|  |  |
| --- | --- |
| **EXPRESSIVE ARTS AND DESIGN: EXPLORING AND USING MEDIA AND MATERIALS** | |
| **EXCEEDING**  Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to combine and change media and materials | * Model combining and changing media and materials and give children time to develop these skills * Provide media and materials which can be combined for children to investigate * Encourage children to talk about their work and why they made decisions |
| How to work on a process | * Provide an area where children can save their work to revisit it later * Ensure that children have time to work on and complete projects * Provide mark-making resources in different provision areas, including outside (or clipboards that children can move around) to promote planning |
| **ELG**  Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to experiment with colour, design, texture, form and function | * Provide opportunities for children to experiment, e.g. by mixing colours, by adding things to paint such as sand or sawdust, * Encourage children to notice changes in the properties of materials e.g. by adding water * Encourage children in thinking about what they want to make – what will they need to do? Which resources will they need? * Provide photographs of different designs, etc. * Ask questions, e.g. “I wonder what would happen if…?” * Introduce a wide range of art and sculpture |
| We can change a simple dance in different ways | * Practise performing a familiar dance (or one that you have made up) in slow motion, by adding an extra move, by dancing more quickly, by showing a mood such as happiness or sadness, etc. |
| Sounds and music can be changed in different ways | * Investigate how we can use our voices to make different sounds e.g. songs and rhymes, modelling how to vary pitch, loudness etc. * Introduce vocabulary e.g. high, low, loud, quiet etc. * Give opportunities for children to change how sounds on instruments are made, e.g. what happens if we use something different to hit a drum? * Use I.C.T. to change music |
| We can change songs by changing the words, rhythm or pitch | * Sing familiar songs but vary the rhythm or pitch * Sing different words to familiar tunes |
| There are lots of different materials, tools and techniques; and how to use these safely | * Provide lots of different materials for children to use and explore the texture of * Model and teach basic skills such as stopping paint from dripping, etc. * Model how to use tools and techniques safely and provide opportunities for children to practise these skills during continuous provision, with adult support if needed * Model different ways of joining, e.g. using glue, Sellotape, split pins, treasury tags, etc. * Create an interactive display of different techniques and vocabulary e.g. folding, curling, twisting etc. |
| We can combine or sequence movements to create a dance | * Practise sequencing movements e.g. in P.E. to create a short dance * Develop sequences of actions when singing songs or reading stories e.g. ‘We’re going on a bear hunt’ |
| Sounds can be made in lots of different ways, including by using musical instruments | * Talk about how instruments make sound e.g. blow, pluck, shake etc. * Take an instrument apart – what’s inside? * Investigating a wide range of musical instruments. * Making own instruments e.g. a rainmaker – what happens if we change what’s inside? |
| We can respond to music by moving our bodies | * Sing action rhymes and songs and model the movements * Dough Disco! * Listen to different types of music – which kinds of movements does the music make you want to do? * Practise tapping out different rhythms on knees, by clapping or by using musical instruments * Respond to music during P.E. lessons and imaginative movement sessions based on current interests and topics * Use resources such as ribbons, pompoms etc. to support responding to music * Introduce a wide range of music * Use music in our outdoor area where children can access our stage |
| We can use our voices to sing songs | * Model singing a wide variety of songs for the children to join in with * Build up a repertoire of songs so that children are able to learn the words * Listen to songs being sung, for example during Dough Disco or during milk time |