

**Caedmon Primary School**  
**Expressive Arts and Design**  
**EYFS Curriculum**

1. **Creating with Materials**
2. **Being Imaginative and Expressive**

**Key to colour code:**

**Pale purple** = new learning      **Mid purple** = developing      **Dark purple** = secure      **Dark grey** = consolidation and application

**Year Group**

**Nursery**  
**Topics (are flexible and follow the children’s interests):**

**Reception**  
**Topics (are flexible and follow the children’s interests):**

**Key Content**

Explore- explore different materials, media, texture, tools, techniques and colours.

Make and share – make for a purpose and share what they have made and how they made it.

Use- use work to support role-play and story re-telling.

Focus on junk modelling- collect boxes etc during Christmas holidays and use for a Spring project.

**Artists:**

- Joan Miro (bright colours and patterns)
- Quentin Blake (linework and simple illustrations)
- Wassily Kandinsky (colour mixing and paint)

Explore- explore different materials, media, texture, tools, techniques and colours.

Make and share – make for a purpose and share what they have made and how they made it.

Use- use work to support role-play and story re-telling.

Focus on junk modelling- collect boxes etc during Christmas holidays and use for a Spring project.

**Artists:**

- Romero Britto (bright colours and patterns)
- Tony Ross (linework and simple illustrations)
- Jackson Pollock (colour mixing and paint)

**Key Vocabulary**

Explore-names for different materials, big, small, large, smaller, create, make, explore, scissors, cut, art, artist, like, dislike, copy, mix, colour mix, change, add, different, the same, paintbrush, colour (the colour names)

Make and share- join, fasten, attach, create, share, explain, body parts, draw, looks like, workshop.

Use-play, create, explain, purpose

Explore-names for different materials, big, small, large, smaller, create, make, explore, scissors, cut, art, artist, like, dislike, copy, mix, colour mix, change, add, different, the same, paintbrush, colour (the colour names), model, material, purpose, improve, change, tools, primary colours.

Make and share- join, fasten, attach, create, share, explain, body parts, draw, looks like, workshop, straight line, curved line, correct, copy.

Use-play, create, explain, purpose, prop

**END OF NURSERY**

**MID-RECEPTION**

**END OF RECEPTION**

**Explore**

	Explores different materials, including things of different scales such as: -large cardboard boxes -long strips of wall paper -Smaller bits of tissue paper	Explores and creates with smaller scale materials such as sequins and offcuts of materials and textiles.	Can create something with a purpose in mind, using the items they have explored. Using large and small scale materials.
	Tell an adult what they would like to make and with support can create and make it.	Can create and make a model and explain what it is, sometimes needing some support.	Can choose own materials with a purpose to make something of their own choosing.
		Can create a model and then with support can try and 'improve' their model by changing one thing.	Can use their experience of creating and making to improve their model independently after discussions with an adult.
	Explores using scissors in the playdough area and the gluing area.	Can use scissors to effectively snip paper.	Can use scissors to cut out the items that they need.
	With support can begin to use tools safely (scissors, paintbrushes, glue sticks, hole punch, hammers)	Can use tools (sometimes with support) with increasing confidence (scissors, paintbrushes, glue sticks, hole punch, hammers).	Can use tools safely and with confidence (scissors, paintbrushes, glue sticks, hole punch, hammers).
	Explores the art work of artist and expresses their feeling towards them. They may try some of the artist's techniques.	Explore the art work of artists and can say whether they like their work or not and what they like or do not like. They may try some of the artist's techniques.	With confidence explore the art work of artists and can say whether they like their work or not and what they like or do not like. They may try some of the artist's techniques.
	Explores colour mixing with support using paints, felt tips, and colouring pencils.	Explore colour mixing independently.	Can independently mix colours to make new colours that they then use to make their own creation.
<b>Make and share</b>			
	Explores different joining materials: glue and sticky tape with support to join two materials together.	Uses a wider range of joining materials (paper fasteners and paper clips) for a purpose with support.	To independently choose their own joining materials and say why they have chosen to use that material.
	Can finish a creation with support and share their finished product with a familiar adult or child.	With support is able to continue to complete their creation even when it gets a little tricky. They can share their finished creation with an adult or child showing satisfaction with their creation.	Shows resilience and pride in completing their creation (mostly independently) and can share this with an adult or another child, talking about their creation, explaining what materials they have used and why they have used them.
	Can create a drawing using enclosed lines with support, such as a square shape to represent an iPad or television, or the trunk of a tree.	Can use a variety of straight and curved lines to represent objects, such as a flower, or a tree.	Can use a variety of straight, curved and zigzag lines to represent object, people and places.
	Can draw a recognisable person with limbs and talk about what they have drawn.	Can draw a recognisable person with facial features, head, body, arm and legs	Can draw a recognisable person with added details such as glasses, the correct hair colour, shoes and some clothing,

	Explores the paint area, writing area or workshop area to create something to express their feelings.	Chooses to go into the paint area, writing area or workshop areas to create something that express their feelings.	Choose to go to the paint area, writing area and workshop area with a purpose in mind.
	<b>Use</b>		
	May use their creation in their play such as playing with a kite they have made outside, or using their masks to play superheroes. This may need support with adult showing children how to use their creations.	Can create something to support their role-play or story telling such as a police badge in the gluing area to support police role-play, or a cape with materials to be a superhero.	Can use props and materials in the gluing area, theatre area, role play areas and outside areas when role-playing different roles or when acting out familiar stories.
<b>Year Group</b>	<b>Nursery</b>	<b>Reception</b>	
	<b>Topics (are flexible and follow the children's interests):</b>	<b>Topics (are flexible and follow the children's interests):</b>	
<b>Key Content (to cover)</b>	<p>Listen- actively listens to a range of sounds and music.</p> <p>Compose and Perform- composes their own performance and can perform well known rhymes and songs on their own or in a small group. Can use well known stories and narrative when acting out small world or role-play.</p> <p>Appraise- discusses how a sound, piece of music or a performance makes them feel.</p> <p><b>Performance to watch: Christmas Pantomime</b></p>	<p>Listen- actively listens to a range of sounds and music.</p> <p>Compose and Perform- composes their own performance and can perform well known rhymes and songs on their own or in a small group. Can use well known stories and narrative when acting out small world or role-play.</p> <p>Appraise- discusses how a sound, piece of music or a performance makes them feel.</p> <p><b>Performance to watch: Christmas Pantomime</b></p>	
<b>Key Vocabulary</b>	<p>Listen- listen, ears, slow, fast, music, move, name body parts.</p> <p>Compose and Perform-small world, role-play, pretend, sing, rhyme, high voice, low voice, melody, instrument, sound, sounds, crash, bang, rattle, ting</p> <p>Appraise- like, dislike, feel, name emotions</p>	<p>Listen- listen, ears, slow, fast, music, move, name body parts, like, dislike, why, feel, timing, happy, sad, emotions.</p> <p>Compose and Perform-small world, role-play, pretend, sing, rhyme, high voice, low voice, melody, instrument, sound, sounds, crash, bang, rattle, ting, copy, sequence, perform, compose, sign, symbol</p> <p>Appraise- like, dislike, feel, name emotions, seen, heard</p>	
	<b>END OF NURSERY</b>	<b>MID-RECEPTION</b>	<b>END OF RECEPTION</b>
	<b>Listen</b>		
	Listens to and recognises environmental noises.	Listens to and begins to recognises instrumental noises.	Listens to a range of different noises and is able to identify them.
	Listens to a range of music including modern, classical and music from around the world can identify if the music is 'fast' or 'slow'	Listens to a range of music including modern, classical and music from around the world and can discuss if the music sounds 'happy' or 'sad'	Can listen to a piece of music and can discuss how it makes they feel and why.

	Listens to range of music and begins to move their bodies along with the music	Listens to range of music and with support can begin to move their bodies in time to the music – keeping to the rhythm.	Listens to a range of music and can move their bodies in time to the music.
	<b>Compose and Performing</b>		
	Engages in small world and role-play acting out a familiar roles and stories with support.	Engages in small world or role-play using an object to represent something else e.g pieces of wool to be worms, or spaghetti. Begins to adapt well known stories during small world play and may invent their own.	Engages in small world or role-play using a narrative from well known stories or their own.
	Can confidently sing 15 nursery rhymes in a group or independently.	Can confidently sing a song in a group or independently (the song maybe a current song in the charts)	Perform a story or song with puppets in a creative way.
	Explores different instruments and the sounds that they make.	Can choose the instrument that they would like and play it while listening to a rhyme or song.	Uses instruments while performing songs.
	<b>Appraise</b>		
	Is able to say if they like what they have heard or seen.	Is able to say how what they have seen or heard has made them feel.	Is able to express why they liked or disliked something they have seen or heard.
	Engages in role-play.	Watch professionals performing and discusses how that makes them feel.	Uses props and materials to 'perform' shows including dancing and singing.