

Expressive Arts and Design Curriculum End Points and Progression

End point : What an EYFS child needs to understand?	End point: What do they need to know? (Substantive / Disciplinary Knowledge), New Vocabulary	How can we see that they are confident with Expressive Arts and Design in Year R	Preparation for Year 1 Curriculum
<p>That you can express what you see by observing closely and drawing.</p> <p>That techniques can be used to help drawing become more representative of what they are observing.</p>	<p>How to make their drawings more life like by using techniques that artists use.</p> <p>How to use observation and pencil techniques to draw what they see in portraits, landscapes and objects.</p> <p>How paper is orientated differently – portrait and landscape</p> <p>How artists can teach specific techniques to support their learning – Angela Mayer, Turner, Monet, Draw with Rob.</p>	<p>Children will draw what they see using their developing skills with a pencil and these will become more representative of what they are observing over the year.</p>	<p>KS1 Art and Design Curriculum:</p> <ul style="list-style-type: none"> • 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>That there are different painting media used to create different effects when adding colour to drawings.</p>	<p>How to use a range of paints and tools accurately including watercolours.</p> <p>How to mix colours to create new colours effectively.</p>	<p>Children will paint expressively using a range of media and techniques they have learned.</p>	

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<p>That colours can be mixed to create new colours.</p>	<p>How to create effect with paint using techniques artists use such as Turner, Kandinsky, Matisse, Monet</p>		
<p>That there are different ways to build sculptures in order to express what you see, hear or feel.</p>	<p>How to create sculpture using a range of media – playdoh, clay, wire, natural objects in order to express what they see, hear or feel.</p> <p>That sculptors use a range of materials and techniques to create sculptures – Andy Goldsworthy, Degas, Henry Moore, Picasso</p>	<p>Children will choose to explore and express themselves through sculpture using developing techniques.</p>	
<p>The design process of criteria, plan, make, evaluate.</p>	<p>How to use the process of developing design criteria, plan, make and evaluate to ensure that creations are fit for purpose.</p> <p>How to record each step of the process on a proforma.</p>	<p>Children will choose to design, make and evaluate specific objects using developing skills.</p>	<p>KS1 Design Technology Curriculum:</p> <p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example,

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			<p>cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria
That specific techniques can be used to join materials effectively.	<p>How to use a flap, flange, tab, slot, L brace, fold and tie to join paper and cardboard effectively.</p> <p>How to identify and replicate a simple pulley or a lever in their own designs.</p>	<p>Children will select the most effective joining techniques for what they are creating.</p> <p>Children will label a pulley or a lever and create their own.</p>	<p>KS1 Design Technology Curriculum:</p> <ul style="list-style-type: none"> 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
That wood and other materials can be joined and shaped with nails, screws and saws.	<p>How to safely use hammer, nails, screws, saws to create using a range of materials including wood and plastic.</p>	<p>Children will choose to create their designs using the woodwork area and will develop confidence in using the tools effectively.</p>	<p>KS1 Design Technology Curriculum:</p> <ul style="list-style-type: none"> 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

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<p>That there are a wide range of different genres of music. That different people prefer different genres of music to listen to. That different cultures listen to different genres of music. That music helps us to express ourselves through movement.</p>	<p>How to listen carefully to music, hear different instruments, feel the beat and rhythm and move expressively to different genres of music including pop, reggae, classical, hip hop, rap, jazz, blues, rock, folk, world music.</p>	<p>Children will listen and talk about music they hear and their preferences. Children will move expressively to music as they listen. Children will clap the beat of the music.</p>	<p>KS 1 Music Curriculum:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
<p>That musical instruments can be played in different ways to create different effects.</p>	<p>How to play instruments using knowledge of musical elements dynamics, pitch, tempo, duration, rhythm, texture and structure.</p>	<p>Children play musical instruments to create different effects.</p>	<p>KS 1 Music Curriculum:</p> <ul style="list-style-type: none"> • 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>That you can take on a role when telling a story or re living real events</p>	<p>How to take on the role of a character in a story or real-life characters effectively using props, language, expression, actions.</p>	<p>Children will role play real life situations or characters from stories they have read effectively.</p>	<p>KS 1 Music Curriculum:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes
<p>That in order to effectively perform for</p>	<p>How to learn poems and songs and perform them to others.</p>	<p>Children will perform songs and poems for an audience.</p>	<p>KS 1 Music Curriculum:</p>

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<p>an audience songs or poems must be practised and able to be heard.</p>			<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes
<p>That effective storytelling needs effective language, structure and performance.</p>	<p>How to tell a story using effective language and the structure of setting, problem, resolution.</p> <p>How to be expressive when storytelling with voice and actions.</p>	<p>Children will tell their own stories with developing language, structure, expression and actions</p>	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes

Development Matters

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

ELG

Creating with Materials

- 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.

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Being Imaginative and Expressive

- 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