> Range 4- Using everyday materials to explore, understand and represent their world- their ideas, interests and fascinations. Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Begins to ‘make-believe’ by pretending, using sounds, movements, words, objects and begins to describe sounds and music imaginatively (e.g. scary).</p> <p>Range 5 Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music, stories and ideas</p> <p><i>Dev. Matters-</i> Start to develop pretend play, pretending that one object represents another. E.g. holding a wooden block to her ear and pretending it’s a phone.. (0-3)</p>	<p>refine their colour mixing- for example: ‘How does blue become green?’</p> <p><u>Creating with Materials:</u> Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose</p> <p><u>Music and Dance</u> Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Enjoys joining in with music, dancing and ring games</p> <p><u>Being Imaginative and Expressive</u> Range 5 Engages in imaginative play based on own ideas or first hand or peer experiences Plays alongside children who are engaged in the same theme. ‘Story telling’- children can create sounds, movements, drawings to accompany stories</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.</p> <p><i>Dev. Matters-</i> Use their imagination to consider what they can do with different materials Take part in simple pretend play, using an object to represent something else even though they are not similar. (3-4)</p>	<p><u>Creating with Materials:</u> <i>Dev.Matters -Create enclosed shapes to represent objects- begin to add details, e.g. of a face Return to and build on previous learning. Create collaboratively- e.g. through project work</i></p> <p><u>Range 6</u> Children confident to explore their interests, theories, ideas through experimentation with diverse materials e.g. light, projected image, loose parts, watercolours, power paint- to communicate their knowledge and understanding.</p> <p><u>Music and Dance</u> <i>Dev.Matters-</i> Watch and talk about dance and performance art, expressing feelings and responses.</p> <p><u>Being Imaginative and Expressive</u> Range 5 Uses available resources to create props or create imaginary ones to support play.</p> <p>Range 6 Creates representations of both imaginary and real-life ideas, events, people and objects Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this (child physically demonstrates) that peg looks like a mouth... Introduces a storyline or narrative into their play- playing as part of a group</p> <p><i>Dev. Matters-</i> Develops complex stories using small world equipment, and creates ‘small worlds’ with blocks and construction toys. (3-4)</p>
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Children will; Know how to safely use and explore materials, tools and a range of new techniques (e.g. cutting, mixing, joining, combining). Know how to experiment with colour, explore texture and turn their creations into props and representations and their ideas and experiences. They might use what they have made to support their own role play and character play. They will be able to recall narratives and stories with peers in free play and with their teachers, and sing a range of nursery rhymes and songs. They can both explore music and sound, and use their skills to express themselves. They know they have a right to art and culture and appreciate what they hear and observe through unique and creative responses captured in a range of media. (e.g. dance, music, movement, drawing, modelling, painting, sculpting).