



Expressive Art and Design Reception

Development Matters Statements	The Reception children can....
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Art Topics: Drawing - Autumn Artist: Pat Hutchins Colour – Summer Artist – Eric Carle	• can name different types of lines • talk about how different types of lines are made • draw different types of lines in their sketchbook • name different drawing tools • use different drawing tools to create different effects • create a repeated pattern • explain how an effect is created, with support • replicate an artistic effect • explain their actions and how they have created an effect • think of their own ideas when creating different effects, with support • talk about their ideas and how they may be developing with an adult • begin to talk about their feelings towards a piece of artwork they have created • talk about how they think an effect has been made • name different types of painting/printing tools • use different types of painting/printing tools to create different effects • explain their actions and how they have created an effect • think of their own ideas when creating different effects

	• talk about their ideas and how they may have developed • talk about their feelings towards a piece of artwork they have created
Return to and build on their previous learning, refining ideas and developing their ability to represent them. Art Topics: Colour – Summer Artist: Eric Carle DT Topics: Textiles – Spring	• talk about their experiences of printing • name different types of painting/printing tools • talk about different tools they have used in the past • talk about how they have used these tools to create different effects • use the skills learnt previously to help them make decisions and new creations • use what they have learnt previously and practice these skills • use different drawing, painting and printing tools and practice these skills independently • talk about the things they have made in the past that require joining • talk about different ways to join materials together • explore different joining techniques (gluing, stapling and pinning) • develop their own understanding of what makes a good join • use a stapler to join 2 pieces of felt to make a bag
Create collaboratively, sharing ideas, resources and skills. Art Topics: Introduction to Art – Luna Loves Art	• talk about what collaborative work means • discuss a key theme or effect with a friend • begin to talk about the techniques they have used in a piece of artwork • talk about how they can make it better next time, with support • work together with a friend to create a piece of work • talk about what they have used to make a piece of work

DT Topics: Levers and sliders	• talk about the techniques they have used independently • talk about how they can make it better next time
Listen attentively, move to and talk about music, expressing their feelings and responses. Charanga Music Scheme	• listen to and identify different instruments in music • begin to identify fast and slow tempo in music • move appropriately in time to music (according to tempo) • identify fast and slow tempo in music • explain what pulse is (heart beat) • explain what rhythm is (pattern) • explain what tempo is • explain what pitch is • with support, explain how music makes them feel • talk about the dynamics of music • explain how music makes them feel • explain what the music reminds them of
Watch and talk about dance and performance art, expressing their feelings and responses.	• sit and watch a performance say what they like about a performance • with support, say what they don't like about a performance • describe different movements in P.E lessons and when in the outside environment • talk about how the performance made them feel • watch a performance say what they like and dislike about a performance

Get Set for P.E Scheme	• describe different movements in a range of learning situations • talk about how the performance made them feel • Join in discussions about a performance or what they have seen explain why they do or don't like something
Sing in a group or on their own, increasingly matching the pitch and following the melody. Charanga Music Scheme	• listen to a song in its entirety • use the 'my turn your turn' strategy with longer phrases when learning a new song • begin to recognise a chorus in a song • listen to an adult sing a scale and repeat from low to high and high to low • recognise a chorus in a song and join in with it • repeat phrases from a song following the melody • repeat phrases from a song using the correct pitch • Independently sing a song from memory and sing it following a melody and the correct pitch.
Develop storylines in their pretend play.	• begin to talk about their life experiences with their peers in a small group (poster-show and tell) • begin to use props and other resources to act out familiar scenarios from their experiences • begin to use small world equipment and objects to develop storylines in pretend play • use picture prompts to help develop storylines in pretend play • begin to listen to the ideas of their friends to adapt story lines in their pretend play • talk about their experiences with their peers in a larger group

	• use props and other resources to act out familiar scenarios from their experiences or stories • use small world equipment and objects to develop storylines in pretend play • with some support, listen to the ideas of their friends to adapt story lines in their pretend play • listen to the ideas of their friends to develop and adapt story lines in their pretend play using a variety of resources to support their ideas.
Explore and engage in music making and dance, performing solo or in groups. Charanga Music Scheme	• explore a range of musical instruments • talk about the sounds different instruments make • engage in music making and begin to explain what instruments they have used and why • explore a range of movements • talk about how movements represent different things • engage in dance and begin to explain what movements they have used and why • Independently engage in music making and explain what instruments they have used and why • engage in dance and explain what movements they have used and why
	Early Learning Goals
Creating with Materials	• Children at the expected level of development will: - 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.
Being Imaginative and Expressive	• Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; 13 - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.