

Expressive Arts and Design Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

Intent:

Our children will leave the Foundation Stage at Lower Peover CE Primary School having had a wide variety of experiences within the Arts, where all their senses have been engaged and stimulated, and many other skills (such as language and teamwork) developed. At Lower Peover CE Primary, Expressive Arts allows the children to revisit interested areas through many different media to gain multiple perspectives and a higher level of understanding. Due to our curriculum promoting and valuing creativity, originality, expressiveness and individuality, pupils are confident in sharing their own preferences and making choices about different ways they can express themselves.

Implementation:

Our topics, lessons and learning environment give our children new, and varied experiences within the arts. They will have had ample opportunities to observe and experiment with different materials, tools, techniques, music and movements. For our pupils, emphasis is put on the process they go through rather than on the finished product. In creating, designing and making children have investigated and used a variety of materials and techniques and explored colour, line, shape, space, form, texture and pattern. They have developed their visual, spatial and tactile awareness and used marks, picture drawings, paintings and constructions to create products. Through Charanga lessons pupils' express feelings and emotions about music. They will have participated in playing instruments, using everyday objects to make music, singing, moving rhythmically and expressively to music, listen to music and created their own. Children are supported to develop their confidence and pride in their creative achievements. Direct adult led activities such as dance, role-play, stories, art and music lessons, ignite children's creativity which they further explore through provision and child-led activities. We use practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection. We build confidence in their performances through the Harvest service, Nativity performance, and Easter service.

Below shows the progression of skills that build towards the Expressive Art and Design Early Learning Goals.

Impact:


We believe all children will reach the Early Learning Goals in EAD by the end of the Foundation Stage. Our teaching and provision allow pupils to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. Our pupils leave the Foundation Stage ready for the new knowledge and skills the National Curriculum has to offer in these areas. They have the opportunity to perform for others numerous times over the year including the Harvest festival, the Nativity performance and Easter Service.

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Creating with Materials			
	Baseline	Baseline	Baseline
	<ul style="list-style-type: none"> - Explores materials freely - Explores colour mixing - Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes, fingers, hands - Drawings have some resemblance to people, objects - Draws around the outline of a shape - Makes simple marks based on own experiences - Form prints with simple objects – leaf, hand 	<ul style="list-style-type: none"> - Explores freely in order to create designs and think about what they would like to make - Talks about what they are doing - Takes pictures of their work using a camera or iPad 	<ul style="list-style-type: none"> - Begins to make up sections of stories using small world - Uses pre-prepared themed costumes, generic dress up boxes and literal representation of objects (bowls, cups, spoons, dolls etc) - Roleplays everyday events
	On Track Check Point 1	On Track Check Point 1	On Track Check Point 1
	<ul style="list-style-type: none"> - Knows primary colours - Chooses colour for a purpose - Makes marks using shape and pattern on a range of surfaces - Develops simple patterns by printing with objects using range of materials - Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy 	<ul style="list-style-type: none"> - Explores and uses a range of artistic effects to express themselves Refine ideas in designs created - Articulates what they are doing to an adult 	<ul style="list-style-type: none"> - Uses different materials to add to costumes and make their own - Uses materials to make props/ role play - Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) - Retells well known stories
	On Track Check Point 2	On Track Check Point 2	On Track Check Point 2
	<ul style="list-style-type: none"> - Draws with precision around the outline of shapes - Develops language of colour (secondary colours) and mix colours to make new colours - Create a simple collage 	<ul style="list-style-type: none"> - Plans what they will create and what they will need to do so - Creates their own products and begins to self-correct any mistakes 	<ul style="list-style-type: none"> - Uses different props for different characters to show their personalities
On Track Check Point 3	On Track Check Point 3	On Track Check Point 3	
<ul style="list-style-type: none"> - Can use fabrics or paper to weave - Uses variety of art tools with greater accuracy 	<ul style="list-style-type: none"> - Reviews own work and makes improvements, explaining why changes are better 	<ul style="list-style-type: none"> - Makes up own stories and retells well know stories in detail - Uses props that are specific and for a purpose to add detail or convey meaning in their stories 	
ELG:	ELG:	ELG:	
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, deign, 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	
Provisions	Provide free choice and process driven art activities- paint, collage, drawing, chalk/ pastels, junk modelling, playdough, clay, iPad applications. Teach skills in focus groups that children can transfer to their art learning	Provide space for children to keep their creations and provide 'Show and Tell' for them to share, pens and paper, iPads	Deconstructed role play Art/ design area- place for making props to support their own stories. Materials for costume and prop creation Enhancement in role play to reflect current learning

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Being Imaginative and Expressive			
Story Telling	Dancing	Singing	Music
<p style="text-align: center;">Baseline</p> <ul style="list-style-type: none"> - Plays with familiar resources in role play and small world (e.g., farm animals) - Listens to stories 	<p style="text-align: center;">Baseline</p> <ul style="list-style-type: none"> - Moves to music - Copies basic actions - Beginning to watch performances for short periods of time 	<p style="text-align: center;">Baseline</p> <ul style="list-style-type: none"> - Knows some words when singing - Sings in small group - Joins in with parts of nursery rhymes 	<p style="text-align: center;">Baseline</p> <ul style="list-style-type: none"> - Explores instruments and how sounds can be changed (e.g., louder, quieter) - Beginning to name some simple instruments (tambourine, triangle, drum)
<p style="text-align: center;">On Track Check Point 1</p> <ul style="list-style-type: none"> - Uses own experiences to develop storylines - Talks about stories - Uses new vocabulary in different context - Participates in small world play related to rhymes and stories 	<p style="text-align: center;">On Track Check Point 1</p> <ul style="list-style-type: none"> - Watches dances and performances - Shares likes and dislikes about dances/performances - Learns short routines 	<p style="text-align: center;">On Track Check Point 1</p> <ul style="list-style-type: none"> - Sings in a group, trying to keep in time - Knows some nursery rhymes - Knows some Christmas songs 	<p style="text-align: center;">On Track Check Point 1</p> <ul style="list-style-type: none"> - Is able to name a variety of instruments used in music lessons. - Talks about the different sounds they make (e.g. loud, quiet) - Can clap and stamp to a beat - Plays a given instrument to a simple beat - Responds to what they have heard, expressing their thoughts and feelings
<p style="text-align: center;">On Track Check Point 2</p> <ul style="list-style-type: none"> - Retells stories as a repetition, using some of their own words - Uses imagination to develop own storylines 	<p style="text-align: center;">On Track Check Point 2</p> <ul style="list-style-type: none"> - Replicates short dances and performances - Beginning to learn longer dance routines 	<p style="text-align: center;">On Track Check Point 2</p> <ul style="list-style-type: none"> - Sings in a group, with support matching pitch and trying to follow melody 	<p style="text-align: center;">On Track Check Point 2</p> <ul style="list-style-type: none"> - Selects own instruments and plays them in time to music. - Can change the tempo and dynamics whilst playing - Knows how to use a wide variety of instruments.
<p style="text-align: center;">On Track Check Point 3</p> <ul style="list-style-type: none"> - Enhances with resources that they pretend are something else - Retells stories with others - Retells stories with others, changing/substituting some of the details 	<p style="text-align: center;">On Track Check Point 3</p> <ul style="list-style-type: none"> - Put a sequence of actions together - Begin to improvise independently to create a simple dance 	<p style="text-align: center;">On Track Check Point 3</p> <ul style="list-style-type: none"> - Sings by themselves, increasingly matching pitch, and following melody - Knows a wide variety of nursery rhymes and school songs 	<p style="text-align: center;">On Track Check Point 3</p> <ul style="list-style-type: none"> - Can change the tempo and dynamics - Recognises instruments in music - Composes their own simple tunes, with support from teachers
<p style="text-align: center;">ELG:</p> <p style="text-align: center;">Invent, adapt and recount narratives and stories with peers and their teachers</p>	<p style="text-align: center;">ELG:</p> <p style="text-align: center;">Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music</p> <p style="text-align: center;">Sings a range of well-know nursery rhymes and songs</p>		
<p>Provisions</p>	<ul style="list-style-type: none"> Role play, small world, puppets Enhancements linked to themes and stories which are familiar Song time- singing in class through Charanga. Nursery rhymes introduced when linked to topic. Musical instruments in the environment Listen to a variety of music and dance/ respond with drawings etc. 		