

Northampton Primary Academy Trust Reception - Expressive Arts and Design

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. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Creating with materials				
<p>Disciplinary Knowledge and concepts to be taught/introduced</p> <p><i>As per programme of study children need to have regular ongoing instruction in art and DT</i></p>	<p>Drawing</p> <ul style="list-style-type: none"> • colour in a variety of shapes neatly and staying within the outline • hold pencil and shade with smooth flowing movements using lines moving up and down • understand tone by making darker and lighter marks with pencil • use a range of materials for colouring in • select appropriate colour to match subject • follow and copy modelled abstract shapes and repeat to make patterns and textures • use an artistic language to explain patterns and to describe textures of objects • know that texture is how something feels • know that a pattern is a series of marks repeated on a page • use drawing and mark making to respond to ideas and express themselves • use lines to draw outline of variety of objects seen remembered or imagined • look closely at simple objects, make sense of them by describing what they can see: counting, looking for shapes, and use directional and positional language to explain • draw an image to fill a given size of paper (introduction to scale) • focus observations skills by responding to the saying "draw what you can see" <p>Painting</p> <ul style="list-style-type: none"> • recognise the names of the primary and secondary colours • name and match colours to a range of artefacts/objects • explore mixing two primary colours together • explore adding white to primary colour in varying quantities • make a variety of marks with paint including filling in large areas and creating smaller patterns and detail • sketch simple outline in pencil and use paint to complete an image • select size/shape and orientation of paper for image • develop awareness of composition – filling the page or making picture “too small” • talk about their work and describe techniques done <p>Modelling/Sculpting</p> <ul style="list-style-type: none"> • Identify which joining material to use for model making – masking tape, sellotape, glue stick, PVA glue • learn how to use scissors (link to PD) • develop skills needed to create models and sculptures using malleable materials e.g., pinch, roll, make a “sausage” • develop skills needed to create construction models and sculptures e.g., joining, building a wall, creating strong and stable constructions • develop skills needed to create ‘junk’ modelling e.g., joining, cutting, decorating <p>Begin to develop knowledge of art concepts: line, shape, form, space, tone, colour, texture and pattern</p> <p>Begin to develop knowledge of DT concepts</p>			<p>Pupils should be taught:</p> <ul style="list-style-type: none"> *to use a range of materials creatively to design and make products *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

<p>Possible Lines of Enquiry</p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p>Creating 3D models/sculptures using different materials e.g., clay, construction, playdough, 'junk' modelling</p> <p>Self portrait</p> <p>Christmas cards</p> <p>Working with clay, plasticine or playdough e.g., making a pot for Diwali</p> <p>Simple printing e.g., with vehicle wheels or vegetables</p> <p>Links to Understanding the World e.g., African/Indian Art</p> <p>Discuss shapes and pattern within the environment</p> <p>Visit or virtual visit to theatre or art gallery</p> <p>Making props for role play and storytelling</p> <p>Looking at different tones and shades, structure and smells</p> <p>Explore different artists and styles</p> <p>Building models using walls, roof and towers</p> <p>Creating patterns in meaningful contexts</p> <p>Collages using natural resources</p> <p>Drawing and painting pictures in relation to stories and own experiences</p> <p>Pencil dictionary</p>			
<p>Vocabulary</p> <p><i>These are key words and phrases that children need to know and understand</i></p>	<p>Colour, mix, texture, smooth, rough, darker, print, sculpture, pattern, shade, lighter, darker, artist</p>			
<p>Ongoing throughout the Year</p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p>Easel with paints or chalks</p> <p>Well-resourced junk modelling area including a variety of joining materials</p> <p>Pencil dictionaries taught and refined throughout the year</p> <p>Variety of construction activities and materials, loose part e.g., nuts, bolts and keys</p> <p>Children to be asked to explain their models and challenged on improving them – i.e., adults not to say well done when they have made something badly/no effort</p> <p>Colour mixing station</p>			
<p>Assessment Checkpoint</p> <p><i>i.e., what a child on track can do by the end of this term</i></p>	<p>Discussing colours and using colours to match the objects</p> <p>Children beginning to use different media and techniques for joining materials</p>	<p>Children discussing different shades and texture</p> <p>Using selection of painting tools and materials correctly and effectively</p> <p>Children using malleable materials to create 3D sculptures</p> <p>Working in pairs or small groups to create simple props for their play</p>	<p>Early Learning Goal</p> <p>Share their creations with others explaining the process that they have used</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>	

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Being Imaginative and Expressive				
Disciplinary Knowledge and concepts to be taught/introduced <i>As per programme of study children need to have regular ongoing instruction in art and DT</i>	Throughout the year children have regular opportunities to engage with the arts e.g., dance, music and drama: Experiment with making sounds (voice and percussion) Composition (Music) Explore and experiment with untuned and body percussion Instruments (Music) Practise improvising using voice and untuned instruments/body percussion through copy back and answer games Improvisation (Music) Start to sing simple songs/nursery rhymes and chants holding a melody line Singing (Music) Represent ideas/thoughts and feelings through pictorial representation in music Notation (Music) Watch and talk about performance (Drama) Develop storylines in their play (Drama) Develop understanding of how to use body/face/voice (Drama) Explore drama conventions including Freeze Frame (Drama) Skills linked to school PE scheme (Dance) Begin to develop knowledge of music concepts			Pupils should be taught to: *Use their voices expressively and creatively by singing songs and speaking chants and rhymes *play tuned and untuned instruments musically *listen with concentration and understanding to a range of high-quality live and recorded music voice and pitch *experiment with, create, select and combine sounds using the interrelated dimensions of music
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Learning and performing new songs Movement and listening games Use of imagination (e.g., putting on drama glasses) Opportunities to independently create own dance Identify how music makes them feel e.g., if music is 'happy', 'scary' or 'sad' My turn, your turn singing melodies (call and response) Class assembly Watching or participating in live performance followed by discussion			
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Pitch, tempo, high, low, fast, slow, rhythm, audience, stage, actor, perform			
Ongoing throughout the Year <i>These are suggestions only and must be personalised by each setting</i>	Music and musical instruments outside on the stage Adult in role play to model and encourage appropriate use of props Play pitch matching games (singing high and low), echo singing and keeping the beat/rhythm of a song. Music scheme lessons including nursery rhymes Morning music ½ termly different genres e.g., jazz, classical, folk, country and western, opera and rock Role play and small world Music assemblies Costumes in the role play with a wide range of open-ended props e.g., scarves, material, bags, hats Story stones, sacks or spoons			

<p>Assessment Checkpoint</p> <p><i>i.e., what a child on track can do by the end of this term</i></p>	<p>Beginning to express own opinion Taking part in a simple role play of a known story Singing to a tune and to the correct beat</p>	<p>Using imagination and develop own storylines Using role play appropriately and/or enhancing it or small world play with self-made simple resources Knows how to use different instruments Talks about how music makes them feel</p>	<p>Uses experiences and learnt stories to develop their own storylines Create own music or songs using instruments and body percussion Early Learning Goal Invent, adapt and recount narratives and stories with peers and teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time to the music.</p>	
--	--	--	---	--