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|  | Expressive Arts and Design Nursery | | | | | | | |
|  | Development Matters | | | | | | | |
|  | Exploring and Using media and Materials   1. Joins in singing favourite songs. 2. Creates sounds by banging, shaking, tapping or blowing. 3. Shows an interest in the way musical instruments sound. 4. Experiments with blocks, colours and marks. 5. Enjoys joining in with dancing and ring games. 6. Sings a few familiar songs. 7. Beginning to move rhythmically. 8. Imitates movement in response to music. 9. Taps out simple repeated rhythms. 10. Explores and learns how sounds can be changed. 11. Explores colour and how colours can be changed. 12. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 13. Beginning to be interested in and describe the texture of things. 14. Uses various construction materials. 15. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 16. Joins construction pieces together to build and balance. 17. Realises tools can be used for a purpose. 18. Begins to build a repertoire of songs and dances. 19. Explores the different sounds of instruments. 20. Explores what happens when they mix colours. 21. Experiments to create different textures. 22. Understands that different media can be combined to create new effects. 23. Manipulates materials to achieve a planned effect. 24. Constructs with a purpose in mind, using a variety of resources. 25. Uses simple tools and techniques competently and appropriately. 26. Selects appropriate resources and adapts work where necessary. 27. Selects tools and techniques needed to shape, assemble and join materials they are using. 28. **Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**   **Being Imaginative**   1. Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’ 2. Beginning to make-believe by pretending 3. Developing preferences for forms of expression. 4. Uses movement to express feelings. 5. Creates movement in response to music. 6. Sings to self and makes up simple songs. 7. Makes up rhythms. 8. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 9. Engages in imaginative role-play based on own first-hand experiences. 10. Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. 11. Uses available resources to create props to support role-play. 12. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 13. Create simple representations of events, people and objects. 14. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 15. Chooses particular colours to use for a purpose. 16. Introduces a storyline or narrative into their play. 17. Plays alongside other children who are engaged in the same theme. 18. Plays cooperatively as part of a group to develop and act out a narrative. 19. **Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.** | | | | | | | |
|  | Knowledge | | | | | | | Skills |
|  | * To understand that media can be combined to make new effects. Paint and glue. | | | | | | | - Uses simple tools and techniques  • Choose particular colours to use for a purpose |
|  | **Autumn 1** : D4, D12, D 13 D17 | | | | | | | Vocab |
|  | Knowledge | | | | Skills | | | Mirror, shape, line, circle, face, same different. |
| **Where do I belong?** | Know the features of a face | | | | Choose particular colours to use for a purpose  Use simple tools- hold a pencil/pen for drawing/paintbrush for painting.  Explores collage materials.  To construct with a purpose in mind. | | |
|  | 1. Paint pictures of ourselves. What do I look like? What colours do I need? Use mirrors 2. Collage faces on paper plates, wool, tissue paper etc. 3. Guided drawing- What shapes do I need to draw/paint a person? What features do I need? Allow children to explore different media (paint, chalk, felt pens) on large and smaller scale, to mark make people. 4. Collage Three Little Pig Houses.   Model how to use PVA glue and glue sticks properly. | | | | | | | |
|  | **Autumn 2 D4 D12 D13** | | | | | | | Vocab |
| **Why and how do we Celebrate?** | **Knowledge** | | | | | **Skills** | | Mould, squish, press, smooth, decorate  Colour,, shape, pattern |
| To know that clay will set hard and can be molded into a new form. | | | | | To use a variety of materials and tools.  To choose particular colours for a purpose.  To explore different joining techniques, glue, tape, split pins. | |
|  | 1, 2 Linked to Bonfire night, discuss the different shapes and colours of the fireworks we see. Firework splatter pictures/loo roll printing/large scale chalk patterns outside.  3. Linked to Nursery rhyme week. Split pin spider/collage sheep/Junk boat/painted animal mask.  4. Make a shaker. How can we keep the lentils inside? How can we attach it? What sound does it make?  5. Linked to Diwali look at tea-light holders. Discuss shape/decoration. Model creating a clay tea-light holder by squishing and pressing the clay. Model using paint/glue/mixture and glitter to decorate. | | | | | | | |
|  | **Spring 1 D4 D11 D12 D14 D17 D20** | | | | | | | Vocab |
| **Who Can Help Us?** | Knowledge | | | | | | **Skills** | Colour, mix, join. Stick, parts, |
| To know what happens when mixing colours. | | | | | | To use a range of materials.  To develop cutting skills.  To use their skills and ideas through their own representations.  To choose particular colours for a purpose. |
|  | 1. Linked to Winter. Paint with ice, Paint snow people, and Explore cold colours.  2. Linked to Chinese New Year. Make an egg box dragon. Make an animal mask. Model scissor skills.  3. Colour mixing. Primary to secondary colours.  4. Model use of junk materials. What can we make? What will we need? What can we use for wheels etc.  Make an emergency vehicle. Junk materials.  5.Paint a person who helps us. Choose colours carefully to show the uniform that the person wears. | | | | | | | |
|  | **Spring 2** | | | | | | | Vocab |
| **Where can we go?**  **How can we get there?** | **Knowledge** | | | **Skills** | | | | Mix, lighter, darker, shade, stick, join, print, wax, pattern |
| To know what happens when mixing colours.  To know some different ways that materials can be joined. (glue, tape, split pins). | | | To use a range of materials and techniques. (split pins/collage)  To use their skills and ideas through their own representations.  To choose particular colours for a purpose  To use simple tools and techniques. | | | |
|  | 1. Explore printing using vehicles, making tracks. 2. Explore different collage materials, to re-create parts of the Train Ride journey. 3. Wax resist pictures. Animals from Mr Gumpy’s outing. 4. Can you make a boat that floats? 5. Paint Easter egg patterns. Explore mixing own secondary colours. 6. Make an Easter/Spring hinged card. Use split pins. Collage for decoration | | | | | | | |
|  | **Summer 1** | | | | | | | Vocab |
| **What can grow?** | **Knowledge** | | **Skills** | | | | | Artist, art, print, paint, transfer, observe, smudge |
| To know that some people work as artists.  To Know that colours get lighter if we add white. | | To think and talk about Van Gough’s Sunflower’s.  To choose particular colours for a purpose.  Colour mixing, shades of green. | | | | |
|  | 1. Transient art- Explore making patterns and pictures with flowers ribbons buttons. On light box or black mats. 2. Paint a pebble bug. Choose the correct colours. 3. Printing caterpillars 4. Look at sunflowers by Van Gough. Read Katie and the sunflowers. 5. Link maths. Symmetrical butterflies paintings. | | | | | | | |
|  | **Summer 2** | | | | | | | Vocab |
| **Who wants to be beside the sea?** | **Knowledge** | **Skills** | | | | | | Darker, lighter, shade, mix |
| To know that colours get lighter if we add white.  To Understand that different media can be combined to create new effects- sand. | To explore colour mixing, shades of blue.  To use their skills to explore concepts and ideas.  To choose particular colours for a purpose. | | | | | |
|  | 1. Create ocean images using different shades of blue. Talk about what we see in photographs of the sea. 2. Paint a sea creature selecting appropriate colours. 3. Create 3D sea creatures. 4. Explore tape resist painting. 5. Explore collage to make a seaside picture, sand, tissue paper, paint. | | | | | | | |
|  | End point S 30-50 months-  Explores what happens when they mix colours.  Experiments to create different textures.  Understands that different media can be combined to create new effects.  Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using | | | | | | | |