

<p>Expressive Arts and Design Foundation</p> 	Children will learn to:		
Term/Year group	F2	F1 N2	F1 N1
<p>Autumn 1</p> <p>Me and my family</p>	<ul style="list-style-type: none"> - Draw to represent a person they know/themselves with key features – eyes, nose, mouth. - Draw carefully to represent themselves and people around them. - Notice and use different skin tone colours. - Know the primary colours - Use different shapes to represent different features. <p>ART Ltp: POONAC</p> <ul style="list-style-type: none"> - Copy and interpret lines - Draw and represent people, shapes and objects. 	<ul style="list-style-type: none"> - Say and explore the key features of the home corner. Table, oven, food, bowl, plate, fridge, sink. - Make marks that represent faces of people they know. - Use a range of colours from the paint pumps. - Access the small world area and begin manipulating figures and animals into different positions. - Decide which materials they need/want to use for their creation. 	
<p>Autumn 2</p> <p>Travel and transport</p>	<ul style="list-style-type: none"> - Use different items of 'junk/recycling' to create a model. - Say and explain what they have made. - Discuss how problems can be solved as they arise. - Join materials together using glue and tape. - Name a variety of instruments. <p>ART Ltp: Mark Rothko Piert Mondrian</p> <ul style="list-style-type: none"> - Use primary colours, make coloured marks on paper. 	<ul style="list-style-type: none"> - Join different materials with glue. - Explore and use materials of different sizes. - Explore different textures of materials and say what they could be used for. - Role play by moving characters from one place to another and say where they are going. - 	

<p><i>Spring 1</i></p> <p><i>Once upon a time</i></p>	<ul style="list-style-type: none"> - Retell parts of key fairy-tale stories. - Express feelings through performance. - Watch performances by others and discuss/express feelings about it. - Develop colour mixing skills. - Observe carefully to match colours and use appropriate colours for what they are creating. - Develop storylines in their play that feature key characters. - Use large loose parts to create sculptures, buildings, transport. - Enhance small world play by using different resources in the area. <p>ART Ltp: Anthony Caro</p> <ul style="list-style-type: none"> - Construct without instruction using a variety of materials. 	<ul style="list-style-type: none"> - Begin to mix colours and explore what happens when 2 colours are mixed. - Use a variety of instruments to create their own music. - Role play every day events and events from their life at home and school. - Use props and costumes within the home corner and outdoor role play area. - Create closed shapes with continuous lines to represent objects or people. 	<ul style="list-style-type: none"> - Move their body to music. - Go to the creative area and explore the resources. - Use a coloured pencil to make a mark on paper. - Build a structure by placing objects on top of each other. - Draw circles and lines with a pencil
<p><i>Spring 2</i></p> <p><i>Royalty</i></p>	<ul style="list-style-type: none"> - Perform a variety of well-known rhymes/poems/songs as whole class or individually. - Express feelings through performance. - Return to and build on previous learning, in areas such as small world, construction and the creative area. - Know what they want to create and stick to their idea. - Explore how paint can be transferred to paper in different ways, sponge, paint brush, finger. <p>ART Ltp: William Morris</p> <p>Print using paint and a range of objects.</p>	<ul style="list-style-type: none"> - Represent emotions in their drawings. - Know that music comes from different times and places. - Comment on work by others and artists. - Print using different objects when modelled by an adult. 	<ul style="list-style-type: none"> - Retell/sing familiar nursery rhymes with support of adults. - Use a variety of different colours. - Use a paintbrush and paint to make some marks and lines on paper, card or boxes.

<p>Summer 1</p> <p>My place in the world</p>	<ul style="list-style-type: none"> - Create dances, individually or as part of a group. - Use a variety of resources to collage. <p>Art Ltp: David McKee</p> <ul style="list-style-type: none"> - Create simple repeating patterns (regular and irregular) 	<ul style="list-style-type: none"> - Know and listen to some music from different cultures. - Sing some taught songs and match pitch of sounds. - Draw or paint a picture that involves more than one object. - Hold paintbrush with correct grip when supported. 	<ul style="list-style-type: none"> - Choose to use scissors and attempt to cut paper in order to create something. - Talk about what they have drawn or made with a familiar adult. - Use resources from the drawers to create something of their choice.
<p>Summer 2</p> <p>Growing</p>	<ul style="list-style-type: none"> - Draw pictures using pencil, accurately. - Invent own storylines to act out and play. - Create complex small world scenes that use a range of resources and loose parts. - Build/create resources that they need/want in their play e.g. a handbag, a bed for the doll. - Explore different methods of attaching materials together e.g. tie, pins, wrap - Correctly holds and uses a fine brush to paint. <p>Art Ltp: Anne Ryan</p> <ul style="list-style-type: none"> - Explore a range of manmade, natural and recycled materials. 	<ul style="list-style-type: none"> - Listen to and discuss opinions on music from around the world. - Discuss and recognise changes and patterns as music develops. - Begin to draw representations with increasing accuracy – adults are able to tell what has been drawn with discussion. 	<ul style="list-style-type: none"> - Begin to develop stories using animals in small world. - Talk to a familiar adult as they area building about their creation. - Know that sound can be changed to be louder or quieter.
	<p>Early Learning Goals Expressive Arts and Design</p> <p><u>Creating with Materials ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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; 		

	<ul style="list-style-type: none"> • <i>Make use of props and materials when role playing characters in narratives and stories.</i> <p><i>Being Imaginative and Expressive ELG</i></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • <i>Invent, adapt and recount narratives and stories with peers and their teacher;</i> • <i>Sing a range of well-known nursery rhymes and songs;</i> • <i>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</i> 		
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