



Expressive Art and Design

Intent:

Our children will leave the Foundation Stage at Bude Primary Academy Infants School having had a wide variety of experiences within the Arts, where all their senses have been engaged and stimulated, and many other skills (such as language and team work) developed. At Bude Primary Academy Infants Expressive Arts allows the children to revisit interested areas through many different media to gain multiple perspectives and a higher level of understanding. Due to our curriculum promoting and valuing creativity, originality, expressiveness and individuality, pupils are confident in sharing their own preferences and making choices about different ways they can express themselves.

Implementation:

Our topics, direct teaching session and learning environment give our children new, and varied experiences within the arts. They will have had ample opportunities to observe and experiment with different materials, tools, techniques, music and movements. For our pupils, emphasis is put on the process they go through rather than on the finished product. In creating, designing and making children have investigated and used a variety of materials and techniques and explored colour, line, shape, space, form, texture and pattern in two and three dimensions. They have developed their visual, spatial and tactile awareness and used marks, picture drawings, paintings and constructions to create products. Through music pupils express feelings and emotions. They will have participated in playing instruments, using everyday objects to make music, singing, moving rhythmically and expressively to music, listened to music and created their own, often applying their ICT skills to enhance or record their work. Children are supported to develop their confidence and pride in their creative achievements. Direct adult-led activities such as dance, role-play, stories, art, ICT and music lessons, ignite children’s creativity which they further explore through provision and child-led activities. We use practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.







Impact:

Our teaching and provision allow pupils to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. Our pupils leave the Foundation Stage ready for the new knowledge and skills the National Curriculum has to offer in these areas.

Our,

This document shows

- Termly checkpoints of the progression of skills that build towards the Early Learning Goals in this area of the curriculum
- An overview of the direct teaching within this area broken down into half terms
- The provision the children will experience to support their development in this area of the curriculum

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic title					
Who am I? 	What is a map ? 	What was it like in the past? 	What's growing in the garden? 	What's in the egg? 	What is on the other side of the ocean? 
<ul style="list-style-type: none"> • Expressive Art and Design – termly checkpoints 					



Expressive Art and Design

<p>Creating with materials</p> <ul style="list-style-type: none"> • Knows primary colours • Chooses colour for a purpose • Makes marks using shape and pattern on a range of surfaces • Develops simple patterns by printing with objects using range of materials • Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy • Explores and uses a range of artistic effects to express themselves • Refine ideas in designs created • Articulates what they are doing to an adult • Can open up camera app to take picture of their work on an iPad • Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material a skirts or scarves) • Uses fabric, boxes, tubes and joining materials to make props 	<ul style="list-style-type: none"> • Draws with precision around the outline of shapes • Develops language of colour (secondary colours) and mix colours to make new colours • Create a simple collage • Plans what they will create and what they will need to do so • Creates their own products and begins to self-correct any mistakes • Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) Makes up own situations • Retells well known stories 	<ul style="list-style-type: none"> • Can use fabrics to weave • Uses variety of art tools with greater accuracy • -Reviews own work and makes improvements, explaining why changes are better • Can save a photo of their work in a folder on an iPad • Makes up own stories • Retells well known stories in detail, using new language • Uses props that are very specific and for a purpose to add detail or convey meaning in their stories (some are made by pupils) <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories
<p>Being imaginative</p> <ul style="list-style-type: none"> • Uses own experiences to develop storylines • Talks about stories • Uses new vocabulary in different context • Participates in small world play related to rhymes and stories <p>Dancing</p> <ul style="list-style-type: none"> • Watches dances and performances • Shares likes and dislikes about dances/performances • Learns short routines, beginning to match pace • -Uses tablet to record a performance and knows how to watch it back <p>Singing</p> <ul style="list-style-type: none"> • Sings in a group, trying to keep in time • Knows some nursery rhymes • Knows some Christmas songs • Uses voice recorder to record a performance and knows how to play it back <p>Music</p> <ul style="list-style-type: none"> • Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) • Talks about the different sounds they make (e.g. loud, quiet, bombing, banging, high pitched) • Can clap and stamp to a beat 	<p>Being imaginative</p> <ul style="list-style-type: none"> • Children enhance small world play with simple resources • Retells stories as a repetition, using some of their own words • Uses imagination to develop own storylines <p>Dancing</p> <ul style="list-style-type: none"> • Replicates dances and performances • Learns longer dance routines, matching pace <p>Singing</p> <ul style="list-style-type: none"> • Sings in a group, matching pitch and following melody <p>Music</p> <ul style="list-style-type: none"> • Selects own instruments and plays them in time to music. • Can change the tempo and dynamics whilst playing • Knows how to use a wide variety of un-pitched instruments. • Beginning to write own compositions using symbols, pictures, or patterns 	<p>Being imaginative</p> <ul style="list-style-type: none"> • Enhances with resources that they pretend are something else • Retells stories with others • Retells stories changing/substituting some of the detail <p>Dancing</p> <ul style="list-style-type: none"> • Put a sequence of actions together • Begin to improvise independently to create a simple dance <p>Singing</p> <ul style="list-style-type: none"> • Sings by themselves, matching pitch and following melody • Sings in tune and to the correct beat • Knows a wide variety of nursery rhymes and school songs <p>Music</p> <ul style="list-style-type: none"> • Can change the tempo and dynamics • Recognises instruments in music • Compose their own simple tunes • Creates sound effects • Writes down compositions using symbols and pictures <p>Early Learning Goal</p>



Expressive Art and Design

<ul style="list-style-type: none"> Plays a given instrument to a simple beat Responds to what they have heard, expressing their thoughts and feelings 				Perform songs, rhymes, poems, and stories with others, and – when appropriate- try to move in time with music (also see other ELG for story telling) Sings a range of well-known nursery rhymes and songs	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with materials Primary colours</p> <p>Drawing/Painting -faces</p> <p>Artist – Kandinsky – work Colour Study. Squares with Concentric Circle</p> <p>Singing – nursery rhymes</p> <p>Music – Charanga Me!</p>	<p>Creating with materials Shades of Primary colours</p> <p>Drawing/Painting - people</p> <p>Artists – Mondrian – work Composition in Red, Yellow, Blue and Black</p> <p>Dancing – Christmas productions</p> <p>Singing – Christmas production</p> <p>Music Charanga - Stories</p>	<p>Creating with materials Secondary colours Junk model houses</p> <p>Drawing/Painting Observational drawing – houses / buildings</p> <p>Artist – Paul Klee – City scape</p> <p>Singing - nursery rhymes</p> <p>Music Charanga – Everyone!</p>	<p>Creating with materials Colour mixing – secondary colours</p> <p>Drawing/Painting Observational drawing - flowers</p> <p>Artists – Van Gogh - Work Sunflowers</p> <p>Dancing – tadpole dance</p> <p>Singing – songs/ rhymes with garden theme</p> <p>Music Charanga- Our world</p>	<p>Creating with materials Mask making – animals Animals sculptures Junk animals Drawing/Painting Observational drawing – animals</p> <p>Artists – Rosseau work Tiger</p> <p>Dancing – animal dance</p> <p>Singing – songs/rhymes with animal theme</p> <p>Music Charanga – Big Bear Funk!</p>	<p>Creating with materials Junk model sea creatures Drawing/Painting Observational drawing – sea creatures</p> <p>Artists – Range of Artists using beachcombed materials</p> <p>Singing – songs /rhymes with water/sea theme</p> <p>Music- Reflect Rewind and Replay</p>



Expressive Art and Design

Provision

Provide free choice and process driven art activities- paint, collage, drawing, chalk/ pastels, junk modelling, playdough, clay, computer programs Teach skills in focus groups that children can transfer to their art learning Provide space for children to keep their creations and provide "talk time" opportunities for them to share, pre made plans and pens and paper, cameras, tablet Deconstructed role play- art/ design area- place for making props to support their own stories Materials for costume and prop creation Enhancement in role play to reflect current learning stage/ dance areas puppet theatre props from familiar stories in block play/ small world area story trays Song time- singing in class Nursery rhymes introduced when linked to topic (e.g. Incey, Wincey Spider when looking at 'Bugs') Musical instruments in the environment Listen to a variety of music and dance/ respond with drawings etc