



Westleigh Methodist Primary School

Nursery Expressive Arts and Design

LTP Progression of Skills and Knowledge






With God, all things are possible – Matthew 19:26
Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice

Statutory Guidance from the EYFS Framework:

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.

Development of Music	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	<p>Listen with increased attention to sounds. Respond to what they have heard expressing their thoughts and feelings</p> <p>Improvise a song they know.</p> <p>Continue to develop their movement skills</p> <p>Pay attention to more than one thing at a time</p> <p>use a wider range of vocabulary</p> <p>take part in some group activities</p>		<p>Listen with increased attention to sounds, respond to what they have heard.</p> <p>Be able to express a point of view</p> <p>Play instruments with increasing control to express their ideas</p> <p>Respond to what they have heard expressing their thoughts and feelings</p> <p>Show more confidence in social situations</p> <p>Pay attention to more than one thing at a time</p>		<p>Count or clap syllables in a word, spot and suggest rhymes</p> <p>Listen with increased attention to sounds</p> <p>Use a wider range of vocabulary.</p> <p>Begin to count actions, objects and sounds</p> <p>Listen with increased attention to sounds</p> <p>Play instruments with increasing control to express their ideas</p> <p>Respond to what they have heard</p> <p>Sing a large repertoire of songs</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	
Vocabulary	<p>clap, tap, move, choice, wave, shake, roll, sound, wiggle, up, down, forwards, backwards, repeat, circle, action, copy, idea, suggestion,</p> <p>listen, sound, hear, similar, different, before, remind</p> <p>body parts, heads, shoulder, knees, toes, eyes, ears, mouth, nose, point, fast, slow</p> <p>double, this, that, fist, bump, hand</p>		<p>copy, repeat, beat, slow, quickly, faster, clap, tap, move, action, rhythm, suggest, idea, body, body parts, movements, sound, listen</p> <p>quiet, loud, fast, slow, long, short, still, stops, music, play, sound, hear, feel, clap, tap, thunder, scary</p> <p>big, small, marks, colours, why, feel, emotions, speed -fast and slow, relaxed, steady, loud, quiet</p> <p>turn, walk, run, jump, hop, skip, crawl, action, circle, sit, down, up, stand, where, please, around, tune, hum</p>		<p>how many?, count, slap, syllable, high, low, left, right, circle, middle, up, down</p> <p>same, different instrument, name, sound, fast, slow, shake, tap, clap, scrape, secret, make, round, repeat</p> <p>tempo, play, tune, sing</p> <p>move, dance, swim, gracefully, slowly, faster, up, down, sideways, forward, backwards, feelings, emotions, happy, sad, lonely, feel, music, respond, listen, stop, hear</p>	

Artist Studies progression	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.		
Intended Artists	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Kandinsky 	Eric Carle 	Georgia O'Keeffe 
Vocabulary	Kandinsky, primary colours, bold, squares, rectangles, thick lines, thin lines, shapes, circles	Eric Carle, tissue paper, tearing, scissors, colours, glue, shapes, caterpillar, animals, minibeasts.	Flowers, copy, colours, observe, shape, bright, bold, realistic, unusual, still life, American,
Implementation	Exploration Kandinsky through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Exploration of Eric Carle through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Exploration of Georgia O'Keeffe through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.

Design and Technology Studies progression	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
Intent	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Talk about what they see using a wide vocabulary. Selects shapes appropriately</p> <p>CofEL: Plan and think ahead about how they will play or explore with objects, make independent choices.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures. C&L: Ask questions to find out more.</p> <p>CofEL: Make more links between ideas.</p>	<p>Take part in simple pretend play</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Draw with increased complexity and detail, show different emotions in their drawing, join materials. Making moving puppets either free choice or based upon their chosen animal for the week.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Understand position through words alone. Collaborate with others to manage large items, choose the right resources to carry out their own plan.</p> <p>CofEL: Make independent choices, plan and think ahead about how they will explore or play with objects.</p>	<p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>To use talk to make descriptions, to engage in conversations, to learn new vocabulary.</p> <p>To explore natural materials hands-on using a range of senses, talk about the differences between materials and changes they notice.</p> <p>CofEL: Respond to new experiences.</p>	
Vocabulary	<p>Build, materials, use, show, notice, work, local area, buildings, houses, homes. Join, stick, glue, cut. Straight, curved, materials, join, attach, stick, glue, shapes, curved, round, long, short.</p>	<p>Pattern, stick, attach, spread, glue, sticky, wet, dry, paste, add, more, sprinkle, section, colour names.</p> <p>ingredients, mix, add, pour, bake, warm, cool, decorate, stir, squeeze, dough, squash, roll, pinch, twist, cut, flatten, flat, smooth.</p>	<p>Sandpaper, course, texture, grip, strong, vibrant, colour, colour names, draw, design, picture, mark make, rough, bumpy, chalk, crayon, dust, wax, change, similar, different.</p> <p>Hole, make, create, cut, body parts (legs, head, body, face), line up, position, up, down, open, close</p>	<p>Up, down, lift, cover, dark, light, idea, den, space, room, positional language, make, create.</p>	<p>Clay, dry, wet, smooth, rough, texture, runny, water, natural materials, same, different, bug name, legs, wings.</p>	<p>Colour names, join, attach, fix, paint, create, make, idea, cut, stick, paste, ideas, fish, ocean, names of other sea creatures, wet, dry.</p>
Implementation	<ul style="list-style-type: none"> • Talk to the children about what they want to make using the resources available. • Focus on buildings and structures in our local area • Model first and show different ways of joining such as using Sellotape and cutting off the correct amounts of tape needed. Model using types of glue 	<ul style="list-style-type: none"> • Encourage the children to have a go and talk about their patterns created and colours used. • Talk about ingredients used and the changes throughout the process? • Children stir, knead and shape a range of food and ingredients 	<ul style="list-style-type: none"> • Show the children how to make a hole with the hole punch as well as splitting apart a split pin. 	<ul style="list-style-type: none"> • Create a den • Create a scene for the chosen story. This can be a collaboration of ideas or children can make individually. 	<ul style="list-style-type: none"> • Using clay and natural materials make a bug. Refer to a book for ideas. How many legs/wings etc. does it have? Encourage children to talk about their creations and the materials they chose and why. • Manipulate the clay by rolling, moulding, squashing, pinching, twisting and cutting it? 	<ul style="list-style-type: none"> • Children to have time to talk about how they could make a model of? • What materials will you need? How can you make the head etc? What could you add? How can you stick the...? • Talk about how they can add other features for improvement.