



# **Expressive Arts and Design Curriculum Overview**

We have developed our Expressive Arts and Design curriculum in line with Development Matters and DFE guidance.

We know that the development of children's artistic and cultural awareness supports their imagination and creativity. Therefore, our curriculum allows for children to have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Central to our curriculum is ensuring that children are developing and growing their vocabulary which allows them to have the ability to communicate through the arts.

We have mapped out our curriculum to allow for frequency and repetition to allow for children to be able to interpret and appreciate what they hear, respond to and observe. Our curriculum offer for Expressive Arts and Design build the foundations for the Art, DT and Music curriculum in KS1.

## Our Continuous Offer

Within all our Early Years classroom we have a dedicated creative area that are well-organised, safe and accessible to children. We provide progressive resources within our creative areas to provide challenge and allow children to develop, practice and refine their knowledge and skills. Practitioners support children by describing and using words to describe the materials provided, as well as their colours, patterns and shapes. In addition to positional, dynamic language, such as vertical, horizontal, rotation, spiral.

	<i>Painting</i>	<i>Cutting</i>	<i>Joining</i>	<i>Decorating</i>	<i>Mark Making</i>	<i>Painting</i>
Extending	Powder Paint Watercolour paint Paint with Pumps Thin Paint Brushes Cotton Buds Spray Bottles Painting on different surfaces/workspaces	Craft knives (adult support)  Craft Scissors with different blades	Cellotape PVA Glue Treasury Tags Glue gun (adult support) Double sided tape Velcro strips	Pipe cleaners Beads Lolly sticks Shape cutters Feathers Glitter Fabric off cuts	Thin Pencils Thin Coloured Pencils Thin Felt Pens Post it Notes Paper Card Wind up crayons Pens Letter formation cards	Powder Paint Watercolour paint Paint with Pumps Thin Paint Brushes Cotton Buds Spray Bottles Painting on different surfaces/workspaces
Developing	Paint in Squeezy Bottles Large Paint Brushes Mixing Pallets Sticks Standing up easel Mixing pallets	Scissors Hole Puncher	Cellotape dispenser String Washi tape Glue dots	Glitter Sequins Art straws Stamps and ink pad Googly eyes Bingo dabbers	Chunky Pencils Chunky Crayons Board Markers Thin Chalk Flip Paper Mark making symbol cards	Paint in Squeezy Bottles Large Paint Brushes Mixing Pallets Sticks Standing up easel Mixing pallets
Emerging	Palmar Grasp Paint Brushes Paint in Pots Finger paints Paint Rollers Hands Sensory Painting Large flat surfaces (e.g. floor) Sponges	Looped Scissors	Glue Sticks Glue dabbers Masking tape	Tissue paper Pom-poms Cotton wool Stickers Stampers	Palmar Grasp Crayons Chunky Chalk Clipboards Rolls of Paper Mark making shape cards	Palmar Grasp Paint Brushes Paint in Pots Finger paints Paint Rollers Hands Sensory Painting Large flat surfaces (e.g. floor) Sponges

## EAD (links with Art)

Focus Artists

Autumn	Spring	Summer
Colour mixing/Drip technique <i>Jackson Pollock</i>	Digital art and sculpture <i>Giuseppe Arcimboldo</i>	Transient Art <i>Andy Goldsworthy</i>

Key Knowledge and skills

Drawing knowledge	Drawing Skills	Painting Knowledge	Painting Skills	3D/Textiles Knowledge	3D Textile Skills
<ul style="list-style-type: none"> <li>Know that pencils and pens can make marks on a surface.</li> <li>Know that closing lines will make a shape.</li> <li>Know that some drawing apparatus may look different. E.g. pencil, pen, felt tips, pencil crayons.</li> <li>Know that drawing can represent movement or loud noises.</li> <li>Know how to show different emotions in drawings - happiness, sadness</li> </ul>	<ul style="list-style-type: none"> <li>Can hold drawing medium (pencil, chalk etc) with some control using a full grip.</li> <li>Can close lines using some control to create a shape. Can represent human forms and features using simple shapes from memory or seen.</li> <li>Can make marks on different surfaces such as cardboard, paper etc</li> </ul>	<ul style="list-style-type: none"> <li>Know that paintbrushes can make marks on a surface when combined with paint.</li> <li>Know that paintbrushes, sponges, sticks etc can be used to make marks on a surface.</li> <li>Know that paint can be moved on a surface.</li> <li>Know primary and secondary colours</li> <li>Know that by mixing colour a new colour is created and experiment with this</li> <li>Name and use different painting tools and equipment such as combs, rollers, paint brush, natural found objects, pallet, paint dispenser</li> <li>Know the term print and explore using a variety of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Can hold painting medium (brush, sponge etc) with some control using full grip.</li> <li>Can move paint on a surface using brush strokes (multi-directional)</li> <li>Can make marks on different surfaces such as cardboard, paper etc.</li> <li>Can close lines, using some control, to create a shape</li> <li>Explores colour and how colours can be changed via mixing of paint</li> <li>Can print using objects</li> </ul>	<ul style="list-style-type: none"> <li>Know names of different textures and techniques linked collaging.</li> <li>Know how to join/layer/overlap materials.</li> <li>Know how to manipulate malleable material eg. poking, pulling, squeezing, patting.</li> <li>Know how to make a subject from malleable materials.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different textures e.g. rough, smooth.</li> <li>Use different techniques such as folding, tearing,</li> <li>Demonstrate how to use pritt stick, PVA glue, and tape to join/ collage materials</li> <li>Use malleable materials to make a subject e.g. a hedgehog, monster</li> </ul>

Vocabulary

Artists	General	Composition	Colour	Texture	Pattern	Line	Shape/Form3D	Tone
Jackson Pollock	mix cut stick glue paint draw	size	colour red blue yellow	wet dry hard soft	stamped circles squares triangles	Line marks	Shape model	light dark
Giuseppe Arcimboldo								
Andy Goldsworthy								



# Nursery

# EAD (links with DT)

	Autumn		Spring		Summer	
Focus	Designing, Making and Evaluating: Shadow puppets (Making focus-Cutting and Joining)		Designing, Making and Evaluating: Bird Feeders (design and evaluate focus)		Making Fruit Salad (food) - focus on personal hygiene, tool safety and cutting.	
	Continuous Personal hygiene and safety, Junk Modelling, Construction , Deconstructed Role Play					
	Design		Make		Evaluate	
Key Knowledge and skills	Suggest own ideas and decide which materials to use to express them.		<p>Know how to make imaginative and complex 'small worlds' with blocks and construction kits</p> <p>Name materials such as cardboard boxes, wall paper, cardboard, sequins, paper, tissue paper, felt</p> <p>Name different tools for cutting and joining e.g.scissors, masking tape, sellotape, pva glue, pritt stick. and use these in their work.</p> <p><b>Explore scale when making.</b></p> <p>Know how to use tools safely e.g. scissors, hole</p>		<p>Food:</p> <p>Know that it is important to wash their hands and be able to do this independently</p> <p>Know some healthy foods.</p> <p>Know how to use tools safely e.g. knives and forks</p>	
	Design, Make and Evaluate		Structures		Textiles	
Vocabulary	Picture Drawing Photograph Video		Glue Tape Join Cut Stick		Cardboard Wallpaper Paper Sequins Tissue Felt	
					Food	
					Fruit names Healthy Unhealthy Knife Scissors Mix	

# Reception

# EAD (links with DT)

Focus

Autumn	Spring/ Summer
Designing, Making and Evaluating: Making a home (joining focus- using different materials and deciding which one is best)	Designing, Making and Evaluating: Junk Modeling- making transport Designing, Making and Evaluating: food- Making soup - Exploring changes
Continuous Personal hygiene and safety, Junk Modelling, Construction , Deconstructed Role Play	

Key Knowledge and skills

Design	Make (Structures and textiles)	Make (Food)	Evaluate
Suggest own ideas and decide which materials to use to express them.	<p>Name materials such as cardboard boxes, wall paper, cardboard, sequins, paper, tissue paper and decide which ones to use in their work.</p> <p>Know different techniques for joining materials and use them in their work e.g. adhesive tape, different types of glue.</p> <p>Know how to use a range of tools with increasing care and precision e.g. scissors, hole punches, glue sticks, sellotape.</p> <p>Know what crafts people do e.g. potter or bushcraft and use ideas from what they have learnt in their work</p> <p>Know why tools need to be used safely and how to transport and store them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Food:</p> <p>Know reasons for variety in food choices.</p> <p>Know vocabulary associated with textures of food e.g. lumpy, smooth, crunchy</p> <p>Know changes that happen to food when it is exposed to hot and cold temperatures.</p> <p>Know how to use, transport and store tools safely e.g. knives and forks and demonstrates this.</p>	Return to and build on their previous learning, refining ideas and developing their ability to represent them.

vocabulary

Design, Make and Evaluate	Structures	Textiles	Food
Idea Improve Record	Scale - small/medium/large PVA Glue Pritt Stick Cellotape Masking Tape String Scissors	collage weave wool	Lumpy Smooth Crunchy Fruit names Healthy Unhealthy Knife Mix Bake Melt

# REMAT

## Expressive Arts and Design Curriculum

building the foundations for  
**Music and Performance**



# Nursery

## EAD (links with Music and Performance)

Focus Rhymes

Autumn	Spring	Summer
Humpty Dumpty, I'm a little teapot, Jack and Jill, Twinkle Twinkle Little Star, The Big Ship Sails, 1,2,3,4,5, Once I Caught A Fish, 5 Speckled Frogs, BINGO, London Bridge is Falling Down	Hokey Cokey, Little Bo Peep, If You're Happy And You Know It, Hey, Diddle, Diddle, I Hear Thunder, Mary, Mary Quite Contrary, Hot Cross Buns, Old Macdonald Had A Farm, Hickory Dickory Dock, Mary Had a Little Lamb, Two Little Dicky Birds, Miss Polly Had A Dolly	Incy Wincy Spider, Pat A Cake, Little Miss Muffet, Ring A Ring A Roses, One Finger, One Thumb, Keep Moving, The Muffin Man, Head, Shoulders, Knees And Toes, Wheels On The Bus, Polly, Put The Kettle On, Row, Row, Row Your Boat
Continuous Musical Instruments, Dress up clothes, CD players, Ipads, Deconstructed Role Play		

Key Knowledge and skills

Aural and Theoretical Knowledge	Performing (including singing) Skills	Notation and Composing Skills	Evaluation (listening and appraising) Skills
<ul style="list-style-type: none"> <li>Know what 'sing' means.</li> <li>Know entire songs, including nursery rhymes.</li> <li>Know term 'pulse'</li> <li>Know and use terms 'loud' and 'quiet'</li> <li>Name some musical instruments e.g. 'claves', 'shaker', 'drum', 'triangle', 'bells', 'keyboard'</li> </ul>	<ul style="list-style-type: none"> <li>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</li> <li>Sing the pitch of a tone sung by another person (pitch match - limited pitch range e.g. 'Rain, rain, 'Doggy, doggy').</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Create their own songs or improvise a song around one they know.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with increasing attention to sounds</li> <li>Express a preference about music.</li> </ul>

Vocabulary

Performance	Instrument
Pulse Sing Song Loud Quiet (use instead of 'soft')	Instrument Drum Bells Shaker Claves Triangle Keyboard

# Reception

## EAD (links with Music and Performance)

Focus Rhymes and Poetry

Autumn	Spring	Summer
3 Blind Mice, Doctor Foster Went to Gloster, I'm A Little Teapot, Autumn Leaves, The House That Jack Built, Diwali poem - Lights Everywhere, Bonfire night poem- Fireworks, Old MacDonald Had a Farm, 1,2,3,4,5 Once I Caught a Fish Alive, Head, Shoulders, Knees and Toes	Happy and You Know It, 5 Little Speckled Frogs, 5 Little Ducks, Winters Here poem, I'm A Little Penguin poem, Sailor Went To Sea, Five little Monkeys, Wheels On The Bus, Transport Poem	Grand Old Duke of York, 10 Fat Sausages, Incy Wincy Spider, Spring Is Here poem, The Minibeasts Feast, The Big Ship Sails, 10 Green Bottles, 12345 Once I Caught a Fish Alive, Where am I Poem?, What is a Summers day made of?
Continuous Musical Instruments, Dress up clothes, CD players, Ipads, Deconstructed Role Play		

Key Knowledge and skills

<b>Aural and Theoretical Knowledge</b>	<b>Performing (including singing and dancing) Skills</b>	<b>Notation and Composing Skills</b>	<b>Evaluation (listening and appraising) Skills</b>
<ul style="list-style-type: none"> <li>Know a wider range of songs linked with topics and interests.</li> <li>Know that there are different kinds of music across the globe</li> <li>Know and use terms - fast/slow and high/low.</li> <li>Know some different dance moves.</li> <li>Know the term 'musician' and name some different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a song, music making and dance in a group or on their own.</li> <li>Replicate a variety of choreographed dances</li> <li>Follow a steady pulse..</li> <li>Choreograph their own dance moves using some steps and techniques they have learnt.</li> <li>Respond to music through movement altering movements to reflect the tempo, dynamics or pitch.</li> <li>Sing back short melodies using at least 2 pitched notes, copy short rhythmic patterns</li> <li>Hum along to a melody</li> </ul>	<ul style="list-style-type: none"> <li>Create rhythms using words tapping the syllables</li> <li>Create own music</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music expressing their feelings and responses.</li> <li>Respond to music imaginatively e.g. 'this music sounds 'like dinosaurs'</li> <li>Watch and talk about dance and performance art expressing their feelings and responses.</li> </ul>

Vocabulary

Performance	Instrument
chant fast follow high low loud quiet (use instead of 'soft') repeat rhythm sing slow song	Instrument Drum Bells Shaker Claves Triangle Keyboard Tambourine

# REMAT

## Expressive Arts and Design Curriculum

### Role Play and Small World



## Our Continuous Offer

Within all our Early Years classroom we have a dedicated domestic role play area that are well-organised, safe and accessible to children. We provide progressive resources within role play and small world to provide challenge and allow children to develop, practice and refine their knowledge and skills. Practitioners support children by describing and using words to describe the materials provided, as well as their colours, patterns and shapes. In addition to positional, dynamic language, such as vertical, horizontal, rotation, spiral.

<b>ROLE PLAY</b>	<i>Imitation</i>	<i>Problem Solving</i>	<i>Setting Up</i>	<i>Discussion</i>	<i>Imagination</i>
Extending	kitchen appliances Open ended fabric and materials for costume making (e.g. hats, shoes) Hair accessories	Pets Job adverts Crime scene items seen in the local community (e.g. post box	Picnic basket Dinner set resources from different rooms in the home Items related to celebration set up	mobile phones Photo albums	Open ended loose parts
Developing	Costumes Role Play Accessories Pots and pans Laptops + keyboards	Scales Shopping list Cook books Suitcase for packing	Tea set Sofa Bed linen	resources to support understanding of roles within the community Phone book Catalogues magazines	Pets Cleaning equipment till Nappies hygiene resources Cot Pram bed
Emerging	resources to mirror children's homes Kitchen kitchen utensils and food	Different size tableware Empty food basket	kitchen utensils and food Tv table Chairs	photos of family Telephone	Dolls Food Phone

SMALL WORLD	Imitation	Imagination	Set Up	Narrating
Extending	peg dolls blank puppets/spoons Animals from a range of habitats Animals and their offspring Images of the local community Resources to build familiar places	space station Astronauts Fantasy characters (E.g. unicorns) , hospital/doctors Vehicles that travel on water	logs sliced wood pine cones small building blocks stones fabrics sea shells wood plants	Open ended characters Recording devices Writing prompts for stories Story books linked to interests Scene settings such as habitats
Developing	mini me characters Familiar domestic animals (e.g. pets or animals seen in the community) Buildings from the community	Dragons Pirates Witches Wizards Castle pirate ship Car park Vehicles that travel on land and the sky	Materials with linked focus for example <i>Under the sea- materials, sea shells, mermaids, forest- real plants, animals,</i>	Puppets Focus story books Story spoons or stones Finger puppets Audio stories Story telling microphone
Emerging	People Dolls Farm Animals Dinosaurs TV Characters Soft Toys Dolls house	Familiar fantasy characters (e.g. TV characters) dinosaurs fairies vehicles (e.g. cars and trains)	blocks buildings trees	Fairy Tale Characters Familiar characters with linked texts TV Characters