

Expressive Art And Design Progression

Pre-School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>ELG: Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.16</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li></ul>						
<b>Progression of skills and knowledge</b>	<p><b>N1</b></p> <ul style="list-style-type: none"><li>• Shows an interest in musical instruments</li><li>• Creates sounds by tapping, shaking and banging</li><li>• Moves while singing or listening to sounds/music</li><li>• Explores with a range of materials</li><li>• Creates sound effects and movements to accompany play</li><li>• Begins to pretend that one object represents another during imaginative play</li></ul>					
	<p><b>N2</b></p> <ul style="list-style-type: none"><li>• To begin to expresses ideas and feelings through making marks, and explore the effects of using different types of paint, glue, pens, pencils, crayons, paper etc.</li><li>• Uses routines from everyday life in their play e.g. making dinner</li><li>• Joins in with simple routines of action songs</li></ul>		<p><b>N2</b></p> <ul style="list-style-type: none"><li>• Beginning to explore and use a variety of materials</li><li>• To start to develop their own ideas and choose materials to use to express them</li><li>• To begin to tap out simple repeated rhythms</li><li>• Engages in imaginative play based on their own ideas and experiences</li></ul>		<p><b>N2</b></p> <ul style="list-style-type: none"><li>• To independently choose appropriate equipment for a task</li><li>• Beginning to draw with increasing complexity and detail, such as representing a face with a circle and including details</li><li>• Experiments with different body movements in response to music</li><li>• Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li><li>• Uses available resources to create props to support play</li></ul>	
<b>Planning</b>	<ul style="list-style-type: none"><li>• Drawing portraits</li><li>• Home corner/Mud kitchen/hospital role play areas</li><li>• Nursery rhyme dice/bag</li><li>• Colour of the term red</li></ul>	<ul style="list-style-type: none"><li>• Painting Autumn trees with Autumn colours</li><li>• Pipettes, colour mixing, using a variety of tools</li><li>• Making leaf man with natural objects</li><li>• Colour of the term Yellow</li></ul>	<ul style="list-style-type: none"><li>• Goldilocks cottage/home corner</li><li>• Copy me sticks</li><li>• Dress the Gingerbread man collaging</li><li>• Colour of the term Blue</li></ul>	<ul style="list-style-type: none"><li>• If only Story bag available in continuous provision</li><li>• Materials in small world area available to make habitats for mini beasts</li><li>• Colour of the term Green</li></ul>	<ul style="list-style-type: none"><li>• Introduce Edric Carle as the illustrator of the very hungry caterpillar</li><li>• Butterfly dance</li><li>• Materials in small world area available to make habitats for mini beasts</li><li>• Mixing colours – Frozen paint, pipettes, water</li></ul>	<ul style="list-style-type: none"><li>• Revisit drawing portraits to see progression</li><li>• Variety of blocks and building resources available with a variety of vehicles in. small world area</li><li>• Clay placed in continuous provision. Adults to add water to change consistency</li></ul>
<b>Vocabulary</b>	Sing Paint Glue Pencils Crayons Paper Red	Dance Make Red Leaves Conkers Pine cones	Goldilocks Bears Pretend Gingerbread Man Blue	Habitat Green	Illustrator Mix Change	Clay Slip
<b>Stories and Rhymes</b>	<p><b>Stories</b></p> <ul style="list-style-type: none"><li>– Portraits – Frida Kahlo</li><li>– Artists, My first Artist</li><li>– Dinosaur Roar</li></ul> <p><b>Rhymes</b></p> <ul style="list-style-type: none"><li>– Wind the bobbin up</li><li>– Humpty Dumpty</li><li>– Incy Wincy Spider</li><li>– Ring a ring-a-Roses</li><li>– Row your boat</li></ul>	<p><b>Stories</b></p> <ul style="list-style-type: none"><li>– Leaf man – Andy Goldsworth</li><li>– Artists, My first Artist</li></ul> <p><b>Rhymes</b></p> <ul style="list-style-type: none"><li>– Wind the bobbin</li><li>– Humpty Dumpty</li><li>– Incy Wincy Spider</li><li>– Ring a ring-a-Roses</li><li>– Row your boat</li><li>– Grand old duke of York</li></ul>	<p><b>Stories</b></p> <ul style="list-style-type: none"><li>– Goldilocks and the 3 Bears</li><li>– The Gingerbread Man</li><li>– Colours</li><li>– Artists, My first Artist</li></ul> <p><b>Rhymes</b></p> <ul style="list-style-type: none"><li>– Wind the bobbin</li><li>– Humpty Dumpty</li><li>– Incy Wincy Spider</li><li>– Ring a ring-a-Roses</li><li>– Row your boat</li><li>– Grand old duke of York</li></ul>	<p><b>Stories</b></p> <ul style="list-style-type: none"><li>– If Only</li><li>– Colours</li><li>– Artists, My first Artist</li></ul> <p><b>Rhymes</b></p> <ul style="list-style-type: none"><li>– Wind the bobbin</li><li>– Hey diddle diddle</li><li>– Humpty Dumpty</li><li>– Incy Wincy Spider</li><li>– Ring a ring-a-Roses</li><li>– Row your boat</li><li>– Grand old duke of York</li></ul>	<p><b>Stories</b></p> <ul style="list-style-type: none"><li>– The very hungry caterpillar</li><li>– Colours</li><li>– Artists, My first Artist</li></ul> <p><b>Rhymes</b></p> <ul style="list-style-type: none"><li>– Wind the bobbin</li><li>– Hey diddle diddle</li><li>– Humpty Dumpty</li><li>– Incy Wincy Spider</li><li>– Ring a ring-a-Roses</li><li>– Row your boat</li><li>– Grand old duke of York</li></ul>	<p><b>Stories</b></p> <ul style="list-style-type: none"><li>– Colours</li><li>– I Spy Transport/Transport in Art</li><li>– Colours</li><li>– Artists, My first Artist</li></ul> <p><b>Rhymes</b></p> <ul style="list-style-type: none"><li>– A sailor went to sea</li><li>– Wind the bobbin</li><li>– Hey diddle diddle</li><li>– Humpty Dumpty</li><li>– Incy Wincy Spider</li><li>– Ring a ring-a-Roses</li><li>– Row your boat</li><li>– Grand old duke of York</li></ul>
<b>Outcome</b>	Create self portrait	Paint an Autumn tree  Make Leaf man character	Dress a Gingerbread man	Build a habitat for a mini beast		Create self portraite

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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li><li>- Share their creations, explaining the process they have used;</li><li>- Make use of props and materials when role playing characters in narratives and stories.</li></ul> <p><b>Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li><li>- Sing a range of well-known nursery rhymes and songs;</li><li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li></ul>						
<p><b>Progression of skills and knowledge</b></p> <p>Visual arts, <i>Design, Performance</i></p>	<p>Produce a variety of different marks with some control. To draw on different surfaces and paper. To use and begin to control a range of different media (chalk, pens, pencils, charcoal).</p> <p><b>Develop storylines in their pretend play.</b></p> <p>To explore a range of ways to attach materials to build a 3D piece <i>Join materials using glue and tape.</i> <i>Understand why materials are joined.</i></p>	<p>Explore different colours and find them in their environment. Use paint to make marks. To use a paintbrush with some control.</p> <p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b></p> <p><i>Start to explore a variety of materials and techniques, experimenting with form and function, through construction and junk modelling.</i></p> <p><i>Sieving flour, shaping and glazing E.g: biscuits.</i></p> <p><i>Threading a plastic needle. Sewing using pre-made holes. Decorate fabrics with buttons, beads, sequins etc.</i></p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p><i>Bridge knife technique, learning about knife safety, using a lemon squeezer.</i></p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>To cut and stick different materials to create a simple picture and begin to talk about its texture.</p> <p><i>Make vehicles with free running wheels using construction toys/kits.</i></p>	<p>To evaluate what they have done by saying what they think and feel about it.</p> <p><b>Listen attentively, move to and talk about music, expressing their feelings and responses.</b></p> <p><i>Sieving flour, shaping and glazing E.g: biscuits.</i></p>	<p><b>Watch and talk about dance and performance art, expressing their feelings and responses</b></p> <p><i>Use split pins to make a mechanism that allows movement.</i></p> <p><i>Draw pictures of what they intend to make. Making a product for a purpose. Explain how they made their creations.</i></p>
	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Make models for a variety of purposes.</p>					
<p><b>Planning</b></p>	<p>Artist study: Frida Kahlo and what a portrait is. Self-portrait observations as part of baseline assessment.</p> <p>Introduce 'Mixed' and how primary colours make secondary colours. <i>Introduce junk modelling.</i> <i>Introduce Lego and Mobilo,</i></p> <p><b>‘Exploring Sounds’ Music Lessons:</b> Vocal sounds Body sounds Instrumental sounds Environmental sounds Nature sounds Diwali music</p>	<p>Artist study: David Hockney and landscapes of seasons. Create autumnal landscape paintings. Create ipad landscapes using ‘Brushes’ app.</p> <p>Autumnal observational drawings of natural objects i.e. pine cones, conkers, acorns, leaves</p> <p><i>Make vehicles with free running wheels using construction toys/kits.</i></p> <p><i>Sewing: introduce threading the needle, sewing in Binca, then creating Christmas stocking using felt with pre-made holes.</i></p> <p>BHM musicians and composers Nativity songs and performance</p>	<p>Introduce how art looked during the Stone Age i.e. cave painting, natural materials.</p> <p>Collect natural materials to make own paintbrushes.</p> <p><i>Teach bridge cut with serrated knife.</i></p> <p><b>‘Music and Movement’ Music Lessons:</b> Action songs Finding the beat Exploring tempo Exploring tempo and pitch through dance</p>	<p>Read 'Mister Seahorse' and discuss and practise Eric Carle's collage techniques. Create own sea creature whole class collage.</p>	<p>Introduce Henri Rousseau and pastel techniques. Create own African savannas.</p> <p><i>Make Eid biscuits</i></p> <p>African pattern work with Christopher Corr illustrations. Create jewellery and clothing using patterns and prints for fashion show.</p>	<p><i>Introduce Kara Walker's silhouette collage work and shadow puppetry. Design own puppet, with moving features. Create own shadow puppet on theme of Fantasy Planet.</i></p> <p><i>Creating props and materials for set design.</i></p> <p><i>Introduce Andy Goldsworthy and make own nature artwork outdoors</i></p> <p><b>‘Musical Stories’ Music Lessons:</b> Moving to Music Storytelling with actions Using instruments to represent actions Musical story composition Musical movement performance</p>
	<p>Observational drawings and paintings of natural objects and wildlife Through construction and block play: Draw pictures of what they intend to make, make models for a variety of purposes and explain how they made their creations.</p>					
<p><b>Vocabulary</b></p>	<p>Pencil, sketch, mark, line, portrait, artist, mix <i>Build, Construct, join, attach, fix, glue, scissors, tape</i></p>	<p>Paint, paintbrush, colour, shape, landscape <i>Thread, needle, cotton, Binca, fabric</i></p>	<p><i>Knife, serrated, bridge, squeeze</i></p>	<p>Collage, rough, smooth, bumpy, hard, soft, layer, materials</p>	<p><i>Sieve, shape, roll, glaze</i></p>	<p><i>Plan, ideas, process, like, dislike, improve, explain, decide, evaluate, reflect, change, keep Spin, turn, mechanism</i></p>
<p><b>Stories and Rhymes</b></p>	<p>The Dot Mix it up! Frida Kahlo – Little People, Big Minds Fish Alive! Five little men in flying saucers</p>	<p>David Hockney - A Bigger Picture Fist Book of Nature Poems Nativity songs</p>	<p>Five Little Ducks Five little speckled frogs</p>	<p>Under the Sea Mister Seahorse –Eric Carle 10 little monkeys 10 green bottles</p>	<p>Henri Rousseau</p>	<p>Mix it up! Dragon Poems Puff the magic dragon</p>
<p><b>Outcomes</b></p>	<p>Journey sticks and Messy Maps around school Self-portrait drawings</p>	<p>Autumnal landscape paintings <i>Sewing Christmas stockings</i> <b>Perform Nativity</b></p>	<p><i>Stone Age fruit salad.</i> Cave art using tools and paint made out of natural objects</p>	<p>Collage seascape/sea creatures <i>Mother's Day Plastic plant pots</i> <i>Junk model mobiles</i></p>	<p>Pastel savannah landscapes <i>Making African biscuits</i> <i>African fashion show</i></p>	<p>Puppetry with mechanism Build our own props and scenes with junk modelling</p>