

ELG Expressive Arts and Design

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

	Autumn	Spring	Summer
Creating with Materials	<ul style="list-style-type: none">• Children know how to use PVA, pritt stick, to join a range of materials with large, flat surfaces• Children are supported by adults to join card using tape and to cut to make	Spring 1- Hand puppets Children know how to say "I am going to ..." "I will need ..." Children know how to say "I have been/made ..." Children know how to share classroom resources. A unique child:	Summer 1 - Paint Friedensreich Hundertwasser Experimenting with different colours (powder paint and watercolours). Children to learn to mix colours.

	<p>different shapes for a 3D design (castles)</p> <ul style="list-style-type: none"> • Children know how to hold a pencil or paintbrush using a tripod grip to make marks or simple pictures. • Children know how to select an appropriate colour for their artwork • Children know how to retell a story from our core texts using props and support from an adult. • Children experiment and combine paint to make different colours • Children to use pastels, felt tips and crayons to make different coloured shapes • Children to know the name of a significant artist (James Rizzi) 	<p>Recognise that children can become fascinated by a pattern of actions or interactions with tools and materials, gaining confidence over extended periods of time.</p> <p>Introduce new skills in sewing (running stitch for their animal hand puppets) and techniques based on observations and knowledge of children's interests and skills. (Children to choose their own animal</p> <p>Offer resources for joining things together and combining materials, supporting where appropriate.</p> <p>Spring 2 Henri Matisse- Collage A unique child:</p>	<p>To share their creations explaining the process they have used. Children to use equipment and media with increased confidence (painting, dough, printing, collage, modelling, drawing) Children know how to use a small paintbrush/pencil with control and precision.</p> <p>Summer 2 Wheels and Axles - Moving Cars (Link to Transport topic).</p> <p>Children know how to say "I have been/made..." "I used ..." "I am really proud of ..." children talk about improvements they have made.</p>
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		<p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Positive relationships</p> <p>Encourage and support the inventive ways in which children use space, combine and transform both 3D and 2D materials.</p> <p>Enabling environments: Share with children other artists' work that connects with their ideas, interests and experiences</p>	<p>Children know how to listen to the views of others in play situations. Children respect others' ideas during play.</p> <p>Children routinely recognise others' emotions and comfort/are sensitive to individual needs.</p>
<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> • Children recount a simple story line in small group play with adult support. • Children learn and join in with familiar nursery rhymes. Children join in with group songs (worship and nativity) 	<p>Children invent a simple story line in small group play independently</p> <p>Children learn and join in with new topic related rhymes and songs</p> <p>Children know how to sing on their own in play-based situations, trying to match the pitch and melody</p>	<p>Children invent a story line independently within their play. They adapt a story line to take into account the ideas of others. Children learn and join in with new topic related rhymes and songs eg: The Wheels on the Bus, etc.</p>

	<ul style="list-style-type: none"> • Children start to move to music, copying the ideas of an adult or peer. • Children know how to say whether they like the music. • Children know how to explore musical patterns using their body parts • Children combine recycled bottles to build simple models. *Remembrance Poppies • Children know how to say "I am going to ..." • Children know how to say "I have been/made ..." • Children know how to share classroom resources with adult guidance. • Children know how to play alongside others engaged in the same play. 	<p>Children know how to link two or three movements (shapes/levels) during dance with or without music working on their own *Chinese New Year</p> <p>Children know how to say how music makes them feel</p> <p>Children know how to say how dance and performance art makes them feel</p> <p>Children start to move to music, thinking of their own melody</p>	<p>Children sing in groups and on their own in a range of situations, trying to match the pitch and melody. Children move rhythmically in time to music/poem/story.</p> <p>Children know how to link two or three movements (shapes/levels) during gym, with or without music working in a group.</p> <p>Children know how to talk about how music makes them feel and talk about why.</p> <p>Children independently and collaboratively use musical instruments to perform songs/dances/poems.</p>
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