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| **Educational Programme for Expressive Art and Design** | **EXPRESSIVE ART 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. |
| **Key Learning Linked to Expressive Art and Design****Key Learning Linked to Art**• **Aesthetic Awareness** – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. • **Observation** – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. • **Communication** – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. • **Physical skill** – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely. • **Art processes and techniques** – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. • **Evaluation** – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.**Key learning linked to Designing and Making****• Explore** – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. **• Design** – talk about their ideas, choose resources, tools and techniques with a purpose in mind. **• Make** – make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters. **• Evaluate** – talk about what they like/dislike about their models/constructions/props say why, and how they would change them. **• Tools and equipment** – use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. • **Safety** – handle and use equipment appropriately and safely.**Key Learning Linked to being imaginative.****• Experiment** – explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. **• Respond** – to different stimuli through discussion, actions, movement and performance. **• Represent Ideas** – initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. **• Recreate** – familiar experiences, familiar activities and familiar stories. • **Invent** – adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. • **Expression** – express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. • **Communication** – communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.**Key Learning linked to Music**• **Singing** – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. • **Making Music** – using voice, objects, home-made and real musical instruments and a range of ICT. • **Perform** – familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. • **Movement** – engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music. |
| **What this Looks like in EYFS** |
| **Autumn 1****Where do I belong? Me and my world****Links to Art****Painting**Stories – Elmer and MousepaintExplore colour and how colours can be changed, what happens when colours are mixed? Mix colours using red, blue and yellow to make green, purple, orange, pink and brown. Give names to the colours.Choose colours for their own patchwork elephant, children express opinions about colours they like and why they like them.Use a range of brush sizes and work on different coloured, sized and shaped papers.Painting linked to themselves and their family.Experiment adding materials to paint to create texture.Kapow lesson 1 – finger painting Independent painting opportunities **Links to Designing and Making**Construction area in the classroom for free play and large construction outdoors with loose parts learning how to use the areaEngage in conversations about what they have made, what are you planning to make? What resources could you use? What could you change to make it even better?Learning to use tools- scissors and child knives in the snack area.**Links to being Imaginative**Story telling **Mr Wiggle and Mr Waggle finger story-** adding voices and conversation for the charactersRhymes – adding actions and movementsRole play home – acting out and playing Small world resources – houses and family characters a focus**Links to Music**Charanga- Autumn 1Kapow Music Scheme Introduce the Music Area in the Classroom – what are the instruments called how to we handle and play the instruments?Harvest Songs- paintbox <https://youtu.be/PukdaXUzgOU><https://youtu.be/WUkvbhWe8Lo> The farmer plants the seeds.These are a few of my favourite things – what are our favourite things?I am special song Songs and rhymes that are familiar to the children they can put actions to. BBC Learning RhymesAction/body Songs.Sparkyard – Hey you in the middle   |
| **Autum 2****What do we celebrate? Sparkle and Shine****Links to Art****Printing**Printing on Christmas cards and Calendar Autumn Printing Leaves making leaf rubbingsFireworks printing activity – group painting of fireworks- splat painting outdoors Hand prints, Finger prints and foot printsPrinting with objects (hard and soft materials- corks, sponges, pen barrels)Recreate texture using wallpaper, string or polystyrene.Winter themed art – frost, ice and cold colours**Links to Designing and Making**Construction area in the classroom for free play and large construction outdoors with loose partsDesigning and making Diva Lamps, Christmas cards, CalendarsDesign a leaf man using items foraged from the Eco Zone**Links to being Imaginative**Role play – elves workshop link with Christmas Diwali dance and movementFireworks dance and actions – imagining they are different fireworks how would they move.Small world Autumn natural materials – pumpkins – Pattan’s Pumpkin story Playdough area **Links to Music**Introduction to hymn practise and assembly/worship timeClassroom music area – a selection of instruments for free choice of untuned percussion instruments available daily Firework songs and rhymes – Using instruments to firework poem**Handel- Music for the Royal Fireworks (Acorn 10 pieces)**[**https://youtu.be/Mq3hRVAC1GE**](https://youtu.be/Mq3hRVAC1GE) **Prokofiev Troika - Christmas (Acorn 10 pieces)**Learning new songs and actions for Nativity The Friday Disco – Children’s choice ( Golden Time Opportunity)Goldilocks- BBC [BBC iPlayer - Goldilocks and the Three Bears](https://www.bbc.co.uk/iplayer/episode/b08mp5wv/goldilocks-and-the-three-bears)**Three Bears – Loud sounds, Medium sounds and Quiet sounds Daddy Bear sounds, Mummy Bear Sounds, Baby Bear Sounds Fortissimo, Mezzo Forte, Pianissimo.****Melody – BBC iplayer – Autumn Leaves****Kapow Music Scheme- Celebration Music 5 lessons-** Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. Charanga- Autumn 2Sparkyard   |
| **Spring 1****Where am I going and how will I get there?****Links to Art**Maps and plans drawing **Links to Designing and Making**Construction area in the classroom for free play and large construction outdoors with loose partsDesigning and making vehicles with junk “Junk Modelling” - workshop area**Links to being Imaginative**This is the train acting outThe train ride by June Crebbin – train station role play – ticket office Journey’s acting out – making vehicles with large construction and loose partsSinging journey and travelling songs – adding expression and movements.Story telling Little vicki – adding expression and actionsActing out “Rosies Walk” and innovation “Zak’s walk” Dinosaur theme (children’s interests) **Links to Music**BBC Learning Rhymes – Journey and Transport songsClassroom music area – a selection of instruments for free choice of untuned percussion instruments available daily The Friday Disco – Children’s choice (Golden Time Opportunity) **Kapow Music Scheme- Exploring Sound – 5 Lessons**Transport unit Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.Charanga- Spring 1Number rhymes and songs linked to maths Sparkyard**The Little train of Caipira music** **Vaughan Williams - Lark Ascending classical piece (Acorn 10 pieces)**BBC BRING THE NOISE  |
| **Spring 2****What do I like to eat and is it good for me?** **Links to Art****Links to Designing and Making**Construction area in the classroom for free play and large construction outdoors with loose partsDesigning food – fruit salad, fruit kebab, sandwiches (The Disgusting Sandwich, The Giant Jam sandwich)What could you put into a disgusting sandwich?- design **Links to being Imaginative**Gingerbread dance lessons – movement to musicRole play cafe or cake shop – food related to link with interestActing out gingerbread man, Mr wolf’s pancakes- retelling**Links to Music**The Pastry song- Julia DonaldsonAdding Music to the story “Mr Wolf’s Pancakes”Food songs and rhymes – BBC Learning RhymesGingerbread Man Dance- music for different parts of the story[BBC iPlayer - BBC Philharmonic: The Musical Story of the Gingerbread Man](https://www.bbc.co.uk/iplayer/episode/m00158jj/bbc-philharmonic-the-musical-story-of-the-gingerbread-man)Hey Mama Mia – Claves song Hymn Practise – Easter Songs for the Easter Service Spring Chicken Song and other Easter Songs and RhymesThe Friday Disco – Children’s choice ( Golden Time Opportunity) Classroom music area – a selection of instruments for free choice of untuned percussion instruments available daily Charanga – Spring 2 sessions **Kapow Music Scheme- Music and movement 5 lessons** Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to musicSparkyardBBC BRING THE NOISE |
| **Summer 1****Are animals like me?****Links to Art****Links to Designing and Making**Construction area in the classroom for free play and large construction outdoors with loose parts**Links to being Imaginative****Links to Music**Animal songs- BBC learning Rhymes – 5 speckled frogsAdding instrumental to the hungry caterpillar story (sound affects) **Carnival of the animals – Camile Saint-Saens – Respond to and discuss (Acorn 10 Pieces)****Peter and the Wolf – Prokofiev (Acorn 10 pieces)**Hymn Practise – New songs and old favourites (building up a repetoire)The Friday Disco – Children’s choice ( Golden Time Opportunity) Classroom music area – a selection of instruments for free choice of untuned percussion instruments available daily **Kapow Music Scheme- Musical Stories-**  A unit based on traditional childrens’ tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.Charanga- Summer 1 SparkyardBBC BRING THE NOISE  |
| **Summer 2****What does the Summer bring?****Links to Art****Links to Designing and Making**Construction area in the classroom for free play and large construction outdoors with loose parts**Links to being Imaginative****Links to Music**The Friday Disco – Children’s choice ( Golden Time Opportunity)**The Flight of the Bumblebee- Rimsky Korsakov= Respond to and discuss (Acorn 10 Pieces)****Strauss – The Blue Danube (Acorn 10 pieces)**The Bee Song – Here is the Beehive, Where are the beesTeddy Bears Picnic – 1932 Henry Hall and His OrchestraOh I do like to be beside the seasideHymn Practise – Song we learn as a school community.Classroom music area – a selection of instruments for free choice of untuned percussion instruments available daily Charanga – Summer 2 **Kapow Music Scheme- Big Band-** Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.Sparkyard  |
| **EARLY LEARNING GOAL (ELG)****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. |
| **This sets out possible learning and intentions our plans are flexible as our children’s learning is often driven by their interests and certainly planned around their needs.**  |