

Expressive Arts and Design

All Year		
Development Matters Statement	Topic	How it is taught
<p>3-4 Years Exploring materials</p> <ul style="list-style-type: none"> -Explore different materials freely to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	<p>Continues Provision</p>	<p>Children always have access to drawing painting and constructing materials to explore their artistic capabilities</p> <p>Through adult led sessions such as Talk for Writing children are also taught how to draw (story maps)</p>
<p>3-4 years Creative Role Play</p> <ul style="list-style-type: none"> -Take part in simple pretend play using objects to represent something even though it is not similar. -Begin to develop complex stories using small world equipment like animal sets, dolls houses etc. -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <p>Children in Reception</p> <ul style="list-style-type: none"> - Develop storylines in their pretend play. -Create collaboratively, sharing ideas, resources and skills 		<p>Children always have access to deconstructed role play, home corner and small world toys to develop stories within their play.</p>
<p>3-4 years Music</p> <ul style="list-style-type: none"> -Play instruments with increasing control to express their feelings and ideas. 		<p>Children have access to music instruments outdoors.</p>

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Autumn 1

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<p>3- 4 Years</p> <ul style="list-style-type: none"> - Explore different materials freely to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials. <p>Children in Reception</p> <ul style="list-style-type: none"> - Refine ideas using what we have learnt about techniques and materials. 	<p>Metaterials: Floating and Sinking</p>	<p>Following scientific exploration of materials that float and sink, use materials to make a floating boat, exploring ways of attaching materials together, talking about why they have chosen certain materials and discussing their overall design.</p> <p>After testing the boats children can be encouraged to think of ways to improve their creation.</p>
<p>3 – 4 Years</p> <ul style="list-style-type: none"> -Show different emotions in their drawings and paintings like happiness, sadness, fear etc. 	<p>Feelings</p>	<p>Feeling Better PSHE sessions and Jigsaw. Provision activities linked to different feelings we have learnt about</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> - Listening with increasing attention to sounds. -Play instruments with increasing control to express their feelings and ideas. 	<p>Speaking and Listening Sessions</p> <p>Senses: hearing</p>	<p>Senses exploration: hearing, identifying environmental sounds and following a rhythm.</p>

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	Autumn 2	
Development Matters Statement	Topic	How it is taught
<p>3- 4 Years</p> <ul style="list-style-type: none"> - Remember and Sing entire songs - Sing the pitch of a tone sung by another person (Pitch match) -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <p>Children in Reception</p> <ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following the melody. 	Nativity	Performing a collection of songs to an audience.
<p>3 – 4 Years</p> <ul style="list-style-type: none"> -Draw with increasing complexity and detail. 	Animals	<p>Following speaking and listening sessions introducing new vocabulary related to animals, children draw and paint observational paintings of animals.</p> <p>Children will then use their observational drawing skills and colour mixing skills to paint portraits of themselves.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> - Explore colour mixing 	Season: Autumn	Following the introduction of primary colours, children are met with the challenge of how to make secondary colours to paint different coloured leaves – leading on to problem solving activities such as painting a rainbow with only primary colours.

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Spring 1

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Development Matters Statement	Topic	How it is taught
<p>3-4 Years</p> <ul style="list-style-type: none"> -Use drawing to represent ideas like movement and loud noises. - Respond to what they have heard, expressing their thoughts and feelings. <p>Children in reception</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. - Engage in making music and dance, performing solo or in groups 	<p>Lunar New Year Talk For Writing P.E.</p>	<p>Children will watch a dragon dance, playing percussion instruments and performing a dragon dance.</p> <p>Children will make art work while listening to dragon dance music and watching performances.</p>
<p>3- 4 Years</p> <ul style="list-style-type: none"> - Explore different materials freely to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials. <p>Children in Reception</p> <ul style="list-style-type: none"> -Return to build on their previous learning. Refine ideas using what we have learnt about techniques and materials. 	<p>Homes Dinosaurs</p>	<p>Designing and building houses using a variety of resources and testing them against the wolf's huff and puff. Making fossils</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> -Play instruments with increasing control to express their feelings and ideas - Engage in making music, performing solo or in groups 	<p>Space</p>	<p>Children will learn how to read simple musical patterns and will then compose and perform their own piece of music</p>

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Spring 2

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<p>3-4 Years</p> <ul style="list-style-type: none">-Explore different materials freely to develop their ideas about how to use them and what to make.- Develop their own ideas and then decide which materials to use to express them. - Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Seasons – Spring	Using our experiences of the seasons so far children will create artwork to represent the changes and feelings of different seasons and learn and perform poems about season.

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Summer 1

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<p>3-4 Years</p> <ul style="list-style-type: none"> -Use drawing to represent ideas like movement and loud noises. - Respond to what they have heard, expressing their thoughts and feelings. -Play instruments with increasing control to express their feelings and ideas - Explore different materials freely to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials. <p>Children in reception</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. - Engage in making music, performing solo or in groups -Return to build on their previous learning. <p>Refine ideas using what we have learnt about techniques and materials.</p>	<p>Music (responding)</p>	<p>Children will be encouraged to respond to music with feelings and using their imaginations do think about what the music makes them think about. Children will make artwork around music they have heard.</p> <p>Children will learn about different instruments and make their own music; instruments as homework and/or in school through junk modelling and will create and perform their own music (as we did with space)</p>

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<p>3-4 Years</p> <ul style="list-style-type: none">- Explore different materials freely to develop their ideas about how to use them and what to make.-Develop their own ideas and then decide which materials to use to express them.-Join different materials. <p>Children in reception</p> <ul style="list-style-type: none">-Return to build on their previous learning. --Refine ideas using what we have learnt about techniques and materials.-Create collaboratively, sharing ideas, resources and skills	<p>My Future (Book Linked to Humpty Dumpty)</p>	<p>In groups children will be faced with the task of creating an outfit for Humpty Dumpty to wear so that when he falls off the wall he will not crack.</p>