

Creating with Materials

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Explore different materials freely, 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

PSHE
Art
Design and
Technology
Literacy –
Reading
Music

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG's	Links to National Curriculum Key Stage 1 for Art, Design and Technology and PSHE	By the end of Year One:
<p>Start to join materials together.</p> <p>Explore art materials and colour mixing freely.</p> <p>Develop their own ideas for art.</p> <p>Develop their own ideas for art and start to talk about them (with adult support)</p>	<p>Use various tools for artwork and design including playdough tools and paint brushes.</p> <p>Mix primary colours together to see what colour it makes.</p> <p>Select their own art and design materials to create with such as different types of glue, joining materials, different thickness of paper and different 3d shapes to use on their design.</p> <p>Tell others what their artwork is and signal key parts e.g. this is mummy, this is her hair etc. I can use the correct colour to represent this.</p>	<p>Use scissors and one handed tools to create art safely and more accurately including playdough tools and paintbrushes etc.</p> <p>Make different shades using black and white and talk about why shading is evident on pictures and drawings.</p> <p>Combine different techniques including using: collage, paint, crayon, clay to create art.</p> <p>Work with a friend to discuss creative ideas and share thoughts and feelings towards different pieces of art.</p> <p>Talk about their artwork or designs link to the different materials they have used and talk about why they have used the materials. E.g. glitter, cotton wool, pipe cleaners, small shapes or different textured material.</p> <p>Join 3d shapes to make a piece of art work.</p> <p>Roll, twist and cut clay into the shape that they want.</p>	<p>Safely use tools with care and precision such as using scissors and cutting on the line to the shape that they want of the effect, which is needed.</p> <p>Explore using materials and techniques and reflect on their artwork. Discuss problems that they had when making it and discuss how they cover came it.</p> <p>Design art/ a product thinking about colour, texture and function.</p> <p>Observe and discuss what they have produced, describing the simple techniques and materials used.</p> <p>Explain what they have made.</p> <p>Talk about how they made it and the different techniques they have used. They can talk about what they would do differently next time and why.</p>	<p>Use mark making tools, fingers, hands, chalk, pens and pencils.</p> <p>Hold different tools correctly.</p> <p>Use and begin to control a range of materials.</p> <p>Draw on different surfaces.</p> <p>Produce lines of different thickness.</p> <p>Produce different patterns and textures from observations and imagination.</p> <p>Build on fine motor skills and hand and eye coordination through drawing.</p> <p>Enjoy using a variety of tools including different sized brushes and tools, i.e. sponge brushes, fingers, twigs.</p> <p>Explore working with paint on different surfaces and indifferent ways.</p> <p>Know and name the primary colours being used.</p> <p>Explore what happens when they mix colour.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Cut shapes using scissors and other modelling tools.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations explaining the processes they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Experiment with different media and techniques.</p> <p>Generate a design similar to an artist or style studied.</p> <p>Draw basic lines and shapes with increasing control to represent an observation or simple design idea.</p> <p>Draw at an appropriate size and scale.</p> <p>Use different media to draw.</p> <p>Use pencil pressure to create lighters and darker tones.</p> <p>Draw dots and lines to show texture.</p> <p>Paint basic lines and shapes with some control to represent an observation.</p> <p>Experiment with applying paint using different brushes and tools, observing the effects they create.</p> <p>Mix paint to create the secondary colours and brown.</p> <p>Investigate and manipulate clay through a number of movements.</p> <p>Use clay modelling tools and other objects to make marks in clay.</p> <p>Cut, stick, manipulate and join recycled materials to create a form.</p> <p>Investigate how different objects can be used as stamps.</p> <p>Create tints by adding white and shades by adding black using paint.</p>	<p>Use a sketchbook to: Start to observe, record and explore simple ideas. Record information on interpreting colour mixing through the colour wheel and colour spectrums.</p> <p>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Draw on different surfaces with a range of materials. Explore the use of line, shape and colour.</p> <p>Begin to know how to control lines to create simple drawings from observation.</p> <p>Begin to know how to control the types of tools used to make marks through techniques such as hatching, scribbling and dotting.</p> <p>Sketch thinking about the size of the object.</p> <p>Sketch simple shapes for objects. Position objects or a group of objects on a piece of paper.</p> <p>Experiment with paint using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Paint on different surfaces with a range of media</p> <p>Begin to show control over the types of marks made with a paint brush. Stippling, different brush strokes.</p> <p>Know different size brushes will give different thickness of lines.</p>

				<p>Build construction/ sculpture using a variety of objects.</p> <p>Create images through collage using pictures and recycled materials.</p> <p>Know what collage is.</p> <p>Use a variety of malleable media such as papier-mâché, salt dough.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Explore how image is used to depict every day events. Interpret artwork by telling us what you see- shape, content and recognizable objects.</p> <p>Enjoy playing with and using a variety of textiles and fabric.</p>		<p>Design a purposeful, functional, appealing product.</p> <p>Explore how structures can be made stronger, stiffer and more stable.</p> <p>Join materials effectively.</p> <p>Use a range of tools and equipment to perform practical tasks.</p> <p>Select materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Say what they like about their work and the work of others.</p> <p>Suggest ways of improving their own work.</p> <p>Explain how a design is similar to an artist or style studied.</p> <p>Share and combine ideas to create collaborative art.</p> <p>Through discussion, they can suggest ideas, develop their design ideas and explain how they plan to make a product.</p> <p>Suggest ways to make a product stronger, stiffer and more stable.</p> <p>Evaluate their product against a design criteria, explaining strengths and weaknesses.</p> <p>Identify what they're good at, what they like and dislike.</p> <p>Recognise how to talk about and share their opinions on things that matter to them.</p> <p>Create a design based on existing products.</p>	<p>Know and name the primary colours.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Know how to mix and identify warm and cold colours from the primary and secondary colours</p> <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Make rubbings and recognise pattern in the environment.</p> <p>Experiment (shape and form) with, construct and join recycled, natural and man-made materials.</p> <p>Experiment with how objects can be connected together to form simple structures.</p> <p>Know how to make a sculpture.</p> <p>Build a repeating pattern.</p> <p>Add simple annotations to capture ideas.</p> <p>Describe the differences and similarities between different practices and disciplines, and make links to their own work.</p> <p>Explore two different images over time of still life.</p> <p>Interpret artwork and an artist's style – use of colour, pattern, texture, choice of context and shape, choice of placement on the page.</p>
<p>Artists to Explore During Reception</p>							
<p>Gustav Klimt; Georgia O'Keefe; Jackson Pollock; Gillian Ayres; Mondrian; Yayoi Kusama; Harriet Powers; Alma W Thomas</p>							

Being Imaginative and Expressive

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person (‘pitch match’).
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG’s	Links to National Curriculum Key Stage 1 for Art, Design and Technology and PSHE	By the end of Year One:
<p>Use their imagination in play to help them role play and create small world set ups. Remember most of a nursery rhyme song to sing in a group.</p> <p>Make up their own “silly” songs. Remember and sing simple songs that are of an interest to me.</p> <p>Start to match the melody and pitch of others.</p>	<p>Recount and retell familiar stories with their friends and adults using small world toys.</p> <p>Recount and retell familiar stories with their friends and adults using role play and acting out the story.</p> <p>Role-play imaginary scenarios linked to experiences that interest them and use the new and correct language that has been taught. Identify the pitch of a song and have a go at copying the pitch.</p> <p>Copy and sing short phases independently (In Christmas performance). Listen and respond to sounds.</p> <p>Sing with others and supported by an adult.</p>	<p>Adapt and change well known stories and narratives and small world/ role play them with others.</p> <p>Use what they know and have read to help create my own stories</p> <p>Use characters and scripts from different stories to create my own story and talk about why they have chosen that character. Sing well known songs in a group or alone and match the pitch.</p> <p>Sing to the melody of the song in a group or individually. Listen carefully to music and start to move to it.</p> <p>Join in with singing and dancing.</p>	<p>Adapt and recount narratives and stories with my friends and adults.</p> <p>Invent their own stories which include character, story plots and setting of the story. Pitch match to songs without words.</p> <p>Sing well known nursery rhymes.</p> <p>Sing some familiar songs and keep to the beat of the music. Talk about how a song makes them feel and why.</p> <p>Perform songs, rhymes, poems and stories alone and with others</p> <p>Try to move in time with music.</p>	<p>Sing well known nursery rhymes Sing some familiar songs and keep to the beat of the music. Perform songs, rhymes, poems and stories alone and with others Try to move in time with music Work with others in a group Play with others, take turns and share Control a combination of movements with fluency and ease. Use a range of tools e.g. musical instruments effectively Invent, adapt and recount narratives, songs and stories with my friends and adults. Invent my own stories which include character, story plots and setting of the story. Pitch match to songs without words. Try new activities Show resilience and perseverance when things are difficult Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify understanding Take part in whole class and group discussions Explain why things happen/ might happen Use vocabulary from stories, non-fiction, rhyme and poems Express ideas and feelings Use full sentences using past, present and future tenses Use conjunctions (with support and modelling) to connect my ideas Learn and retell stories, rhymes, poems and songs. Talk about how a song makes me feel and why.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time to music</p>	<p><i>Become very familiar with key stories, fairy stories and traditional tales.</i></p> <p><i>Learning to appreciate rhymes and poems, and to recite some by heart.</i></p> <p><i>Children make basic inferences about a characters’ feelings by using what they say as evidence.</i></p> <p><i>Predicting what might happen on the basis of what has been read so far.</i></p> <p><i>Explore making different sounds with the voice.</i></p> <p><i>Begin to sing in tune using melodies that move mainly by step and include small intervals.</i></p> <p><i>Sing and chant songs and rhymes in unison.</i></p> <p><i>Copy back simple rhythmic patterns and melodies.</i></p> <p><i>Respond to music by movement.</i></p> <p><i>Explore making different sounds with the voice.</i></p> <p><i>Begin to sing in tune using melodies that move mainly by step and include small intervals.</i></p> <p><i>Sing and chant songs and rhymes in unison.</i></p> <p><i>Recognise pitch as high or low.</i></p> <p><i>Comment on own performances and compositions.</i></p> <p><i>Describe how the music makes them feel and why.</i></p>	<p>Explore making different sounds with the voice and instruments. Show an understanding of pulse. Beginning to move in time to a pulse Sing and chant songs and rhymes in unison. Begin to sing in tune using melodies that move mainly by step and include small intervals. Start and stop at the appropriate time. Follow a leader when performing as a group. Recognise visual signs for start, stop, mime actions, sing in your head. Rehearse and perform what has been learnt as part of an ensemble, starting and ending together and following a conductor. Begin to show an awareness of the audience, realising that performance can influence how music is presented. Begin to communicate ideas and feelings through musical demonstration. Say words/rhymes and clap/play to create simple rhythmic patterns. Improvise a rhythm/sound over a given number of beats. Add sound effects to a story. Make a piece of music to illustrate a character or mood. Respond to music through movement. Understand simple graphic notation – one sign for a sound or group of sounds. Create compositions with one or two notes When composing, show a simple understanding of dynamics and pitch Start to record compositions through pictorial notation and video. Begin to make links between shape and pitch e.g. using pictorial/written notations; Listen to and experiment with vocal and instrumental sounds. Copy back simple rhythmic patterns and melodies. Recognise duration as being long or short. Recognise pitch as high or low. Recognise different articulations e.g. smooth and detached. Feel if the tempo is fast or slow by responding to the pulse. Recognise differences in dynamics as loud or soft. Begin to identify simple style indicators and different instruments. Begin to use musical language to describe music and feelings towards it, respecting the opinions of others. Begin to understand simple dimensions of music (pulse, rhythm, pitch) through discussion and movement, and how they work together in music (Year 2 – Meet this objective with greater confidence). Comment on own performances and compositions. Describe music and sounds in simple terms. Talk about how the music makes them feel and why. Watch a recording and discuss the performance, offering feedback to others</p>