

# Croftlands Infant and Nursery School

## **Expressive Art and Design**



The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

# Badger room

## (Toddler room – 2 - 3 years)

### Curriculum Sequence

- Join in with songs.
- Beginning to mix colours.
- Join in with role play games and use resources available for props.
- Build models using construction equipment. Explore sounds and how they can be changed, tapping out of simple rhythms.
- Listen to and move to music.
- Use their senses to explore malleable materials.

- Sing songs spontaneously as they play.
- Name colours, anticipate which new colours they will create when mixing them.
- Join materials using glue, adhesive tape etc.
- Construct with a wide range of materials.
- Play with, not only alongside their peers as they engage in role play, developing narrative.
- Mould and create with malleable materials, with purpose and imagination.

- Learn new songs and sing them spontaneously as they play.
- Be able to describe shades of colours – light/dark and know a wider range of colour names beyond the prime and more familiar colours.
- Control sound as they use musical instruments, following instructions loud/quiet, fast/slow.
- Able to assist in preparation of malleable materials such as playdough and gloop, exploring the properties and the effects of combining ingredients.

### Vocabulary

Colour names, tap, bang, shake, noisy, loud, quiet, touch, feel, soft, hard, spiky, squishy, celebrate, dress up, pretend, glue, mix, paint.

### Implementation

Provide opportunities to work together creatively. Use different textures and materials to make houses for the three little pigs or bridges for the Three Billy Goats. Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems The use of props, puppets & story bags will encourage children to retell, invent and adapt stories. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing. Shadow Puppets.

Make different textures; make patterns using different colours. Collage. Making houses. Pastel drawings, printing, patterns on Easter eggs. Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts. Home Corner role play. Provide a wide range of props for play which encourage imagination.

Provide children with a range of materials for children to construct with. Crafts using a wide variety of different resources and based around themes reflecting the children's current interests as well as celebrations/festivals. Exploration of other countries – dressing up in different costumes. Retelling familiar stories. Provide children with a range of materials for children to construct with. Explore a variety of painting techniques.

Create puppet shows. Colour mixing. Collage. 3D modelling with clay/salt dough (creativity in stages, having to complete a number of steps to make the final finished item)

# Squirrel room

## (Nursery room – 3-4 years)

### Curriculum Sequence

#### Creating with materials

- To join in singing songs
- To create sounds by rubbing, shaking, tapping, striking or blowing.
- To experiment with ways to enclose a space, create shapes and represent actions, sounds and objects.
- To enjoy and respond to playing with colour in a variety of ways.
- To begin to use 3D and 2D structures to explore materials and/or express ideas.

#### Being imaginative and expressive

- To use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.
- To begin to make believe by pretending using sounds, movements, words and objects.
- To begin to create rhythmic sounds and movements.

#### Creating with materials

- To begin to sing familiar songs.
- To show an interest in the way sound makers and instruments sound and experiment with ways of playing them.
- To develop an understanding using lines to enclose a space.
- To explore colour.
- To use 3D and 2D structures to explore materials and/or express ideas.

#### Being imaginative and expressive

- To begin to use movements and sounds to express experiences.
- To experiment and create movement in response to music, stories and ideas.
- To create sounds and movements.

#### Creating with materials

- To sing familiar songs.
- To explore and learn how sounds and movements can be changed.
- To begin to use drawing to represent actions and objects.
- To continue to explore colour and how colours can be changed.
- To use various construction materials.

#### Being imaginative and expressive

- To use movement and sounds to express experiences, expertise, ideas and feelings.
- To sing to self and makes up simple songs.
- To create sounds, movements and drawings to accompany stories.

#### Vocabulary

Colour names, vocab for texture: rough, smooth, mix, water, glue, cut, stick, collage, paint, idea emotions, line, build, made, shapes.

#### Implementation

Daily singing time. Music areas. Exploring colour and colour mixing. Construction areas. Role play areas. Small world areas. Craft jobs for each topic. Exploring different materials. Looking at artists – Eric Carle and Jackson Pollock.

# Ladybird and Robin class (Reception 4-5 years old)

## Curriculum Sequence

<p><b>Creating with Materials</b> Experiment mixing with colours.</p>	<p><b>Creating with Materials</b> Experiment with different textures.</p>	<p><b>Creating with Materials</b> Safely explore different techniques for joining materials.</p>	<p><b>Creating with Materials</b> Make props and costumes for different role play scenarios.</p>	<p><b>Creating with Materials</b> Explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Creating with Materials</b> To share creations, talk about process and evaluate their work.</p>	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<p><b>Being Imaginative and Expressive</b> Sing and perform nursery rhymes.</p>	<p><b>Being Imaginative and Expressive</b> Experiment with different instruments and their sounds.</p>	<p><b>Being Imaginative and Expressive</b> Create narratives based around stories.</p>	<p><b>Being Imaginative and Expressive</b> Move in time to the music.</p>	<p><b>Being Imaginative and Expressive</b> Play an instrument following a musical pattern.</p>	<p><b>Being Imaginative and Expressive</b> Invent their own narratives, stories and poems.</p>	<ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- 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.</li> </ul>
<p><b>Implementation -</b></p>	<p>Join in with songs; mix colours; build models using construction equipment. Self-portraits, junk modelling, Exploring sounds and how they can be changed, tapping out of simple rhythms. Daily GoNoodles for singing and dancing. People who help us paintings using colourings to match the occupation. People who help us songs. Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems. The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity. Junk modelling out of recycled materials. Plan and create Tinga Tinga art. Make houses in wild area. Make different textures; make patterns using different colours. Making own paper. Designing bird feeders. Junk modelling using recycled materials. Mother's Day crafts. Easter crafts. Designing homes for hibernating animals. Collage owls. Explore the world around us and see how it changes as we enter Summer. Sand pictures. Lighthouse designs. Paper plate jellyfish. Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts. <b>DT KAPOW-</b> Autumn- Soup, Hibernation boxes, Sliding Santa Chimneys , Spring- Designing and making a rainbow salad, hanging egg decoration , Sumer- Junk Modelling, boats, <b>Music- Charanga-</b> Me, my stories, everyone, our world. <b>Art- KAPOW- Autumn Term</b> Marvellous Marks, autumn wreaths. <b>Spring Term-</b> paint my world, threaded snowflakes, creation station, egg threading. <b>Summer Term-</b> lets get crafty, suncatchers, salt painting.</p>					
<p><b>Vocabulary</b></p>	<p>Drawing- Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip/. Painting- Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, Sculpture- Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor, Textiles- thread, join, fabric, decorate, printing Colour names, vocab for texture: rough, smooth, mix, water, glue, cut, stick, collage, paint, thick, thin, wet, dry, pattern, repeat, hard, soft, light, dark, model, painting, artist, sculpture, sculptor, portrait, self-portrait, landscape, artist</p>					