



Westleigh Methodist Primary School

Reception Expressive Arts and Design


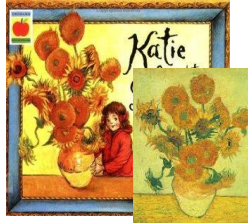
LTP Progression of Skills and Knowledge



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	Singing simple well know songs and rhymes Introducing new daily rhymes. Describing the sounds I can hear.	Nativity Performance – joining in with the words to sings and using actions. Listening to music.	Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition.	Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds.	Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel.	Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments.
Vocabulary	Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move	Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting	Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells.	Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low.	Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary, Rimsky Korsakov, Flight of the Bumblebee	Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch.
Implementation	<ul style="list-style-type: none"> • Introduction to new songs, rhymes. • Phase 1 phonics lessons focusing on tuning in. 	<ul style="list-style-type: none"> • Daily singing of learnt songs, rhymes or poems. • Listening to music together as a class. • Rehearsing to then perform the school Nativity production. 	<ul style="list-style-type: none"> • Being shown a range of instruments and having these in provision. • Music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues. 	<ul style="list-style-type: none"> • Music lessons based on adapting and changing voices using a range of methods. • Picture cues in provision • Instruments in provision • Exploring instruments to describe their sound in comparison to others 	<ul style="list-style-type: none"> • Daily singing of a range of songs and learnt rhymes • Discussions around music and emotions • Exploring a wide range of appropriate songs. 	<ul style="list-style-type: none"> • Both singing and performing learnt songs, rhymes or poems • Listening to music together as a class • Instruments in class to allow children to make their own music (including singing).

				<ul style="list-style-type: none"> Using new musical vocabulary. 		
Charanga Music scheme	•	•	•	•	•	•

Artist Studies progression	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intended Artists	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.					
	Jackson Pollock (Collaborative work) 				Vincent van Gogh 	
Vocabulary	Vocabulary: Jackson Pollock, abstract, colour, work, drink, together, collaborate, splatter, flick.			Vocabulary: Sunflowers, museum, Dutch, oil painting, Starry night, yellow, observational, soft, muted, background.		English, photographer, sculpture, nature, natural, leaves, sand, ice, stone
Implementation	Exploration of Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.			Exploration of Vincent van Gogh through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.		Exploration of Andy Goldsworthy through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.

Development of use of Colour	<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	(Knowledge) Know the names of many colours and uses these in their work.	(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing.		(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used.	(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour.	(Skill) Exploring the colour work of Andy Goldsworthy – Nature.
Vocabulary	Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.	Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.		Colours, colour names, change, lighter, darker, mix, primary colour, secondary	Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades.	Colours, colour names, nature, outside, style, similar, Any Goldsworthy, leaves, grass, soil, mud.

				colours, light, dark, purpose.		
Implementation	Discussing colour names during play and discussions.	Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions.		Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples.	Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore	Using a colour chart and paint chart outside to identify colours.

Development of Children's Mark Making and Drawing	<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	Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made.	(Skill) Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects.	(Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.	(Skill) Continue with the development with observational drawing e.g. linked to Spring. Continue to develop the accuracy and detail in their drawing.		(Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these.
Vocabulary	Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain	Observe, copy, look, notice, shape, colour, lines, represent.	Emotion, feeling, detail, features, circles, shapes, lines, colour	Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil. sunflower, Van Gogh.		Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason.
Implementation	Mark making area, Workshop and creative areas, modelling how to use equipment safely.	Mark making area, Workshop and creative areas Modelling how to use equipment safely Pumpkins, leaves and sticks on Creative table Modelling observational skills.	Mark making area Workshop and creative areas Modelling how to use equipment safely Modelling adding finer details Looking at animal patterns and prints linked to Handa's Surprise text	Mark making area Workshop and creative areas Modelling how to use equipment safely Modelling observational skills and the use of colour Taking care and time.		Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.

Development of the use of Paint	<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	(Skill/Knowledge) Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term.		(Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand.	(Skill) Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists.	(Experience) Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this.	(Skill) Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time.

Vocabulary	Paint, painting, colour, choice, splatter, flick, Jackson Pollock.		Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter.	Paint, painting, colour, choice, mix, new, primary and secondary	Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference.	Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better.
Implementation	Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.		Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.	Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours	Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.	Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.

Development of Printing	<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	(Experience/Skill) Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this.		(Skill) Children exploring how patterns can be printed.		(Skill) Children printing using a range of media, independently printing patterns including symmetrical patterns.	(Skill) Children exploring printing tools – both natural and man made e.g. leaves and ear buds.
Vocabulary	Print, paint, choice, hands, feet, fingers, smudge, clear print.		Print, paint, choice, smudge, clear print, objects, patterns, environment, world, nature.		Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour.	Print, paint, choice, smudge, clear print, objects, leaves, pine cones, flowers
Implementation	Printing materials explored together as a class and on offer in provision.		Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print. Teaching of repeating patterns.		Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing explored and then left in provision.	Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print.

Development of the use of Textiles and Materials	<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	(Understanding) Children exploring the available materials within their new setting.	Knowledge) Exploring different types of materials and what their properties and uses are.	(Skill) Children being shown how to use junk modelling materials to build and construct models.			(Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions.
Vocabulary	Materials, textures, fabric, play-dough, natural, soft,	Materials, textures, clothing, winter, warm,	Materials, textures, junk, modelling, build, tower, structure, higher, lower,			Materials, textures, natural, leaves, thread, weaving, in

	hard, bendy, rough, smooth.	thick, soft, insulate, hot, cold, wool, cotton.	taller, shorter, stronger, sturdy, glue, sellotape.			and out. natural, manmade, pattern.
Implementation	Exploration of a range of materials and their functions Creative areas	Exploration of a range of materials and their functions Materials available in creative areas Winter clothing available outside to be explored when outdoors.	Junk modelling materials available in class Different functions of glue explored with class Animal print clothing and materials.			Weaving demonstrated to the class Weaving materials available in provision Modelling and instructions on how to weave with links to how to sew.

Development of modelling and 3D work	<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	(Understanding) Children being shown the loose parts in the class and being shown how they can be used.	(Skill) Children being shown how to use simple joins when using different materials to create	(Skill) Children making models and creations for their own pleasure and for events and celebrations. (Chinese Lanterns/ bunting)		(Skill) Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work.	(Skill/Knowledge) Children exploring how natural resources can be manipulated to make 3d sculptures.
Vocabulary	Transient art, loose parts, moveable, creation, colour, shape, patterns.	Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold.	Celebrate, bunting, paper chains, joins, glue, paper, card.		Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain.	Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar.
Implementation	Exploration of loose parts, modelling of how they can be used, images of ideas	Exploration with the class of different ways to join materials and which is the best method for which material Create Stickman/ Stickman house	Reading stories about celebrations Exploring pre-made paper chains Exploring the process of paper chains Making cards and other decorations. Valentine's Day, Chinese New Year craft		A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year. Create a vehicle from the Text The Train Ride	Going outside to see living art and nature Creating repeating patterns with nature Building with natural objects outdoors.

Development of Cutting skills	<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	(Skill) Children being shown how to scissors to make snips safely.	(Skill) Children building confidence and skill in using scissors.	(Skill) Children building confidence and skill in using scissors.	(Skill) Children building confidence and skill in using scissors	(Skill) Children using scissors independently and safely.	(Skill) Children using scissors to support them in their creations.
Vocabulary	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper.	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow.	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace.	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, shapes, lines, copy.	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow.	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence.

Implementation	Demonstration and discussions around scissor safety Modelling the use of scissors – open and close to make small snips in a repeated process Scissors in provision.	Demonstration and discussions around scissor safety Modelling the use of scissors – open and close to make small snips in a repeated process to follow a line Scissors in provision.	Demonstration and discussions around scissor safety Modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line Scissors in provision.	Scissors in provision A variety of shapes for children to cut Materials and pictures available for children to cut freely.	Scissors in provision A variety of shapes for children to cut Materials and pictures available for children to cut freely.	Scissors in provision A variety of shapes for children to cut Materials and pictures available for children to cut freely.
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Development of Imagination and Roleplay	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intent	Children exploring the role playing areas within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting.		Children using the stories they know and have heard in school to role play them. Children extending their role play with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves.		Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.	
Vocabulary	Join in, pretend, role play, home corner, mums, dads, baby, small world, people, recreate, represent, shops, schools.	Join in, pretend, role play, celebrate home corner, characters, people, recreate, represent, shop, celebrate, party, prepare, help	Join in, pretend, role play, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending. Desert, animals, Jungle, environments, climate, Farm, castle, garden, home		Join in, pretend, role play, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, farm, enclosures, environments, cottage, cave, travel, map,	
Implementation	Photos of families. Updated role play area: Home corner to introduce family and familiar routines, caring for a baby Shop with products for baking bread, Creative area with resources for children to create and build from Modelling of how to use the role play area and creative area, Stories read as a class: Starting School, Peepo, Little Red Hen Small world area available to children: Doll House and family members. Little Red Hen farm	Photos of children celebrating occasions. Updated role play area: Diwali, Christmas Cleaning, decorating, Shop with products to prepare for a party Creative area with resource for children to create and build from: Christmas Workshop Modelling of how to use the role play area and creative area Stories read as a class: Rama and Sita, Stickman, Nativity story Small world area available to children. Forest, woodland Rama and Sita. Stickman characters, Nativity	Photos of children's pets Updated role play area: Home corner and Pet shop How to care for a pet, what will we need? Sharing experiences of owning a pet, bring a pet to school. Café: Chinese Role play Pancakes Valentine's Date Creative area with resource for children to create and build from: cards, bunting, lanterns, medals Modelling of how to use the role play area and creative area Stories read as a class: Handa's Surprise, The Great Animal Race, Mr Wolf's Pancakes Small world area: Desert animals, Jungle animals	Updated role play area: Home corner and Garden Centre/ Giant's castle/café Easter How to care for a plant. Sharing experiences of growing plants, tasting food Creative area with resource for children to create and build from: Easter, cards, Modelling of how to use the role play area and creative area Stories read as a class: Oliver's Vegetables, Jack and the beanstalk. Easter story Small world area: Minibeasts, Jack's farm/Giant's castle.	Updated role play area: Space station/ rocket Airport/ train station Creative area with resource for children to create and build from Modelling of how to use the role play area and creative area Singing songs, rhymes and doing guided role playing activities together as guided groups or a whole class. Stories read as a class: Whatever Next!, Aliens Love Underpants, The Train Ride Small world area: Little Bear's house and space adventure resources. Astronauts, aliens, rockets, Town/city/countryside/seaside with animals to sort.	Update role play area: Home corner and farm shop. Little Red's and Grandma's cottage Creative area with resource for children to create and build from Modelling of how to use the role play area and creative area Singing songs, rhymes and doing guided role playing activities together as guided groups or a whole class. Stories read as a class: What the Ladybird Heard We're Going on a Bear Hunt! Little Red Riding Hood. Small world area: farm animals,

						Forest, river, countryside, beach, cave
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<p>Early Learning Goals</p>	<p><u>Creating with Materials</u> 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. Make use of props and materials when role playing characters in narratives and stories</p> <p><u>Being Imaginative and Expressive</u> Invent, adapt and recount narrative and stories with peers and their teacher 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</p>		
<p>The Year 1 expectations in Literacy/English from the National Curriculum.</p> <p>Where are children going?</p>	<p><u>Art and Design – Year 1 National Curriculum</u> Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p><u>Design and Technology – KS1 National Curriculum</u> Design- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p><u>Music – KS1 National Curriculum</u> Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>