

Brinsworth Howarth Primary School - Expressive Arts & Design – Creating with materials - Art overview

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 		<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 	
ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role-playing characters in narratives and stories					
Focus	Drawing & paint (pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon,	Use of colour, pattern, texture, line, form, space & shape (textiles, clay, sand, 3D work, dough, boxes, string, paper sculpture, mod-roc, printing, found materials, wood blocks, press print, mono-printing)	Use different materials	Explore a range of artists	
Nursery	<ul style="list-style-type: none"> Create closed shapes with continuous lines, & begin to use these shapes to represent objects Begin to use a variety of drawing tools Draw with increasing complexity & detail, such as representing a face with a circle & including details Show different emotions in their drawings Explore colour & colour mixing 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop ideas about how to use them & what to make Join different materials & explore different textures Handling, feeling, enjoying and manipulating materials Use variety of construction materials 	<ul style="list-style-type: none"> Join different materials & explore different textures Develop own ideas & decide which materials to use to express them 	<ul style="list-style-type: none"> Notice what other children & adults do, mirroring what is observed Practise artist's techniques Discuss likes & dislikes about artwork 	
Reception	<ul style="list-style-type: none"> Use a range of tools competently & safely Explore different textures. Encourage accurate drawings of people and animals Create representations of both imaginary & real-life ideas, events, people & objects Explore, use & refine colour mixing techniques Use colour for purpose, including creating moods 	<ul style="list-style-type: none"> Experiment to create different textures Use tools to create different textures Use a range of materials to create different textures Manipulate materials to have a planned effect 	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding 	<ul style="list-style-type: none"> Respond imaginatively to artworks & objects, such as work by Van Gogh, Andy Goldsworthy, Guiseppe Archimboldo and Piet Mondrian Explore, use & refine a variety of artistic effects to express their ideas & feelings Expresses their feelings, ideas & understandings in the form of art work & objects Explain their work, say what they like and what they might change 	
Year 1	<ul style="list-style-type: none"> Use first hand observations to plan their work Demonstrate increased skill with a 	<ul style="list-style-type: none"> Demonstrate increased skill with a range of techniques and materials 	<ul style="list-style-type: none"> Begin to develop their ideas – try things out and change their minds. 	<ul style="list-style-type: none"> Develop an understanding of some of the differences & similarities in the work of artists, craftspeople & 	

	<p>range of techniques</p> <ul style="list-style-type: none">• Demonstrate increased skill with a range of tools			<p>designers</p> <ul style="list-style-type: none">• Look at pieces of artwork and begin to describe what they can see.• Begin to describe pieces of artwork in terms of line, shape and colour.• Analyse pieces of artwork by describing what they can see and explaining what they think or feel about it
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Brinsworth Howarth Primary School Expressive Arts & Design – Drama overview

Playing & Exploring - Engagement		Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)
ELG - Sing a range of well-known nursery rhymes & songs - Perform songs, rhymes, poems & stories with others,& - when appropriate – try to move in time with music - Express ideas & feelings about their experiences using full sentences, including use of past, present & future tenses & making use of conjunctions, with modelling & support from their teacher			
Focus	Making	Performing	Responding
Nursery	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> Begin to develop complex stories using small world equipment Talk about familiar books, & be able to tell a long story 	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts & feelings
Reception	<ul style="list-style-type: none"> Develop storylines in their pretend play Listen to & talk about stories to build familiarity & understanding Use new vocabulary in different contexts Use role-play and small world to re-tell and develop their own stories and narratives and create their own role-play and small world play both indoors and outdoors	<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition & some in their own words Recreate roles & experiences in play situations Experience performing to a wider audience – whole school and parents-during Nativity (Autumn Term) and Mini Musical (Spring Term) 	<ul style="list-style-type: none"> Watch & talk about dance & performance art, expressing their feelings & responses
Year 1	<ul style="list-style-type: none"> Devise & improvise dramas of different kinds Explore ideas and/or issues through a variety of drama skills and techniques of increasing complexity Use drama skills and knowledge to interpret a range of texts Use and develop their knowledge of drama from different times and cultures, as well as classic and contemporary practice 	<ul style="list-style-type: none"> Prepare and perform both scripted and devised dramas for various audiences, using a selection of media 	<ul style="list-style-type: none"> Reflect on, evaluate and analyse the structure, meaning and impact of their own work and the work of others as both participant and audience

Brinsworth Howarth Primary School Expressive Arts & Design – DT overview

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 		<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 	
ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role-playing characters in narratives and stories					
Focus	Designing	Making	Evaluating	Technical skills	Food technology
Nursery	<ul style="list-style-type: none"> Develop own ideas & decide which materials to use to express them 	<ul style="list-style-type: none"> Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Use available resources to create props or creates imaginary ones to support play 	<ul style="list-style-type: none"> Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously 	<ul style="list-style-type: none"> Develop new skills & techniques Use tools for a purpose 	<ul style="list-style-type: none"> Talk about the differences between materials & changes they notice Make healthy choices
Reception	<ul style="list-style-type: none"> Develop own ideas through experimentation with different materials to express & communicate their experiences & understanding Create collaboratively sharing ideas, resources & skills Have an end product in mind when building and creating 	<ul style="list-style-type: none"> Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking Create representations of both imaginary & real-life ideas, events, people & objects 	<ul style="list-style-type: none"> Express & communicates feelings ideas & understandings Responds imaginatively to art works & objects Return to & build on previous learning, refining ideas & developing their ability to represent them Discuss problems & how they might be solved 	<ul style="list-style-type: none"> Use different techniques for joining materials Use tools independently, with care & precision 	<ul style="list-style-type: none"> Look closely at similarities, differences and changes in texture and form e.g. toast, bread, pancakes, chocolate Know & talk about the different factors that support their overall health & well-being Prepare / taste foods alongside other curriculum areas e.g. healthy pizza, fruit salad, caterpillar snack, Chinese foods etc
Year 1	<ul style="list-style-type: none"> Work as part of a class to solve simple design problems Begin to assess the usefulness of a range of materials according to their characteristics. 	<ul style="list-style-type: none"> Generate, develop, and communicate their ideas through discussion, drawings and models. 	<ul style="list-style-type: none"> Begin to review ideas based on feedback from others Begin to explore and evaluate existing products. Begin to evaluate ideas and products against design criteria. 	<ul style="list-style-type: none"> Begin to interpret design criteria so that products are purposeful, functional and appealing Demonstrate the ability to use simple tools and equipment to perform practical tasks. 	<ul style="list-style-type: none"> Design and develop smoothies using healthy fruits and vegetables

Brinsworth Howarth Primary School		Expressive Arts & Design – Music overview	
Playing & Exploring - Engagement		Active Learning - Motivation	
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	
		Creating & Thinking Critically - Thinking <ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 	
ELG - Sing a range of well-known nursery rhymes & songs - Perform songs, rhymes, poems & stories with others, and - when appropriate – try to move in time with music			
Focus	Performing	Appraising	Composing
Nursery	<ul style="list-style-type: none"> Remember & sing familiar songs e.g. pop songs, rhymes Taps out simple repeated rhythms Creates sounds to accompany stories Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs Play instruments with increasing control to express their feelings & ideas 	<ul style="list-style-type: none"> Explore & learn how sounds & movements can be changed e.g. louder, quieter Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously Respond to what they have heard, expressing their thoughts & feelings 	<ul style="list-style-type: none"> Develop an understanding of how to create & use sounds intentionally Create own songs, or improvise a song around one they know
Reception	<ul style="list-style-type: none"> Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Sing in a group or on their own, increasingly matching the pitch & following the melody Use instruments in response to stories 	<ul style="list-style-type: none"> Listen attentively, move to & talk about music, expressing their feelings & responses Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i> 	<ul style="list-style-type: none"> Choose particular movements, instruments/sounds for their own imaginative purposes Explore & engage in music making & dance, performing solo or in groups
Year 1	<ul style="list-style-type: none"> Sing songs, chants and rhymes and begin to explain how music is made for different purposes Begin to demonstrate some control and rhythmic awareness when playing un-tuned instruments Rehearse and perform with others and begin to assess their work suggesting some improvements 	<ul style="list-style-type: none"> Begin to demonstrate an understanding of how sound can be changed within a performance Play tuned and un-tuned instruments and begin to describe some of the different ways that sounds can be made. Listen with concentration and begin to summarise their ideas and feelings Begin to appreciate the dynamics and tempo within a piece Rehearse and perform with others and begin to assess their work suggesting some improvements 	<ul style="list-style-type: none"> Listen with concentration and begin to recall sounds with increasing aural memory Begin to evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes. Begin to create musical patterns that express their ideas and feelings using movement or dance Rehearse and perform with others and begin to assess their work suggesting some improvements