

Expressive Arts and Design in Early Years

Educational programmes to meet the needs of **our** children based on positive relationships, enabling environments, nurturing a love for learning and development, remembering each child is unique.

Expressive Arts and Design at Defford

Our vision
Our intent

Learning through Expressive Arts and Design allows our children to develop knowledge, understanding and creativity. We aim to build resilience, confidence and curiosity through music, dance, art and design experiences.

Faith	Friendship	Fun	Learn	Grow
<ul style="list-style-type: none">• To appreciate the artwork of others.• To appreciate their own artistic creations• To gain and maintain the confidence to take risks, to be bold, to be creative• Confidence to perform to others• Explore faith through songs and music	<ul style="list-style-type: none">• To collaborate successfully with others on shared creative projects• To appreciate art and music of different styles from around the world and cultures	<ul style="list-style-type: none">• To enjoy the process of creation• Express themselves through art and design, music and movement• To recognise and develop a passion for art and design, music and movement	<ul style="list-style-type: none">• Different techniques• Knowledge of famous artists and artwork• Play and explore materials• Invent and adapt with peers	<ul style="list-style-type: none">• Develop artistic and cultural awareness to support imagination and creativity• To learn how to improve their own art skills• To respond to feedback• To refine the techniques they have learnt

EXPRESSIVE ART AND DESIGN - YEAR A WILLOW – AUTUMN TERM - OUR COLOURFUL WORLD & INTO THE NIGHT

KNOWLEDGE & SKILLS

in Pre-school

Red, yellow and blue are the primary colours.

What are the 3 primary colours?

What happens if I mix two different colours together?

There are different ways we can get/apply paint onto a surface such as using brushes, fingers and toys

Patterns can be made of shapes and colour

Hold a pencil / pen / paintbrush with increasingly strong and stable grip.

To use two hands to mix two colours together.

To apply paint to a surface using a variety of methods (finger paint, brush, rolling toys in it, forks)

Build with junk model materials (LL)

Cutting with scissors, following horizontal, vertical and diagonal/zigzag lines (LL)

Use glue, masking tape, hammers for creating

Create a **self portrait**

Explore **weaving** using fabrics and materials

Explore basic **beat** using Boomwhackers

Create musical shakers of our own

Enjoy singing along to familiar songs and rhymes

Learn new **nursery rhymes**

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

Theme led learning

in Pre-school

Action painting – applying paint by **dribbling, splashing or smearing** paint on a surface

Weaving a **rainbow** of colours

Create Elmer patterns and **shades** of colour

Create firework pictures using painting techniques of **flicking** paint

KNOWLEDGE & SKILLS

in Reception

All other colours can be mixed from the primary colours. (LL)

Why are they called the primary colours?

Does **art** always have to look exactly like something you can see? (LL)

Use a paintbrush to paint a likeness using paint.

Kandinsky – Circles

Piet Mondrian - pattern

Printing – with resources, leaves, natural objects, sponges

Use hammers, screwdrivers, nails and screws to **join** pieces of wood together

Create a self portrait with identifiable features of a face

Create pictures of animals using increasing accuracy, number of legs

Explore **beats and rhythms** using a variety of musical instruments (LL)

Use an instrument to **continue a rhythm** of a familiar song / rhyme

Respond to music through movement and dance, (LL) explore **slow and fast** musical expressions

Diwali – **Rangoli patterns** created using powders and rice, create our own Rangoli patterns (LL)

CULTURAL DEVELOPMENT – INDIAN MUSIC/ Sitar. Explore the colour and culture of India

Theme led learning

in Reception

Create an Elmer using a **repeated pattern** of colours

Exploring a rainbow of colour linked to Noah's Ark, create a rainbow and express understanding of the story through the meaning of a rainbow

<https://www.deffordschool.co.uk/school-values-and-vision/>

Firework and bonfire artwork using **printing** techniques, smearing with hands, straw blowing, glitter

Night sky artwork – Starry Night Vincent Van Gogh (LL)

Starry night over the Rhone – Van Gogh

Make stars by printing and cutting

Through faith, friendship and fun we learn and grow.



KNOWLEDGE & SKILLS

in Pre-school

Explore materials to create a **collage**

Explore **scrunching** materials, **folding**, **bending**, **twisting** to create different effects

Develop imaginative play through small world exploration

Exploring scale – **long** pieces of wallpaper, **large** boxes, contrasts in materials

Create **rubbings** of different surfaces, paving, grass, window, table

Explore pattern through Squiggle shapes, enclosing shapes with **lines** and colouring within them

Listen with increased attention to **sound**

Sound matching games

Develop pretend play using objects to represent other items

Sing **melodic shape** of familiar songs

Theme led learning in Pre-school

Colouring within a line- patterns of colour, big top tents, clowns clothes

Creating **cities and towns** using the small world toys

London's Burning song to explore melodic shape

'London Bridge is falling down'

KNOWLEDGE & SKILLS in Reception

Explore **weaving** in and out through sewing simple **stitches** in **binika** to create **patterns** ([LL](#))

Use **graters, peelers, knives and spoons** to explore **textures** of fruit and vegetables, use these for printing

Use **split pins** to make pictures with **moving parts** ([LL](#))

Explore **stencils** for drawing

Create a simple **map**, drawing key **symbols** and features of maps we have explored ([LL](#))

Cultural Development – Explore the music and culture of Caribbean – Notting hill carnival

Steel drums

Music and culture from Australia – didgeridoo / traditional aboriginal music and culture – artwork, spots and dots

Theme led learning in Reception

Creating outfit **designs** for clowns in the circus

Express ourselves through **mime** and **acting**, using the **circus** as a stimulus, **clowns, acrobats**

Explore **circus skills**

<http://splatsentertainment.com/circus-skills-schools/>

Journeys using maps, creating maps of London, our journey to **London** ([LL](#))

Henri Matisse

Marc Todd – urban art/ London



EXPRESSIVE ART AND DESIGN– YEAR A – WILLOW – SUMMER TERM– OUT OF THE WINDOW & SPLISH, SPLASH, SPLOSH!

KNOWLEDGE & SKILLS

in
Pre-school

Illustrations are used to help to tell a story.

Some books do not use any words.

Learn a dance movement, **copying** actions and learning about **sequence**

I sing Pop actions and songs

<https://www.isingpop.org>

(vision and values link)

Using technology to record our **performances**, videos and photographs

Theme led learning
in
Pre-school

Rainy day artwork,
creating pictures with
water, inks, marbling
techniques

Spray bottles on kitchen
paper

Wheels on the Bus song
to **sing and perform**

KNOWLEDGE & SKILLS

in
Reception

Framing (when creating a window inspired by Window)

Looking carefully at pictures to spot information/clues within them.

Look at a series of **images** and use them to tell a story.

That looking carefully at pictures can give us lots of **information**.

How lots of different pictures can be cut and stuck together to make a new picture. (LL)

Combining materials to create a **collage**

Combining resources using glue, sellotape, glue guns

Explore **texture**, adding sand to paint

Explore **movement** in artwork

Express **feelings and emotions** through drawing and music

Create our own music and songs

Be confident in using a CD player to play music and stories

CULTURAL DEVELOPMENT – Music and culture of Africa

Theme led learning
in
Reception

Artists sometimes use their art to tell stories. (LL)

Adam Bartsby paintings (Love's Journey – hot air balloon)

Out of the Window by Jeannie Baker- explore and discuss what is out of our windows, different perspectives, **air, land, sea**

Claude Monet – Water Lilies



Through faith, friendship and fun we learn and grow.



EXPRESSIVE ART AND DESIGN– YEAR B – WILLOW – AUTUMN TERM – HOW TO CATCH A STAR & ONE SNOWY NIGHT

KNOWLEDGE & SKILLS

in

Pre-school

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Patterns can be made of shapes and colour

Hold a pencil / pen / paintbrush with increasingly strong and stable grip.

To use two hands to mix two colours together.

To apply paint to a surface using a variety of methods (finger paint, brush, rolling toys in it, forks)

Build with junk model materials

Cutting with scissors, following horizontal, vertical and diagonal/zigzag lines

Use glue, masking tape, hammers for creating

Create a self portrait

Explore weaving using fabrics and materials

Explore basic beat using Boomwhackers

Create musical shakers of our own

Enjoy singing along to familiar songs and rhymes

Learn new nursery rhymes

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

Theme led learning

in

Pre-school

Stars, cutting skills / straight line cutting

Printing with stars to create pictures

Contrasting colours, white on black

Dark den to explore –

Explore salt dough and make stars using cutters

Glittery playdough to create stars

KNOWLEDGE & SKILLS

in

Reception

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Does art always have to look exactly like something you can see?

Use a paintbrush to paint a likeness using paint.

Kandinsky – Circles

Piet Mondrian - pattern

Printing – with resources, leaves, natural objects, sponges (LL)

Use hammers, screwdrivers, nails and screws to join pieces of wood together

Create a self portrait with identifiable features of a face

Create pictures of animals using increasing accuracy, number of legs

Explore beats and rhythms using a variety of musical instruments

Use an instrument to continue a rhythm of a familiar song / rhyme

Respond to music through movement and dance, explore slow and fast musical expressions

Diwali – Rangoli patterns created using powders and rice, create our own Rangoli patterns

CULTURAL DEVELOPMENT – INDIAN MUSIC/ Sitar.
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Theme led learning

in

Reception

Oliver Jeffers as an artist



Explore sequins and glitter to make own playdough. Cloud dough, explore textures

Bonfire night and firework pictures and paintings to explore technique and texture, paint blowing, spraying, flicking

Creating stargazing telescopes, combining materials, joining and use for role play

Planets by Holst, explore music and its effect/ how does it make you feel? Artwork to support musical atmosphere

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KNOWLEDGE & SKILLS

in

Pre-school

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Sound matching games

Develop pretend play using objects to represent other items

Sing **melodic shape** of familiar songs

Theme led learning

in

Pre-school

Creating **vehicles** on a large scale – **bus/ train**, use in role play opportunities

Collage techniques to create **transport** pictures

KNOWLEDGE & SKILLS

in

Reception

Explore **weaving** in and out through sewing simple **stitches** in **binka** to create **patterns**

Use **graters, peelers, knives and spoons** to explore **textures** of fruit and vegetables, use these for printing

Use **split pins** to make pictures with **moving parts (LL)**

Explore **stencils** for drawing

Create a simple **map (LL)**, drawing key **symbols** and features of maps we have explored

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Theme led learning

in

Reception

Transport themed art work – Van Gogh

Settings in fairy tales, exploring different perspectives through art, song and dance... **forest, village, castle**

Create music and respond to **images and videos** relating to settings



EXPRESSIVE ART AND DESIGN– YEAR B – WILLOW – SUMMER TERM– UGLY BUG BALL & HOW DOES YOUR GARDEN GROW?

KNOWLEDGE & SKILLS

in

Pre-school

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Some books do not use any words.

Learn a dance movement, **copying** actions and learning about **sequence**

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Theme led learning

in

Pre-school

Eric Carle artwork – The Very Hungry Caterpillar

Matisse – Snail

Potato stamping to explore shape and **pattern**

KNOWLEDGE & SKILLS

in

Reception

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Theme led learning

in

Reception

Van Gogh – Sunflowers

Create own sunflower paintings, **observational drawings** of sunflowers, compare to Van Gogh's artwork

Creating stories using **shadow theatres** and **puppet shows**

Printing with vegetables – Oliver's Vegetables

Dance and movement by **observing mini beast** movements, butterflies, caterpillars, bees, create own dance

Flight of the Bumblebee music - Korsakov

<https://www.youtube.com/watch?v=aYAJopwEYv8>

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