**Curriculum Plan**

Expressive arts and design.

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| **CURRICULUM PLAN: EAD** | |
| **INTENT:**  **We aim to provide children with a wide range of activities and experiences to enhance their knowledge and understanding of the Expressive Arts. We wish to foster the skills of exploration and imagination through the use of a whole host of different media and materials. We want children to enjoy being creative and express themselves through the medium of dance, music, construction and art. We wish to educate the whole child culturally through exposure to a range of music and artists from around the world.** | |
| **2-3 year olds will be learning to** | **3-4 year olds will be learning to:** |
| **Creating with Materials**:   * Explore colour and how colour can be changed. * Use various construction materials. * Begin to use representation to communicate. * Experiment with blocks, colours and marks.   **Dance and Music:**   * Moves body to a beat. * Sings a range of known songs and rhymes. * Creates sounds in a variety of ways. * Joins in with dancing and ring games. * Uses movement to express feelings. * Creates movement in response to music.   **Imaginative Play:**   * Begin to make-believe by pretending. | **Creating with Materials:**   * Build a repertoire of songs and dances. * Explore the sounds of different instruments. * Explore what happens when they mix colours. * Combine different media to create new effects and manipulates materials to achieve a planned effect. * Construct with a purpose in mind. * Use simple tools and techniques to shape, assemble and join materials competently. * Adapt work where necessary.   **Dance and Music:**   * Create a series of movements to express and respond to feelings, ideas and experiences.   **Imaginative Play:**   * Create simple representations of events, people and objects. * Introduce a storyline or narrative into their play. * Play co-operatively as part of a group to develop and act out a narrative. |

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|  | **2 year olds** | **3 year olds** | **4 year olds** |
| Creating with  Materials | Key Knowledge & Skills   * To use their senses to explore varied materials * To begin to use simple tools * To learn how to use a glue stick effectively * To experience using scissors with playdough * To place and arrange materials and objects * To construct with various materials * To investigate using fingers and chunky brushes to paint * To print using different resources.   Key Vocabulary  Glue, stick, dry, put  Stack, build, balance, knock over  Dab, paint, brush, spray,  Name colours | Key Knowledge & Skills   * To develop their own ideas when combining materials. * To learn how to use runny glue * To cut varied materials using squeeze scissors. * To begin to cut across and around * To place and arrange materials with a purpose * To attach materials using a variety of methods – string, tape, glue * To use finer brushes to paint * To experiment with their own ideas for painting with objects. * To mix paint to create different colours * To become aware of different painting techniques   Key Vocabulary  Bubble, string, printing, marble, roller painting  Mixing, cutting, snipping, tearing, ripping, sticking, attaching, making, placing, pattern | Key Knowledge & Skills   * To use glue for a purpose * To use scissors purposefully for a variety of tasks * Cut with scissors using a dominant hand * To join materials independently * To build with a purpose in mind * To choose colours for a reason * To know how to mix primary colours to make orange, purple, green and brown * To follow simple instructions e.g a recipe * To plan, create and review their work * To explain their creations * To make improvement to their creations after evaluation   Key Vocabulary  Joining materials, cutting, slicing, ripping, tools  Planning, drawing, evaluating, changing  Plans, build, recipe, instructions, step by step |
| Dance and Music | Key Knowledge & Skills  To join in with songs and rhymes (visual prompts used)  To explore different sounds through using their voice and instruments  To watch staff model movements and sounds and begin to copy them  To respond to different music by moving their bodies.  To experiment with different resources to dance with e.g., scarves  To experience a wide range of music genres  Key Vocabulary  Up, down, slow, fast, loud, quiet  Tap, shake, bang  Move  Staff to name instruments – drum, tambourine, guitar, shaker | Key Knowledge & Skills  To sing familiar and favourite songs  To copy a beat or rhythm  Experiment with ways of playing instruments – e.g. loud, soft, quickly, slowly  To name and select instruments for a purpose  To dance with a wider range of objects  To follow a dance routine  To begin to create own dance sequences  Key Vocabulary  Beat, rhythm, pulse  Names of instruments  Language to describe dance movements – balance, shake, twist, turn, jump, leap  Language of sequence, repeat, again, | Key Knowledge & Skills  To make up own songs  To make up own rhythms with a variety of instruments  To use instruments for a purpose e.g. to express feelings and ideas  To make up a simple dance with or without music  Dance, sing or play to an ‘audience’ e.g. to the rest of their group or a friend  To react to different genres of music alone or with peers  Key Vocabulary  High itch/ low pitch  Rhythm tempo  Genres of music – classical, jazz, bhangra, rock, pop  Sequence, perform, improve, orchestra, show, performance |
| Imaginative play | Key Knowledge & Skills   * To mimic what they see at home (cooking, looking after a baby) * To access different clothes with adult support * To pretend objects, represent another * To transport resources from place to place * To play their own imaginative games. * To begin to involve others in their imaginative play   Key Vocabulary  Staff to develop language during imaginative play e.g. baby, tired, food, milk, bath, sleeping  Names of everyday objects in the environment  Adults naming and narrating e.g dinosaur play – stomping, roaring, eating, sleeping, walking, climbing | Key Knowledge & Skills   * To act out different roles from home * To develop understanding and awareness of different jobs in their community. * To dress in different clothes unaided * To use materials and clothes to dress as a different character of their choosing * To bring objects and people into their role play * To begin to bring their own narrative to role play * To use small world resources to develop simple stories   Key Vocabulary  A focus on developing descriptive language  Children giving purpose to role play – I am going on a picnic, I am going to cook dinner  Staff to role model correct use of language in the moment with timely interventions | Key Knowledge & Skills   * To use their imagination to portray a situation or a character * To select resources unaided to develop their role play * To involve their peers in role play * To negotiate roles and ideas within their play and cope with conflict * Using small world, create scenes to play more complex stories   Key Vocabulary  Speaking in clear sentences in role play  Staff to develop their vocabulary depending on the situation/ genre  Staff to provide alternative words e.g. big – massive, enormous, huge, gigantic |

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| **Impact** | | |
| When children leave our 2 year old room they will be able to name basic objects and tools and start to understand what they are used for and how to use them.  Children will make choices about who or what they want to be in role play situations. Children will role play mostly alone but will be beginning to involve an adult or another child. They will copy situations they are familiar with at school or at home.  The children will join in with songs and rhymes led by the adults. They will have confidence to join in with dancing activities and understand how their bodies can move to the music. | When children turn from ages 3 to 4 years they will be able to understand how to use tools independently and safely. They will be able to create using different effects.  They will create simple scenarios through their own choosing. They will choose the resources they feel will enhance their role. Their re-enactments will be based on what they have seen and heard. They will begin to collaborate with others.  They will show an awareness of how instruments sound and what they can do with them. They will be able to match their movements to the music. | When children leave our nursery at age 4 to go to reception they will be able to verbally plan what they set out to create. They will be able to create their own drawing, picture, structure and reflect on the end result.  They will be able to use their imagination to act out familiar experiences, stories, ideas and will use clear dialogue. They will include friends in their play and negotiate roles within the group.  They will show creativity and control when playing musical instruments and dancing. They will develop their own ideas and reflect and refine sequences. |