

St Michael's Primary School Expressive Arts Programme 2023/2024

	Familiar to Me and My Interests		Growth, Communities and Culture		Sky, Land and Sea	
Topics	Nursery Rhymes Toys Day and Night	Dinosaurs Winter and Christmas	People Who Help Us Houses and Homes	Handa's Surprise Planting and Growing	Mini-beasts Animals	Transport Seaside
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Taught Sequence from Development Matters Creating with Materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Explore colour and colour-mixing	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills		ELGs 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.	
Creating with materials Focus	Introductions to sticking, gluing, creating collage Different painting tools Hand printing Natural objects to explore joining Explore resources Developing independence Chalk and crayon rubbing	3D structures Larger scale painting with tools Pollack inspired Salt dough	Larger construction and structure outside Clay – adding things to clay Collage with fabric	Willow weaving Colour mixing Printing with fruits and vegetables Sunset and sunrise Guiseppe Archimboldo	Den building Colour and pattern on animals and painting Colour matching	Large scale art project – sea side town
Skills	To select tools carefully according to their need. To be able to use different tools for applying marks with paint, chalks and pencils. To know where resources are and be	To mould, shape and manipulate different malleable materials. To create large scale paintings using flicking and dripping techniques.	To add objects to malleable materials to make more stable structures. To experiment with different textures. To talk about the art pieces, they have created.	To weave using large scale construction. To mix colours using different paints. To choose particular colours for a purpose.	To construct with a clear purpose in mind. To identify the different colours in animal paintings and talk about the repeated pattern. To explore matching colours using paints.	To combine different materials using different joining techniques to make a large scale project. To return to and build on previous learning refining their ideas. To work collaboratively, sharing ideas, resources and skills.

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	able to put them back carefully. To give meaning to the marks they are making	To construct with some purpose by using junk materials to see how to connect them securely.	To combine fabrics using glue.	To sequence objects to make a pattern. To add paint onto an item to make a print.	To compare the different brushes and techniques.	
Knowledge	Materials can be changed using different tools. Cutters, forks sponges, rollers, tweezers, brushes Paints, chalks, crayons and pencils can make marks on paper and forks, cutters and stamps can make indentations and change the shape of materials.	Materials can be joined and assembled in different ways (e.g. tape, glue, pins, string). Different media can create different artistic effects, Materials can be changed permanently or temporarily.	Some materials can be glued together more easily than others. Texture is how something feels. Our art can show our ideas.	A pattern is a repeated picture. Printing is where paint or ink can be transferred from one surface to another. Colours can be mixed to make new colours. Some colours suit a specific purpose.	Thick brushes make thick marks, thin brushes make thin marks It is better to build something when you make a plan first.	A project can be created over time using different media. To return to and build on previous learning refining their ideas. To work collaboratively, sharing ideas, resources and skills.

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Taught Sequence from Development Matters Being Imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children sing songs, make music and dance and experiment with ways of changing them.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Understand how to listen carefully and why listening is important. 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.		Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. ELGs Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song *Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	
Being Imaginative Focus	Moving into the home corner Decorating the house Making food Looking at phones Listening to environment Singing nursery rhymes Exploring instruments Keeping a beat	Christmas performance Festive and seasonal music Dances, songs and instruments Dance and moving to music Babies into the home corner Varying the costumes and encourage more play Introducing and ironing into the home corner	Doctors or Vets surgery Outside fire station Tempo and pitch Gymnastics through story Keeping a rhythm	Adding more cooking equipment to inside area. Picnic Putting clothes on the line and spring clean Retelling the story Safari Following recipes Music and Dance of Kenya	Technology in the home corner Decorating the house for Eid Animal homes and vets Bug detectives Pitch	Selling and packing up the house Holiday preparations in the home Seaside Town Exploring different pirate songs Making up our own song
Imaginative Play Skills	To initiate a conversation with peers.	To develop storylines in pretend play.	To use vocabulary related to our topics.	To play cooperatively as part of a group to develop and act out a narrative.	To sustain a narrative, acting out within a group.	To invent, adapt and recount narrative with peers and with their teacher.

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Kapow Music Units	Celebrating Music	Christmas play songs/rehearsal	Exploring sound & Music and Movement	Musical stories & Big Band
Music Skills	To explore singing different songs To listen to and join in with nursery rhymes and use musical instruments to tap out a rhythm. To explore the different sounds instruments make Explore movement to music	To discover how to use my voice to make loud and quiet songs. To choose instruments to make a specific sound. To listen to music and respond by using hand and whole-body movements. To suggest actions to match to songs.	To sing call and response songs and perform music to a steady beat. To play an instrument to a steady beat and understand how to hold the instrument with care. To explore beat through body movement and link it to tempo and pitch. To use our voices and bodies to make a variety of sounds To use musical vocabulary to describe sounds. To learn simple Makaton actions to accompany songs.	To experiment performing songs and music together to a steady beat. To choose different instruments according to the sound that they make. To express feelings in music by responding to different moods. To choose instruments to represent different parts of a song in a small performance
Music Knowledge	To remember the words to different nursery rhymes. Traditional music is different in different cultures Music can be responded to through actions and dancing	Some instruments are loud and some are quiet. My voice is loud when I shout. My voice is quiet when I whisper. Music originates from a wide range of cultures.	A beat is a repeated sound. Feelings and emotions can be expressed through music. Tempo is the speed of music and we can play instruments and make sounds at different tempos. Pitch is how high or low a sound is. Instruments make different sounds My body and voice can be used to make music	Different instruments make different sounds. Music can change or reflect your mood, a character or action.