

Expressive Art and Design curriculum overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|--|---|---|--|---|---|
| Expressive Art and Design | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> | <p>Interested in and describing texture. Using different materials/colour design. Creating different Builds stories around small world.</p> <p>Building up a repertoire of songs and dances. (Christmas play) sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p> | <p>Construction with a purpose in mind. (plans) Introduce a storyline within play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> | <p>Sings songs. Makes music and dances and experiments with ways of changing them. Uses movement to express feelings/ideas.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> | <p>Safely uses and explores a variety of materials, tools and techniques (Forest School)</p> <p>-Thinking about media and materials uses and purpose.</p> <p>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> | <p>Experimenting with colour, design, texture, form and function (using different media to create animals, masks, African art.)</p> |