

Expressive Arts 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.

Art

Development of skills in EYFS		Development of skills in Year 1	Key vocabulary
<ul style="list-style-type: none"> • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	Drawing	<p>Outline simple geometric drawings using different shapes and thickness of line. Observational drawing of homes.</p> <p>Use a range of different drawing media, e.g. crayon, pencil, graphite, pencil. Mixed media Rousseau animals</p> <p>Draw for pleasure to develop an interest in the world around them. Designing a toy.</p> <p>Try new ways of making line and marks to describe texture and form Shyama Ruffell flowers.</p> <p>Explore the concept of dark and light with shading</p>	Colours Primary colours Paint mix, water blend change, light, dark, pallet, brush. shade Portrait features, line shade texture detail shape. Design Create Make Join observe Artist Sculpture designer
<p>-Use the primary colours to make other colours to use in their work.</p> <p>-Talk about colours and link them to seasonal changes.</p> <p>-use different equipment to create different effects.</p>	Painting	<p>Mix primary colours to make secondary colours.</p> <p>Recognise warm and cold colours.</p> <p>Use different sized brushes to create lines and patterns. Observational painting.</p>	

<p>-talk about and use colours linked to The Colour Monster.</p>		<p>Use colours imaginatively and instinctively to show thoughts and feelings. Traditional tale pictures – sad Rapunzel, angry wolf.</p> <p>Use thicker paint to decorate 3d surface with care. Decorate own creature, junk art house.</p>	<p>Clay charcoal Pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material</p>
<p>-Use Autumn vegetables and fruits to create a portrait</p> <p>-make and decorate a pinch pot Diva lamp for Diwali.</p> <p>-Discuss and use natural resources found in forest school to make and create.</p> <p>-Discuss and use recyclable materials to create.</p>	<p>3d</p>	<p>Cut, tear, form, join and shape a variety of materials to make things they have designed, invented or seen. Designing and constructing a fairy tale castle Friedensreich Hundertwasser</p> <p>Experiment with modelling clay, card, recycled, found and natural objects. Understand drying times and how to hold things in place to set. Designing and constructing a miniature house, own space creature.</p> <p>Manipulate plasticine and clay in a variety of ways: kneading, shaping and rolling. Making an everlasting plant.</p>	
<p>-Cutting skills -Joining skills-pva glue, tape, pritt sticks.</p>	<p>Craft skills</p>	<p>Experiment with collage and cut colours, shapes, textures and images from a range or sources. Mixed media Rousseau animals.</p> <p>Make printing block from simple materials, e.g. press print, found objects. Use them to create simple motifs and multicolour patterns. Printed stars and planets</p>	

<p>-use skills learnt from Artist study when exploring and experimenting</p> <ul style="list-style-type: none"> - Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. 	<p>Ideas</p>	<p>Experiment with an open mind.</p> <p>Share ideas, imagination, experiences, thoughts and feelings. Describing different buildings.</p> <p>Draw and paint from imagination and memory to tell stories, illustrate things and places they know. Illustrating work.</p> <p>Draw and paint from observation. Toys, houses plants.</p> <p>Draw and paint to invent things and develop ideas. Design a house, space creature</p>	
<p>-observe and talk about the work of different artists. Arcimboldo, Peter Thorpe, David Hockney, Frida Kahlo, Matisse, Hokusai.</p> <ul style="list-style-type: none"> -Recreate the work of artists, applying new skills - -Develop and use language associated with artistic effects-mixing, blending, 	<p>Knowledge</p>	<p>Study the work a range of artists, craft makers and designers. Rousseau, Steiff, Ruffell</p> <p>Look how artists approach the same theme. Surprise by Henri Rousseau A Tiger by Charles Towne</p> <p>Use language to describe art, e.g. cold blue, angry shapes ... Comparing artists, evaluating</p> <p>Describe what they think about their work and the work of others. Comparing artists, evaluating.</p>	
<p>Enrichment: Visitors: Artists Visit to The Crypt Gallery in town</p>			

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ELG: Creating with Materials Children at the expected level of development will: - 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.

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives 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.