



St Joseph
Catholic Multi Academy Trust



Reception

Expressive Arts and Design

| Expressive Arts and Design | | Educational Programmes: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | | | | |
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| Creating with Materials | Knowledge and Skills | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | | <p>Block Play – Stage 3: Bridges and passageways</p> <p>Explore colours and use them with accuracy when drawing or painting.</p> <p>Use tools for a purpose.</p> | <p>Block Play – Stage 4: Enclosures</p> <p>Explore colour and how colours can be changed to develop greater accuracy when drawing or painting.</p> <p>Create simple drawings.</p> | <p>Block Play – Stage 5: Symmetry and patterns</p> <p>Develop own ideas and decide which materials to use to express them.</p> <p>Use a variety of techniques to join materials.</p> | <p>Block Play – Stage 6: Early representational, functional and naming of structures</p> <p>Use a variety of tools, safely and competently for a purpose.</p> | <p>Block Play – Stage 7: Later representational, complex and symbolic</p> <p>Draw with increasing complexity and detail.</p> <p>Develop their own ideas through experimentation with different materials.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> |

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| Being Imaginative and Expressive | Knowledge and Skills | Join in with moving, dancing and ring games. | Sing to self and makes up simple songs. | Listen, move to and talk about music. | Use available resources to create representations of both imaginary and real-life ideas, events, people and objects. | Chooses particular movements, instruments, colours and materials for their own imaginative purposes. | Listen attentively, move to and talk about music, expressing their feelings and responses. |
| | | Tap out simple repeated rhythms. | Engage in imaginative play, based on own ideas or experiences. | Watch and talk about dance and performance art. | Sing as part of a group, increasingly matching the pitch and following the melody. | Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. | Watch and talk about dance and performance art, expressing their feelings and responses. |
| | | Experiment with instruments, exploring the sounds they make and how these can be changed. | Play alongside other children who are engaged in the same theme. | Use available resources to create simple props to support play. Play instruments with increasing control. | | | |

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| Implementation | <ul style="list-style-type: none"> - Play movement and listening games that use different sounds for different movements. - Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. - Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved. - Provide a wide range of props for play which encourage imagination. - Introduce new songs gradually and repeat them regularly. - Provide costumes and props for children to incorporate into their pretend play. - Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music. - Visit galleries and museums to generate inspiration and conversation about art and artists. |
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Early Learning Goal

Creating with Materials

Children at the expected level will:

- 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

Children at the expected level will:

- 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.

Religious education within Expressive Arts and Design: Religious education through self-expression, creativity, and cultural awareness.
Teaching and learning through...*wonder, awe, playing, exploring, active learning, creating, and thinking critically.*

| What will I see and hear to help me understand? | How will I find out more? | What can I do now? |
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| <ul style="list-style-type: none"> - Through art, artefacts, hymns, psalms, dance, music, and sensory play to recount narratives from Bible stories. - Share stories of key figures from the Bible they have read and heard about with peers and their teacher. - Recount poems and prayers. | <ul style="list-style-type: none"> - Make use of props and materials when role-playing people they have heard about in Bible narratives and stories. - Create art, music, or dance to express how a Bible story or psalm makes them feel. - Safely use a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function that depicts the liturgical season or Bible stories they have heard. | <ul style="list-style-type: none"> - Share the beauty of the art, music, or dance they have encountered to express a Bible story. Express how they feel because of the artistic representation. - Confidently speak in a familiar group and talk about their ideas. - Express themselves effectively, showing awareness of listeners' needs. - Give their attention to what others say and respond appropriately. |
| <ul style="list-style-type: none"> - Retell Bible stories using oral storytelling and small world play people. | <ul style="list-style-type: none"> - Express themselves effectively, showing awareness of listeners' needs as they retell the story using small world play people. | <ul style="list-style-type: none"> - Share their creations and talk about what this represents from their learning. |
| <ul style="list-style-type: none"> - Sing and perform a range of rhymes, songs, and new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year. | <ul style="list-style-type: none"> - Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience. | |

RELG: Religious Education Learning Goal

Creating with Materials

Children at the expected level will:

- Share their creations and talk about what this represents from their learning.
- Make use of props and materials when role-playing people they have heard about in Bible narrative and stories.

Being Imaginative and Expressive

Children at the expected level will:

- Recount Bible stories, poems, and prayers.
- In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher.
- Sing and perform a range of rhymes, songs, and new and traditional hymns connected to the religious stories they have read and heard about, and that link to the liturgical year.
- Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.