



Expressive Arts and Design- Music focused

We use Kapow Music Curriculum. Reception children have adult directed music teaching through this. Preschool children have a more play based curriculum and through this will explore music making in preparation for the Kapow Curriculum.

Preschool

Preschool	Skills	Vocabulary
	<ul style="list-style-type: none">• Learn a repertoire of songs and be able to sing these from memory e.g. Once I caught a Fish Alive and Baa, Baa Black sheep (planned in as part of our Guided Reading approach)• Be able to 'pitch match', using a call and response e.g. adult sings in a low tone and child can imitate this.• Pitch match a variety of songs and tunes with and without words e.g. Rain, rain, go away and 'la, la, la' or 'da de dum'• Use their knowledge of pitch to be able to sing different melodies (changing their pitch to sing up high and low and the range in between). This is still developing in young children and will need practice to improve and broaden range.• Create and adapt their own songs e.g. 'Twinkle, twinkle little car' or 'I saw three planes come flying in' rather than 'I saw three ships come sailing in'• Be able to express themselves through percussion instruments e.g. choosing a low sounding drum and playing it slowly to show 'sad'• Begin to recognise and name some untuned percussion instruments	<p>Listen Copy Tune, pitch, low, high, up, down, song, sing, clap, rhythm, rhyme, instrument, beat, shake, tap, pat, strum, feeling</p>

Reception



Respect, Motivation, Cooperation, Kindness, Pride, Perseverance



Term	Unit	Objectives	Vocabulary
Autumn 1	Exploring sound	<ul style="list-style-type: none">-Explore how to use their voice and body to make sound.-Explore using instruments to make a variety of sounds.-Experiment with tempo and dynamic when playing instruments.-Identify sounds in the environment and try to re-create them.	Percussion, sound, tempo, dynamic, instrument.
Spring 1	Musical stories	<ul style="list-style-type: none">Use music an instruments to convey moods and represent characters.-Move to lyrics and melodies.-Use actions to tell stories.-Use instruments to represent actions-Write, compose, practice and perform their wn musical story.	Lyrics, melody, tempo, pitch, dynamic, instruments, story-telling, perform.
Summer 1	Big band	<ul style="list-style-type: none">-Learn what makes a musical instrument.-Learn the four different groups of musical instruments.-Follow a beat using an un-tuned instrument.-Perform a practices song to an audience.	Instrument, orchestra, beat, tuned, un-tuned, melody, rhythm, tempo.
Celebration music – Dip into this topic for stand-alone lessons focusing on the celebrations of Diwali, Hanukkah, Kwanzaa and Christmas.			

Expressive Arts and Design- Art and Design focused



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<u>Preschool</u>	<u>Skills</u>	<u>Vocabulary</u>
Offer opportunities to explore scale.	<ul style="list-style-type: none">- 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, e.g what colour do we make when we mix red and yellow?- Show different emotions in their drawings – happiness, sadness, fear etc.- Find what helps them to stick different materials together (glue, masking tape etc.)	Shapes, mix, draw, paint, colour, lines, materials (e.g paper etc), feel, happy, sad, scared, face features (eye, nose etc.), stick,
<u>Reception</u>	<u>Skills</u>	<u>Vocabulary</u>



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<p>Reception are provided with opportunities to explore and use different equipment, resources and textiles throughout their adult led learning and play.</p>	<p>Generating ideas</p>	<p>Talk about their ideas and explore different ways to record them.</p>	<p>Specific vocabulary planned within Kapow scheme. Please see progression of Vocabulary document.</p>
	<p>Sketch Books</p>	<p>Experiment with mark making in an exploratory way</p>	
	<p>Making skills including formal elements</p>	<p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p> <p>Work on a range of materials of different textures (eg. playground, bark).</p>	
	<p>Knowledge of artists</p>	<p>Enjoy looking at and talking about art.</p>	
	<p>Evaluating and analysing</p>	<p>Talk about their artwork, stating what they feel they did well.</p>	



Preschool Expressive Arts and Design- Design Technology

<u>Preschool</u>	<u>Skills</u>		<u>Vocabulary</u>
	<ul style="list-style-type: none"> - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Use all their senses in hands on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Explore how things work. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - 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. 		<p>Materials, same, different, directional words, tall, small, lines, stick, join, idea.</p>
<u>Reception</u>	<u>Skills</u>		<u>Vocabulary</u>
<p>Reception are provided with opportunities to explore and use different equipment, resources and textiles throughout</p>	<p>Design</p>	<ul style="list-style-type: none"> - Comment on images of familiar situations in the past. - Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. - With adult support, children given a range of materials to use for construction. They are able to talk about what they want to make with what has been provided. - Use gestures, talking and arrangements of materials and components to show design - Use contexts set by the teacher and myself - Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<p>Materials, same, different, idea, nature, colours, shapes, texture, smells, feel, build, longer, shorter, heavier, lighter, rough/smooth, flat/bumpy,</p>



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their adult led learning and play.	Make	<ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Create collaboratively, sharing ideas, resources and skills. - With adult support, use a range of materials and tools and use them with care and precision. - With support, children shown how to use glue and sticky tape to join materials. - Construct with a purpose, using a variety of resources - Select tools & techniques to shape, assemble and join - Replicate structures with materials / components - Discuss how to make an activity safe. 	Directional words, tall, small. Lines, stick, join, tools, safe, knives, spoons, forks, scissors, screwdriver, glue, join, build, shape,
	Evaluate	<ul style="list-style-type: none"> - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. - Adapt work if necessary - Consider and manage some risks - Practise some appropriate safety measures with increase independency - Talk about how things work - Look at similarities and differences between existing objects / materials / tools - Show an interest in technological toys - Describe textures 	Good, improve, problems, What has easy? What was hard? What is the same/different? Risks, technology, texture, hard, soft.
	Technical Knowledge - Textiles	<ul style="list-style-type: none"> - With support, sort threads and fabrics; talking about colours and textures. - Identify and talk about textiles in the environment, with adult support. - Make pictures using different fabrics and textures. - Weave with wool and recycled material. - Create simple collages using different papers and materials. <p>Collect different natural materials to create a temporary collage.</p>	Texture (how does it feel?), thread, fabric, soft, hard, rough, smooth, shiny, weave, materials, fabric, over, under, collage, squares, gaps, cut, place, arrange.



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	Technical knowledge – food and nutrition	<ul style="list-style-type: none">- Discuss how to make an activity safe and clean with an adult- Discuss use of senses- Begin to understand some food preparation tools, techniques and processes- Practise stirring, mixing, pouring, blending- Understand need for variety in food- Begin to understand that eating well contributes to good health	Safe, clean, five sense, food preparation tools (chopping board, pan, knives, spoon, fork etc), pour, blend, mix, stir, healthy, food.
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