



St Lawrence's Catholic Primary School
Early Years
Expressive Arts and Design Curriculum
Reception

St Lawrence's Catholic Primary School Expressive Arts and Design Curriculum Overview

Our Expressive Arts and Design Curriculum is cross curricular and supported through our over arching themes.

Specialist music teacher sessions in the spring and autumn terms and whole school Charanga curriculum to support progression of skills.

Being imaginative and expressive is embeded in our everyday practice through daily timetabled nursery rhymes and singing times as well as learning hymns through the Catholic life of our school.

Planned whole class and group opportunities to develop singing, music, drama and dance knowledge and skills.
Whole school art books record our pupils progress in art from Nursery to Year 6.

Development of performance skills through Nativities and play based learning oportunities.

Progressive continous provision curriculum planning that builds on children's interests that include creative areas, home-corners, role-play and musical resources and performance areas.

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.
Termly summative assessments that inform planning.

Technology is used to engage and support children's learning in all areas of the curriculum

Characteristics of Learning
Our provision promotes engagement, motivation and thinking.

Parents as Partners

We include parents in their child's expressive arts and design learning through sharing learning via our online journeys and inviting parents in to share performances and activities.

Enabling Environments

Carefully planned organised and engaging environments to support independent learning through play.



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.

Statutory Framework

Reception Expressive Arts and Design Curriculum Creating with Materials

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

Nursery Development Matters	Reception Development Matters and ELG	Future Learning (National Curriculum - Year 1)
<p>3-4 Year Olds 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. 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. Explore colour and colour mixing.</p>	<p>Children in Reception: 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.</p> <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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>Art and Design 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>Design Technology 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. 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. 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>

Adults Role	Learning Environment
<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Model art and design skills.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world.</p> <p>Help them to define colours, shapes, texture and smells in their own words.</p> <p>Discuss children's responses to what they see.</p> <p>Plan learning opportunities that use real life objects such as flowers for observational drawings/paintings.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p>	<p>Progressive continuous provision that includes opportunities to create with materials both inside and outside.</p> <p>Each class has an arts and design area with planned resources that children can self-select to create.</p> <p>Opportunities to create with materials on a large scale outside e.g. chalk and painting large surfaces.</p> <p>Arts and design planned play opportunities that link to overarching themes to embed learning.</p> <p>Children's art and design work celebrated in the classroom through displays.</p> <p>Opportunities to create and combine materials in the writing area.</p> <p>Offer opportunities to explore scale e.g. long strips of wallpaper - child size boxes - different surfaces to work on e.g. paving, floor, table top or easel.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>Offer opportunities for combining materials e.g. glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, paperclips and fasteners.</p>

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> ▪ Explores and create their own creations with a range of art materials ▪ Can use a range of materials such as paint, pencils and pastels to share their own ideas and feelings through their art work ▪ Can evaluate their own work and think of ideas to make improvements ▪ Can work with others sharing ideas and resources ▪ Can use colours for a purpose and create their own colours by mixing paint ▪ Can combine materials to create models using a range of construction techniques ▪ Can make models with a function ▪ Can talk about textures of materials that they use in their creations ▪ Can draw detailed representations of people, objects and places ▪ Can talk about the processes that they have used to create ▪ Can create their own props for role-play ▪ Can explore artists work and use it as inspiration for their own work 	<ul style="list-style-type: none"> ▪ Explores different art resources in play such as paint, chalk or pastels ▪ Independently accesses resources in the art and design area e.g. selecting own paper and pens to create a drawing which expresses their own ideas ▪ Talks about their own work and discuss how they have improved it e.g. I added tissue paper to make the hair stand out. ▪ Works with their friends to create a large construction model ▪ Uses the correct colours in representations e.g. yellow for the sun ▪ Uses a range of materials in junk modelling to create their own model combining the materials with glue or masking tape ▪ Makes an envelope to hold a letter ▪ Talks about different textures that they are using in their model ▪ Draws a picture of their family with a true representation of the human form ▪ Creates a bag to use in their role-play ▪ Comments on artists work and with supports recreates some of the elements in their own work

Reception Expressive Arts and Design Curriculum Being Imaginative and Expressive

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

Nursery Development Matters	Reception Development Matters and ELG	Future Learning (National Curriculum - Year 1)
<p>3-4 Year Olds</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Children in Reception:</p> <p>Develop storylines in their pretend play.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Physical Development</p> <p>Perform dances using simple movement patterns.</p> <p>English</p> <p>Participate in performances, role play and improvisations.</p>

Adults Role	Learning Environment
<p>Give children an insight into different musical worlds.</p> <p>Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.</p> <p>Invite musicians in to play music to children and talk about it.</p> <p>Encourage children to listen attentively to music.</p> <p>Discuss changes and patterns as a piece of music develops.</p> <p>Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.</p> <p>Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words – children may pitch match more easily with sounds like ‘ba’.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Introduce new songs gradually and repeat them regularly.</p> <p>Sing slowly, so that children can listen to the words and the melody of the song.</p> <p>Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.</p> <p>Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.</p> <p>Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.</p> <p>Play movement and listening games that use different sounds for different movements e.g. march to the sound of the drum or creep to the sound of the maraca.</p> <p>Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p> <p>Encourage children to create their own music.</p> <p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>	<p>Provide related costumes and props for children to incorporate into their pretend play.</p> <p>Offer opportunities for children to role-play in a range of known and imaginary situations.</p> <p>Ensure that there is always a home-corner role-play for children in the classroom so that they can play with what they know and build knowledge and skills.</p> <p>Plan for opportunities that develop children’s understanding of celebrations in the home-corner.</p> <p>Develop role-play areas linked to over-arching themes outside.</p> <p>Provide lots of flexible and open-ended resources for children’s imaginative play.</p> <p>Promote music, dance and performance in the role-play area through planned play and continuous provision resources.</p> <p>Offer children a wide range of different instruments, from a range of cultures.</p> <p>This might also include electronic keyboards and musical apps on tablets.</p> <p>Construction and small world continuous provision in the classroom for children to create their own models and small world opportunities.</p> <p>Opportunities for small world tuff trays linked to common interests and over-arching themes.</p> <p>Provide a wide range of props for play which encourage imagination e.g. different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak.</p>

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> ▪ Can engage in imaginative play adding storylines and narratives ▪ Can use resources as props, pretending that they are something else to extend their play or make their own resources to extend play ▪ Can listen and talk about different styles of music including music from other cultures and traditional British music ▪ Can listen to different sounds carefully and identify some environmental sounds ▪ Can watch and respond to different performance dances and talk about their response ▪ Can sing songs matching melody and pitch ▪ Can share nursery rhymes and simple poems independently ▪ Engages in singing, music and dance activities in their play ▪ Can name and play a range of musical instruments 	<ul style="list-style-type: none"> ▪ Role-plays with their friends e.g. role-playing a well-known fairytale or role-playing families ▪ Creates a castle out of large construction blocks when role-playing castles ▪ Discusses what they like/dislike about different types of music e.g. I like the beat of the drums ▪ When watching a performance dance that shares a feeling they can talk about how the emotions are shown e.g. they are moving slowly because they are sad ▪ Is able to sing a range of songs matching the melody and pitch of the teacher ▪ Creates a performance with their friends e.g. performing a song with musical instruments on the stage for others to watch ▪ Sings a nursery rhyme or poem independently remembering all the words ▪ Plays and names instruments in their play and is able to control the volume and speed

Whole School Charanga Music Scheme

Each Unit of Work focuses on the strands of musical learning which include listening and appraising, musical activities, warm-up games, singing, playing instruments, improvisation, composition and performing.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
Class Teacher	Class Teacher	Specialist Music Teacher	Specialist Music Teacher	Specialist Music Teacher	Specialist Music Teacher

Reception – Art and Design Continuous Provision Curriculum Planning

Resources/Area	How is it organised and why?	Intended Learning Outcomes	Link to EYFS / Research / C of EL	Adult Role
<p>Art easels Painting aprons Easy access paper storage unit Wide floor space available Large paper rolls (large scale constructions) Oil pastels Chalk Washable paint- primary colours/ black and white/ skin tone paint (shades) Water colours Fine liners Skin coloured markers Large and small white paper Coloured paper Textured paper Tissue/crepe paper Scrolls Clipboards and sketch paper Hole punch scissors Pencils sharpeners Drying rack Scissors Twine Masking tape Sticky tape Glue sticks White glue 3D objects for visual reference Pictures of real paintings- Monet etc.</p>	<p>Plastic containers of paint pots Paper storage unit with a variety of paper Hooks at child height to hang painting aprons Paper towels and sponges for spillages on a tray near easel labelled with picture and words Mark making resources in one area labelled with pictures and words Materials for constructing in labelled baskets</p>	<p>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. 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. Develop fine and gross motor skills. Develop communication and language skills. Develop PSED – Sharing and turn-taking.</p>	<p>Selecting tools and surfaces (paper) linked to PD Responding imaginatively to materials linked to EAD Engaging in the process of reflecting, record, and revisiting work, linked to PSE Using tools (scissors, hole punch, sharpeners) with increasing control linked to PD Gaining an awareness of the connections, similarities and differences between people Willingly experiment with a variety of non-traditional mark making tools e.g. charcoal linked to EAD Engaging in three-dimensional thinking linked to Maths Inventing patterns linked to Math Learning new vocabulary in context (i.e.. clay making) linked to CLL Caring for resources appropriately, linked to PSD Making up stories, linked to EAD Talking about the here and now, linked to CLL Thinking out loud, linked to CLL Observing, offering feedback, and appreciating the work of peers, linked to PSE Learning about quantities and self-regulation through dispensing paint/ liquids, linked to Maths & PSE Engaging in observational drawing of authentic objects, linked to EAD & PSE Discovering new techniques and "discipline" knowledge, linked to EAD & PSE Appreciating art theory, linked to CL&L & EAD Engaging in symbol making, linked to literacy</p>	<p>Ensure the quality and upkeep of materials. For example, blunt scissors and dried up markers are not conducive with creativity. Encourage respect by putting lids on markers and allowing children enough time to clean up/pack away Collaborate with children to display their work in meaningful, attractive ways that convey their efforts, intention and ideas Allow time to become attuned to children and really experience the joy of conversing and connecting with them in verbal and nonverbal ways Create alongside children, building on each other's ideas and creative thoughts Introduce and discuss well noted paintings (e.g. Monet, Picasso). Use visual thinking strategies to discuss works of art: – What's going on in this picture? – What do you see? – What makes you say that? – What more can we find? – How does this painting make you feel? – What shapes can you see? – What techniques were used? Engage in active listening before asking questions Use questions to extend and deepen knowledge – I wonder how you might make a? – Clarify design challenges with children ie.. – will it break – is too thin – will it be okay to clean Encourage children to revisit work Language linked to context</p>

Reception – Construction Continuous Provision Curriculum Planning

Resources	How is it organised and why?	Link to EYFS / Research / C of EL	Adult Role	Resources
<p>Open ended building materials: Wood, blocks, cones. Cardboard tubes Tools for measuring: Measuring tape Rulers Planning and designing: Labels Clip boards Pencils Graph paper Soft elements Cushions Rugs Construction materials: Small Lego, Duplo and other construction type materials Small world resources Inspiration: Pictures of architecture Blue prints of the building and so on Non-fiction books about design, architecture and construction Map of the world</p>	<p>Spacious, light filled area with plenty of room to move Open ended construction materials placed in labelled containers- balsa wood etc. Planning and designing station set up with enough room to pencils, and graph paper readily available. Clipboards and pencils hanging up on wall within easy reach Lego and other construction materials placed on an open shelf in labelled containers. Tape measures hanging up near large scale constructions Inspiration and reference materials placed in a folder with plastic sleeves, frames or on a self so child can extend their investigations/creation</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop PSED skills by working with others. Develop communication and language skills. Develop fine and gross motor skills. Develop understanding of other people, cultures and places through small world activities.</p>	<p>Open ended materials provide many possibilities linked to (ART) Tools for measuring linked to Maths Choosing materials to build and construct linked to Using different sized material and holding them in place linked to PD Using tools like clamps that require muscle strength linked to PD Children respect other constructions through the protected “work in progress area” linked to PSE Follow printed instructions when using materials (i.e. adhesives) linked to CLL & Maths Working in close proximity to others, respecting their space linked to PD and PSE Planning creations linked to Maths Working on large scale construction with others linked to PDS Using tools safely and appropriately linked to PSE and PD Feeling confident in one’s ability to work on something with a purpose in mind linked to PSE, PD, Engineering practices- making constructions stable linked to Maths & KUW Designing structures linked to Maths and UW Making comparisons linked to Maths Investigating inclines and declines, how things work linked to UW Representing their lived experiences through constructing linked to PSE Using story books and reference materials of buildings in China and the world linked to KUW and CL Talking through their ideas linked to CLL Drawing up ideas linked to CLL Talking through the process Explaining their product or outcome linked to PSE Using technology as a way to communicate their construction linked to UW and PSE Recognise environmental print LIT Finding creative solutions to challenges</p>	<p>Recognise a child's right to make his/her learning visible Focus on children's dispositions of learning i.e. observe the way children approach their learning. Listen and observe how children interact with the environment, the materials and others (peers). Allow children to joy of experiencing materials for the first time. Use what you see and hear to reflect with children to clarify ideas. View oneself as a co-learner, a knowledgeable other. Relaunch materials in a provoking way that targets deep learning, stimulating neural pathways Support children to discover about quantities and self-regulation. For example, (referring them to the visual instructions) Encourage children to discover and problem solve through drawing on reference books and so on I can be there for children to help clarify their thinking/designs I foster resilience in children by reflecting together when they are faced design/construction challenge Create collaborative "critical" spaces by encouraging children to provide feedback on peers constructions Model “thinking out loud investigative language... – I wonder – I think – It could be – Maybe – How did you think of that? – What makes you think that? – I didn’t think of it in that way, could you explain your idea further? – That has got me thinking. – Some of the key vocabulary may include: Create Design Decision Choice Structure Stable Hold/ squeeze Direction (Up/down) In/out</p>

Reception – Role-play
Continuous Provision Curriculum Planning

Resources/Area	How is it organised and why?	Intended Learning Outcomes	Link to EYFS / Research / C of EL	Adult Role
<p>Dolls house (dolls) Wooden characters from popular stories Home corner Utensils Cutlery Kitchen linen Phones Recipe books Note pads Menus (English/ Chinese) Receipt/ books Bags, and everyday items- wallets that reflect children’s homes/ experiences (clean tins and packages) Mirrors Soft items Cushions Dress up clothes Babies Pretend food</p>	<p>Home-corner role-play area Role-play areas linked to current theme Role-play shed in outdoor area Low shelving contains items labelled in baskets for easy access Kitchen items on shelves, mimicking the real world. Dress-ups in containers labelled with material sample Festival and cultural additions planned for in the home-corner.</p>	<p>Develop storylines in their pretend play. 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. Explore and engage in music making and dance, performing solo or in groups 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. Develop communication and language skills. Develop PSED skills. Develop awareness of other people, culture and places.</p>	<p>Negotiating different roles and themes, linked to PSE Cooperating to keep the play going, linked to PSE Acting out roles and situations, linked to EA Using large and small muscles to put on costumes and manipulate props, practicing eye-hand coordination, linked to PD Creating dolls clothes, costumes, linked to EAD Thinking of and acting out a story, linked to CD Organising and expressing ideas, paying attention to how other people see the world, linked to KU Asking and answering questions, using language related to a role they are playing (e.g., “I need to follow a recipe”), linked to CLL Engaging in early literacy and writing skills, linked to CLL Moving furniture to create different scenarios, linked to PD & EAD Develop the ability to reflect and make decisions in regards to additional provision, linked to PSE, Maths & UW</p>	<p>Find out what children already know Observe and reflect on how you can extend the best ways to scaffold learning Provide provocations linked closely to children’s interests. Prepare the environment to relaunch children's interests (current play) Encourage children to experiment with a range of images and print. Co-construct with children to make signs and other resources that support play Reflect with children after play, and write down a list of support their current investigations. Model communication and language.</p>