



**Expressive Arts & Design
Early Years**

Long-Term Plan

St Paul's Catholic Primary

	TERM 1	TERM 2	TERM 3
Pre school 2- 3 years	<p>I can move and dance to music.</p> <p>I can anticipate phrases and actions in rhymes and songs.</p> <p>I can make different sounds with my voice.</p> <p>I can make marks intentionally.</p> <p>I paint using different parts of my body.</p> <p>I can perform simple pretend actions on toys or people.</p> <p>I tend to use realistic looking toys.</p> <p>I engage in simple pretend play e.g. feeding a doll, an aeroplane flying.</p> <p>I imitate familiar adult actions e.g. pretending to talk on a toy telephone.</p>	<p>I join in with action songs and rhymes.</p> <p>I can make rhythmical and repetitive sounds using percussion instruments.</p> <p>I explore how to play instruments in different ways.</p> <p>I express ideas and feelings using marks and different artistic materials.</p> <p>I can combine actions together related to a familiar routine e.g. I get a bowl and spoon, pretend to pour cereal into the bowl, add some milk and serve it to a doll.</p> <p>I use less realistic objects when they are similar in shape to the real object. e.g. using a ball as an apple to feed the doll.</p>	<p>I explore different materials using different senses and use some words to describe my feelings.</p> <p>I use my imagination to explore what I can do with different materials.</p> <p>I make simple models to express my ideas.</p> <p>I use less familiar themes within my pretend play but still based upon my first hand experiences e.g. pretending to go to the doctor or pretending to be a waiter in a restaurant.</p>
Key Vocabulary	listen, move, dance, music, songs, sing, singing, clap, stamp, primary colours (red, yellow, blue), marks, hold, chalk, paint, sand, water, glue	action, songs, rhymes, percussion, instruments, instrument names, loud, quiet, soft etc, feelings, marks, mark making materials e.g. pen, chalk etc, words related to a simple daily routine e.g. making breakfast.	pretend play names e.g. doctor, dentist etc, models, ideas, imagination, explore, materials, senses, feelings.
Pre school 3-4 years	<p>I use drawing tools to represent my ideas.</p> <p>I can listen with increasing attention to sounds.</p> <p>I can pretend within an object e.g. pretending my hand is a cup and drinking from it.</p>	<p>I show different emotions in my drawings.</p> <p>I explore colour and colour mixing.</p> <p>I respond to what I have heard expressing my thoughts and feelings.</p> <p>I can play instruments with increasing control.</p>	<p>I draw with increasingly complex detail e.g. add in more features to a person's face.</p> <p>I join different materials and explore different textures and talk about this with my peers and adults.</p> <p>I know how to mix colours to achieve another colour.</p>

	<p>I can substitute objects that do not resemble the real thing e.g. pretending a block is a bus on its way to the bus station.</p>	<p>I give my puppets, role play characters and small world characters a 'voice' so that they can 'talk' to each other.</p> <p>I play alongside other children who are engaged in the same pretend play as me, often in the same role.</p>	<p>I remember and sing entire songs and rhymes melodically.</p> <p>I can make changes to songs that I know.</p> <p>I can play imaginatively within themes I have not had first hand experience of but are often based upon my favourite stories e.g. flying to the moon or being on a pirate ship.</p> <p>I pretend with other children, each of us taking on different roles.</p> <p>I pretend using gestures, mime and unrealistic objects.</p>
<p>Key Vocabulary</p>	<p>As LL plus: loud, quiet, fast, slow, soft, calm, sounds, tap, nod, beat, secondary colours (orange, purple, green), models, junk, grip, draw, chalk, pencils, print, pretend, imagine</p>	<p>As LL plus: narrative, story, characters, setting, emotions, feelings e.g. happy/sad etc, colour, colour mixing, hear, feel, control, role play, small world.</p>	<p>As LL plus: texture, join, connect, make, build, draw, details, eyes/ears etc, pretend, roles, gesture, mimes, changes, mix, colours, colour mixing, colour names, textures.</p>
<p>Reception 4-5 years Creating with Materials</p>	<p>I can use paint to copy a variety of artistic techniques to express my thoughts and feelings.</p> <p>I can designing for purpose</p> <p>I can create self-portraits, using our understanding of colour to represent our own facial features.</p> <p>I can use different techniques and tools to create different effects with paint.</p> <p>I can mix primary and secondary colours.</p> <p>I can choose the best tool to paint or create with.</p>	<p>I can revisit and reflect on previous learning and build on the skills I already have.</p> <p>I can explore, talk about and describe texture and materials.</p> <p>I can create unique models and apply previously taught skills and techniques.</p> <p>I can use a variety of materials to represent my thoughts.</p> <p>I can choose the most appropriate materials to build or create with.</p> <p>I can compare light and dark colours.</p> <p>I can create 3D models using clay and playdough.</p>	<p>I can create collective art pieces with my friends.</p> <p>I can explore form and function - using watercolours.</p> <p>I can choose the most appropriate malleable materials for my creation.</p> <p>I can design and create with an image in mind and select the materials I need.</p> <p>I can talk about my creation, explaining my method confidently.</p>

<p>Reception 4-5 years (Music) Music express</p>	<p>To sing together with my peers.</p>	<p>I can sing in a group and match pitch and melody with increasing accuracy.</p> <p>I can listen attentively, move to and talk about how the music made me feel.</p>	<p>I can explore playing percussion instruments in time to the music.</p>
<p>Reception 4-5 years Being Imaginative & Expressive</p>	<p>I can recount familiar narratives in imaginative and expressive ways.</p> <p>I use gestures and expressions within my voice to bring my imaginary characters to life.</p> <p>I can explain the role I am taking on and use language to act out the role e.g. "The vets are open... Bring your poorly pets in...Oh dear, tell me what's happened!"</p>	<p>I can perform nursery rhymes and songs on my own and in groups.</p> <p>I can move in time to the music.</p> <p>I can act out in detail stories I have been read or told both in both imaginary play and with puppets, small world play or through actions and make adaptations e.g. Talk for writing actions and retelling.</p>	<p>I can watch others dancing and performing and share my feelings in response.</p> <p>In role play I use different voices to represent different characters.</p> <p>I reimagine familiar stories and make changes in response to those I am playing alongside with.</p> <p>To learn and perform a number of less familiar songs.</p>
<p>Key Vocabulary</p>	<p>As LL and Nursery plus:</p> <p>paint, brush, stroke, art, express, feelings, ideas, paper, portraits, music, move, listen, respond, sing, pitch, melody, songs, perform, pretend, imagination, play, roleplay, story, performance, colour names, primary secondary colours, mixing,</p>	<p>As LL and Nursery plus:</p> <p>explore, describe, texture, imaginary, adaptations, in time to music, perform, listen attentively, pitch, melody, light/dark colours,</p>	<p>As LL and Nursery plus:</p> <p>learn, perform, reimagine, familiar, response, voices, characters, dancing, performing, watch, share, percussion, instruments, in time, music, create, creation, design, method, image, malleable, creation, form, function, water colours, art.</p>

ELG:

Creating with Materials

- 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

- Invent, adapt and recount narratives and stories with peers and their teacher.
- 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.

