|  |
| --- |
| **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.** |

**Reception Curriculum – Expressive Art and Design**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | Welcome to Reception! | Celebrations | Traditional Tales | Where we live | The Rainforest | Castles |
| **Creating with Materials** | Use a range of media such as pens, pencils and pre-mixed paint to create simple representations of people and objects, including self-portraits.  Explore using collage materials to make pictures and patterns.  Begin to model using dough, making different shapes.  Learn how to use simple props for whole class performances, e.g. squiggle. Use simple familiar props e.g. cups, bowls etc. in role-play. | Extend use of media to include wider range pens and paints (e.g. metallic paint, glitter paint etc.)  Look at examples of pictures created using different media e.g. Rangoli patterns – coloured rice, chalk, tiles. Create own.  Make a simple Diya lamp by shaping dough with hands as shown. Decorate.  Use and explore simple props introduced (linked to celebrations) during role-play. | Investigate creating with different materials linked to Traditional Tales. Begin mixing e.g. making ‘cement’ for the bricks for the little pig’s house.  Learn the names of some different materials e.g. wood, metal, plastic etc. Talk about textures.  Investigate making a new chair for Goldilocks (link with materials) Learn different ways to join simple materials, and how to fold/ curl paper etc.  Use simple props to retell familiar traditional tales. | Draw simple maps of our village.  Investigate patterns in our local area (photos, rubbings). Learn basic printing techniques to represent these.  Look closely at birds, animals and plants in our local area. Learn how to draw some of these (talking about features)  Learn how to use simple tools when working with malleable materials. Practise making patterns with them. Use them to decorate a clay bird.  Create a bug hotel/bird feeder.  Consider form and function (use camera to monitor and adapt). | Investigate colour mixing. Learn key vocabulary linked with this.  Talk about and explore patterns in the rainforest. Design own pattern.  Investigate how water can change media e.g. add to chalk, add to paint etc.  Invent own rainforest adventure story using a range of props. | Design and make their own castle (junk model).  Investigating making their chosen paint shade lighter/ darker by adding white/ black.  Share creations and talk about how they were made.  Create own castle-themed props e.g. sword and shield.  Invent own small world castle stories. |
| **Being Imaginative and Expressive** | Begin to join in with nursery rhymes and poems.  Know at least five stories well (Favourite 5)  Begin to learn simple dances and movements (Activ 5/ Squiggle whilst you Wiggle) | Learn some songs and dances linked to different celebrations.  Know at least ten stories well (Favourite 5)  Listen to music linked to different celebrations.  Perform simple songs/ dances as a class. | Learn more complex songs and rhymes linked to Traditional Tales.  Know at least 15 stories well (Favourite 5)  Traditional tales role-play. Re-tell simple traditional tales | Investigate making simple movement sequences based on characters (PE)  Know at least 20 stories well (Favourite 5)  Adapt simple traditional tales (e.g. Jolly Postman). | Learn a whole class dance for Spring Festival (move in time with music)  Know at least 25 stories well (Favourite 5)  Create and perform jungle songs with own rain makers.  Invent own adventure rainforest story. | Adapt simple songs in different ways (castles)  Know at least 30 stories well (Favourite 5)  Listen to music from the past.  Dance to the music in small groups. |