

Harlington Lower School
Reception Curriculum Progression
Expressive Arts and Design



Expressive Arts and Design – Statutory Framework for the Early Years Foundation Stage

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.

Autumn	Spring	Summer
<u>Creating with Materials</u>		
<ul style="list-style-type: none"> • To use a range of construction materials (blocks, magnetix, k-nex, duplo) • To explore the art and construction areas and begin to select paper, card, fabrics etc. for creating • To begin to explore techniques for joining materials – glue stick, PVA glue, masking tape, sellotape • To name colours • To experiment with mixing colours • To use colours for a particular purpose • To mix up powder paints • To use large brushes, with control 	<ul style="list-style-type: none"> • To use a range of construction materials (lego, small world, peg boards, PlayMobil) • To know where to obtain (within the art area) different materials for varying purposes • To explore further techniques for joining materials - staples, split pins, treasury tags, string • To begin to combine material to create textures • To experiment with mixing different shades of a colour • To use smaller brushes, with control 	<ul style="list-style-type: none"> • To select appropriate construction material for their play, varying what they use for specific purpose • To manipulate a range of materials • To begin to know the primary colours that are mixed to create secondary colours • To use a range of tools appropriate to the purpose (toothbrushes, forks, straws, knitting needles etc) • To draw more detailed pictures of people and objects • To explore, use and refine a variety of artistic effects to express their ideas and feelings

<ul style="list-style-type: none"> • To experiment with crayons, pencils, pastels and chalks • To create with salt dough, a diva lamp • 	<ul style="list-style-type: none"> • To experiment with art pencils, pastels, chalks and block paints • To create observational drawings • To create with salt dough, a dragon's claw • To create an Easter garden in a small group • To plan what they are going to create 	<ul style="list-style-type: none"> • To talk about their creations and make changes as necessary • To begin to evaluate their work and make improvements with support
<p style="text-align: center;"><u>Being Imaginative and Expressive</u></p>		
<ul style="list-style-type: none"> • To experiment with different percussion instruments • To sing and perform familiar nursery rhymes • To perform songs to an audience – Harvest Festival, Christmas Nativity • To use costumes and resources to act out narratives • To use role play to express their ideas and feelings. • To retell a simple story • To act out their own stories in role play 	<ul style="list-style-type: none"> • To use percussion instruments to accompany the beat in a song • To create musical patterns using body percussion • To sing in a group or on their own • To move in time to music • To talk about whether they like or dislike a piece of music • To sing a wider range of known songs • To explore and engage in music making and dance 	<ul style="list-style-type: none"> • To refine the use of instruments to compose their own piece of music • To act out and adapt well known stories • To listen to poems and create their own • To sing and adapt a range of well-known songs • To perform songs, rhymes, poems, stories and dance with their friends