

## Expressive Arts & Design Knowledge Sequencing

<b>Substantive Knowledge</b>	
The development of the formal elements of the arts by introducing the children to and providing experiences involving a wide range of media and materials. Enabling success by developing children's understanding of how they can be used, using associated key vocabulary and knowing the work and techniques of artists, and craftspeople.	
<b>Disciplinary Knowledge</b>	
Creatively thinking of possibilities, making comparisons, questioning and critiquing, reaching judgements, addressing challenges and reflecting on the impact of works of Art and Design produced independently, collectively and by others. Presenting and evaluating outcomes verbally and in some written forms.	
<b>Nursery</b>	
Throughout their time in the Early Years, children develop their artistic flare through working on their own and collaboratively with others, using digital media, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. The teaching of art is embedded throughout the Early Years and plays a huge part in everyday life and provision in both Nursery and Reception. Children leave Nursery and enter Reception ready to tackle the new Art and Design challenges ahead with many opportunities to develop their drawing and painting skills through using drawing and painting for a purpose. They are aware that different media causes a different effect and they are beginning to learn how to use it. They are exposed to a wide range of music, songs and rhymes and know a variety of these. They know that technology can be fun and are beginning to understand that it can have a purpose. Children are free to use their imaginations and will take part in simple pretend play as well as engaging in small world play.	
<b>Nursery</b>	
<b>Materials</b>	<b>Painting</b>
Paper and fabric can be cut and torn and joined together using glue. Use a variety of paper and fabric to make images.	Explore colour and the application of paint through a range of tools

<p><b>Drawing</b> Use marks to create the human form from observation, imagination or memory. Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns</p>	<p><b>Technical Knowledge</b> A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Know the primary colours are red, yellow and blue. Different types of line include bumpy, zigzag, curvy and dotty</p>
<p><b>Digital Media/Music</b> Use the touch screen smart board and Ipads for simple drawing games Listen with increasing attention to a range of sounds and musical pieces Remember and sing entire songs Sing the pitch of a tone sung by another person Sing the melodic shape of familiar songs) Create their own songs or improvise their own. Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Role Play</b> Know how to take part in simple pretend play, using an object to represent something else even when they are not similar. Knows how to start to develop complex stories using small world equipment like animal sets, dolls and dolls houses. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>
<p><b>Reception</b></p>	
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<p><b>Materials</b> Manipulate malleable materials into a variety of shapes and forms</p>	<p><b>Painting</b> Use primary and other coloured paint and a range of methods of</p>

<p>using their hands and other simple tools. (EAD, PHY)  Papers and fabrics can be used to create art, including tearing, cutting and sticking. (EAD, PHY)  Cut, tear, fold and stick a range of papers and fabrics (EAD, PHY)</p>	<p>application (EAD, PHY)</p>
<p><b>Drawing</b>  Represent different parts of the human body from observation, imagination or memory with attention to some detail. (EAD, UW)  Select appropriate tools and media to draw with (EAD, PHY)</p>	<p><b>Technical Knowledge</b>  A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth (UW)  Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. (UW, EAD)  Different types of line include thick, thin, straight, zigzag, curvy and dotted (EAD)  A painting of a place is called a landscape. (EAD, UW)</p>
<p><b>Digital Media/Music</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses  Listen carefully to rhymes and songs, paying attention to how they sound. Know at least 20 nursery rhymes  To know that we can move with the pulse of music  To know that the words of songs can tell stories and paint pictures  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Learn poems, rhymes and songs</p> <p>Know songs have sections  Explore and engage in dance &amp; music making, performing solo or in groups  Know a performance sharing music</p>	<p><b>Role Play</b></p> <p>Knows how to develop storylines in their pretend play and participates with others in these.  Knows how to make use of props and materials when role playing characters in narratives and stories and is creative with their choices.  Knows how to invent, adapt and recount narratives and stories with peers and their teacher.</p>