

ROCKWOOD NURSERY SCHOOL

EXPRESSIVE ARTS AND DESIGN CURRICULUM - 2-4 YEAR OLDS

At Rockwood Nursery School we aim for children to explore their creativity and develop confidence in their own ideas through a variety of activities.

ASPECT	HEDGEHOG ROOM - 2 - 3 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING		
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
<p>CREATING WITH MATERIALS</p> <p>INTENT</p> <p>I know...</p> <p>Painting</p>	<ul style="list-style-type: none"> How to explore and start to investigate the creative media e.g. paints, malleable and workshop area. That my movements can leave marks e.g. finger painting, brushes in mud. How to experiment with different creative experiences e.g. different colours, marks and painting techniques - leaf printing; conker rolling; blow painting 	<ul style="list-style-type: none"> How to continue to explore a wider range of equipment and creative resources using multi-sensory approach. I am becoming interested in the effect my actions have on materials. 	<ul style="list-style-type: none"> How to experiment with different creative experiences e.g. different colours, marks and painting techniques. I am beginning to explore the mixing of colours e.g. putting one colour on top of another.
<p>Model Making</p> <p>Malleable</p>	<ul style="list-style-type: none"> How to tear paper with two hands. How to pick equipment up confidently using palmer grip, e.g. sponges with handles. Knows to use board and can push and roll playdough with hands 	<ul style="list-style-type: none"> I am beginning to use tools to develop pincer grip, e.g. pegs, tweezers, etc I am beginning to explore creative activities using the resources appropriately. How to explore the playdough and am beginning to learn to mould and use tools 	<ul style="list-style-type: none"> I am beginning to use tools with more confidence How to explore mark making in malleable materials with a range of tools.

ROCKWOOD NURSERY SCHOOL

EXPRESSIVE ARTS AND DESIGN CURRICULUM - 2-4 YEAR OLDS

At Rockwood Nursery School we aim for children to explore their creativity and develop confidence in their own ideas through a variety of activities.

<p>BEING EXPRESSIVE AND IMAGINATIVE</p> <p>INTENT</p> <p>I know...</p> <p>Music and Song</p>	<ul style="list-style-type: none"> I am beginning to express myself with physical movement and sound. How to explore the sound my voice makes in a variety of contexts. How to listen to, and may attempt to join in with, simple action rhymes and songs. I enjoy listening to a familiar rhyme or song. That some things make a sound e.g. instruments, interactive toys and natural materials 	<ul style="list-style-type: none"> How to join in with some sounds and actions to familiar songs and rhymes and begin to explore role play area How to stop and recognise when music is played. How to copy the actions of others. How to play with instruments to explore the sounds they make. 	<ul style="list-style-type: none"> How to express myself through physical actions and sounds I have favourite songs. How sounds can be changed in a range of ways e.g. banging, That different instruments make different sounds and am able to play some correctly. e.g. bang a drum, tap a triangle.
<p>Dance and Role Play</p>	<ul style="list-style-type: none"> How to play and experiment in the role play area. I am beginning to move to music 	<ul style="list-style-type: none"> I am beginning to participate in pretend play based on real life experiences e.g. put teddy to bed, make tea. How to use sounds in play e.g. sound of car, train, animal. How to move while listening to music and songs 	<ul style="list-style-type: none"> How to play alongside children who are engaged in the same theme. I am beginning to join in simple ring games.

ROCKWOOD NURSERY SCHOOL

EXPRESSIVE ARTS AND DESIGN CURRICULUM - 2-4 YEAR OLDS

At Rockwood Nursery School we aim for children to explore their creativity and develop confidence in their own ideas through a variety of activities.

ASPECT	SQUIRREL AND OWL ROOMS - 3 - 4 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING			MORE ABLE CHILDREN - 4+	
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3		
<p>CREATING WITH MATERIALS</p> <p>INTENT</p> <p>I know...</p>	<ul style="list-style-type: none"> I am beginning to create a model or collage using various materials with support from others. What happens to malleable resources when textures are added 	<ul style="list-style-type: none"> That different materials have a purpose e.g. glue is for sticking and paint is for painting 	<ul style="list-style-type: none"> I am beginning to put actions together to make a sequence in my creative work. How to use observational skills and my familiarity with creative resources to create a representational piece of work. E.g. Monet's Sunflowers 	<ul style="list-style-type: none"> How to create a representational picture and / or model using a range of media. 	<ul style="list-style-type: none"> How to use a variety of resources, colours, shapes and textures creatively.
<p>Painting</p>	<ul style="list-style-type: none"> Explore different ways of applying paint to paper and become familiar with class resources. 	<ul style="list-style-type: none"> I am beginning to experiment with tempera blocks I am beginning to experiment with powder paints and water for painting How to use my experiences within my creative work. 	<ul style="list-style-type: none"> How to mix powder paints and water for painting accurately. How to investigate different thicknesses of paint. 	<ul style="list-style-type: none"> How to mix particular secondary colours to match an intended purpose. 	<ul style="list-style-type: none"> How to use my knowledge of how to mix colours together to create specific colours e.g. red and yellow to make orange

At Rockwood Nursery School we aim for children to explore their creativity and develop confidence in their own ideas through a variety of activities.

<p>Model Making</p> <p>Malleable</p>	<ul style="list-style-type: none"> • I am beginning to use scissors using two hands to make snips supported by an adult. • How to use scissors to make snips independently. • How to join pieces together using glue for models and collage. • How to experiment with the resources in the model-making area and understand the different properties e.g. glue is sticky, use of glue sticks • What happens to malleable resources when textures are added • Knows how to roll playdough into balls and fit them together • That tools have an effect on the malleable materials • What happens when playdough is left to dry 	<ul style="list-style-type: none"> • I am beginning to cut a continuous line • I am beginning to use tools and materials and construct for a purpose, e.g. popoids, junk modelling, etc. • I am beginning to create my own models showing developing imagination. • How to use my experiences within my creative work. • How to use a range of techniques with clay and other malleable materials, e.g. rolling, balling, pulling, etc. 	<ul style="list-style-type: none"> • How to cut along a straight line. • How to demonstrate control in using tools to leave marks that represent my ideas • How to use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. • How to model the playdough with a purpose in mind. For example, to make a hedgehog, or a playdough diva lamp for Diwali. 	<ul style="list-style-type: none"> • I am beginning to cut around a shape or wavy line. • How to talk about my creations. • That sometimes with an adult supporting, I show an awareness of adding a finish to my work such as painting a model or adding different materials to add layers to a picture. 	<ul style="list-style-type: none"> • How to use scissors to accurately cut around shapes and along lines. • How to use 2D and 3D materials to create structures and express my ideas. • How to create a model or piece of work using a variety of different techniques, evaluating and modifying my work when needed. • How to create a model of my choice adding a finishing touch, such as paint or glitter to my model once it has dried.
--	---	--	--	--	--

ROCKWOOD NURSERY SCHOOL

EXPRESSIVE ARTS AND DESIGN CURRICULUM - 2-4 YEAR OLDS

At Rockwood Nursery School we aim for children to explore their creativity and develop confidence in their own ideas through a variety of activities.

<p>BEING EXPRESSIVE AND IMAGINATIVE</p>	<ul style="list-style-type: none"> • How to use my imagination to role play in different areas of the nursery, following my own interests or themes e.g. roleplaying a firefighter when playing outdoors. 	<ul style="list-style-type: none"> • I am beginning to retell narratives and make some up when playing. • How to sing songs during play. 	<ul style="list-style-type: none"> • How to experiment and create movement in response to music, stories and ideas. 	<ul style="list-style-type: none"> • How to respond to different pieces of music, using my imagination to represent different elements of the music or to follow a particular theme e.g. a breeze turning to a storm. 	<ul style="list-style-type: none"> • How to explore and engage in music making and dance, performing solo or in groups.
<p>INTENT I know... Music and Song</p>	<ul style="list-style-type: none"> • How to use instruments and objects to make sounds e.g. banging, shaking, blowing, tapping. • How to identify and distinguish between different sounds in the environment. • How to sing some familiar songs with support from others. 	<ul style="list-style-type: none"> • How to experiment with different ways of playing instruments - loud/quiet, fast/slow, stop/start. • How to tap out simple repeated patterns e.g. clap, stick tapping • How to play to the beat of music, stopping and beginning at appropriate times. 	<ul style="list-style-type: none"> • How to hear and distinguish between sounds in words. • I am confident singing in a group. 	<ul style="list-style-type: none"> • How to respond to a variety of genres of music discussing like and dislikes. • How to copy simple rhymes and beats. • How to describe sounds that I hear • How to replicate the tone, pitch and pace of a familiar song • The names of musical instruments and know how to play them correctly. • How to choose songs to sing. 	<ul style="list-style-type: none"> • How to make up my own song • That different music can link to different cultures and times of the year.

ROCKWOOD NURSERY SCHOOL

EXPRESSIVE ARTS AND DESIGN CURRICULUM - 2-4 YEAR OLDS

At Rockwood Nursery School we aim for children to explore their creativity and develop confidence in their own ideas through a variety of activities.

Dance and Role Play	<ul style="list-style-type: none"> • How to copy actions when dancing 	<ul style="list-style-type: none"> • How to use one item to represent another in play. E.g. wooden block as train or car, a leaf for money (Symbolic play) • How to introduce a storyline in my role play which could include copying actions or repeating words which a character from a story or the television may say. 	<ul style="list-style-type: none"> • I am beginning to put actions together to make a sequence e.g. dance • I am beginning to create my own stories in role-play. • How to start to move with coordination and create my own dance moves in response to different pieces of music. 	<ul style="list-style-type: none"> • How to act out a story. • How to create small world environments based on my interests e.g. making a farm for my animals, a train track for my trains • How to dance in a larger group and learn dances from different cultures. 	<ul style="list-style-type: none"> • How to develop a storyline within my play and act out a role. • How to engage in imaginative play based on my own ideas, first-hand or peer experiences. • How to practise and remember different dances and link different dance moves together. • How to make up my own dances and perform them to others.
----------------------------	--	--	---	--	---

ROCKWOOD NURSERY SCHOOL

EXPRESSIVE ARTS AND DESIGN CURRICULUM - 2-4 YEAR OLDS

At Rockwood Nursery School we aim for children to explore their creativity and develop confidence in their own ideas through a variety of activities.

IMPLEMENTATION

- see termly
experience plan
and ...

- Provide a range of experiences of different mediums e.g. music, paint, dance, role-play, playdough, messy play and construction.
- Ensure the environment show a wide range of art works from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages, e.g. art, music, architecture, dress.
- Ensure the environment creates space and time for movement and dance both indoors and outdoors.
- Ensure the environment creates time and space for children to develop their own creations, e.g. photographs, sounds, movement, constructions, stories, collages
- Encourage children's vocalisations by copying to show that they are heard and valued.
- Encourage and support the inventive ways in which children vocally improvise and merge songs together.
- Repeat songs so that the children learn songs through repetition.
- Sing with children, extend their repertoire of songs to offer them a range of melodies and lyrics to experience and play with.
- Provide daily opportunities for singing time / nursery rhymes and include a song/rhyme of the week.
- Ensure that instruments are accessible so that children can independently play them.
- Encourage children to experiment when playing instruments.
- Offer resources to support children to move to music e.g. pom poms, scarves, ribbons, sticks,
- Provide a variety of musical instruments to explore during C.P,
- Use the instruments during singing time so children are shown how to use them correctly. Encourage to join in with the actions to songs.
- Provide CD players, iPad and portable speakers so children can source and listen to their own music.
- Provide electronic books that give the children a musical / sound response when pressed.
- Use Sticky kids for dance and movement activities
- Model moving to music.
- Play instrument and movement games; invite children to move to the sounds of different instruments.
- Encourage the children to take the lead in music and movement games by inviting children one by one to play an instrument and inviting other children to move in response
- Make available a range of music so that children have opportunities to physically respond to different genres.
- Encourage the children to explore ways of encouraging active listening; moving with music or painting/drawing with music may support children to listen; listening in large groups/small groups/individually.
- Encourage the children to use verbal and physical language to describe sounds and music.
- Encourage the children to move whilst playing instruments.
- Encourage the children to listen carefully to the sound of an instrument and move in response. Children will be encouraged to play instruments and ask them and/or other children to describe the sound, verbally or physically.
- Encourage the children to listen carefully by guiding them to listen, play music and invite children to respond at specific times, e.g. shake your hands when you hear the loud part.
- Encourage the children to join in with the clapping or tapping to the song they are singing or music they are listening to.

ROCKWOOD NURSERY SCHOOL

EXPRESSIVE ARTS AND DESIGN CURRICULUM - 2-4 YEAR OLDS

At Rockwood Nursery School we aim for children to explore their creativity and develop confidence in their own ideas through a variety of activities.

- Encourage the children to play sound-matching games, e.g. play instruments that children can't see and invite children to play a matching instrument or describe the instrument.
- Provide a range of musical instruments that are used in different ways, for children to bang, pluck, blow, strum.
- Children may use technology to source their own music
- Rockwood Yoga - our stories take us around the world. We listen to music from different countries and cultures
- Use the creative movement cd to encourage expressive dance.
- Rockwood Yoga - we air draw or use our feet to write letters and numbers.
- Continue to provide opportunities to encounter and revisit key materials, resources and tools through which children can further explore their properties including form, colour, texture and composition.
- Encourage and support the inventive ways in which children use space, combine and transform both 3D and 2D materials. Create opportunities to encounter and revisit key materials, resources and tools where children can further explore their properties including form, colour, texture, composition.
- Offer a variety of stimulating resources that can be used in different ways both inside and outside e.g. fabric, boxes, sound makers, water, tyres and planks.
- Support the children to become familiar with the properties and characteristics of materials and tools.
- Offer opportunities for children to use familiar object to explore their use in play (pretend play)
- Offer opportunities for symbolic play with boxes and other equipment e.g. natural resources so that children can use them to imaginatively represent other items in their play
- A home corner is always available both in and outdoors. In the home corner, we provide real resources reflecting that of home. Staff play alongside the children encouraging appropriate play.
- Various interest role play boxes are set up ready for adults to access for the children when they express an interest e.g. firefighter, people who help us, wild animals.
- Story time - we act out different stories and help to tell the story.
- Provide very open-ended resources where possible to help the children express their own creativity and imagination - a piece of paper, a ball of playdough or a piece of material is something to one person and something else to another. Our questioning of children's work also reflects the open-ended ethos and encourages the child to tell us all about it rather than us pre-empting what they have created / are doing etc. These include: -
 - Tell me about your picture.
 - Why did you choose that colour / object? What does it do?
 - Show me what it does.....