

Expressive Arts and Design Creating with Materials						ELGS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I can mark make with a variety of different tools.</p> <p>I know where to find art materials in the classroom and I can get them independently.</p> <p>I know the names of the three primary colours.</p> <p>I can look at an object and recognise its shape and colour.</p> <p>I know what a self-portrait is.</p> <p>I can use pencil and crayons to draw a self-portrait.</p> <p>I can use scissors, glue and paper to create a collage.</p> <p>I can explore junk modeling materials.</p>	<p>I can choose the correct colour to represent something in a piece of art.</p> <p>I can look at an object and recognise its shape and colour.</p> <p>I can copy a pattern.</p> <p>I can make an object out of playdough using my hands.</p> <p>I can use sellotape, glue and other materials to join two objects together. (Junk modeling)</p> <p>I can create my own simple pattern using shapes and colours.</p> <p>I know who Rahul Swami is and can talk about / use features of his work.</p>	<p>I know that different colours can be mixed to create new colours.</p> <p>I can begin to draw using pencil accurately to represent the shape and colour of an object.</p> <p>I can make an object out of playdough using tools.</p> <p>I can design what I want to make out of junk modeling materials and make it.</p> <p>I know who Vincent van Gogh is and can talk about / use features of his work.</p> <p>I know that white and black can be added to make colours darker (Starry Night).</p>	<p>I can use objects to print and create a piece of art.</p> <p>I can use different materials to create different textures in a piece of art.</p> <p>I can talk about the steps I will take to execute my design.</p> <p>I can experiment with acrylic paint.</p> <p>I know who Andy Goldsworthy is and can talk about / use features of his work.</p>	<p>I can weave fabric to create a pattern.</p> <p>I know how to join and cut wood using woodworking tools.</p> <p>I know that an illustrator draws pictures in books.</p> <p>I can illustrate part of a story.</p> <p>I know how to make a simple object out of wood.</p> <p>I can share my designs with my peers.</p> <p>I know who Georgie O’Keeffe is and can talk about / use features of her work.</p>	<p>I can share my creations and explain how I made something.</p> <p>I can use props and fancy dress to play a character in a story.</p> <p>I can use tools to experiment with colour, design, texture, form and function. E.G woodworking and painting tools.</p> <p>I can illustrate a story.</p> <p>I can evaluate my design.</p> <p>I can share my opinion respectfully of other pieces of art.</p> <p>I can experiment with watercolour paint.</p> <p>I know who Hetty Haxworth is and can</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

I know who Picasso is and can talk about / use features of his work.					talk about / use features of her work.	
<p>I can share and celebrate my creations in provision and in art sessions.</p> <p>I can use props and materials in continuous provision when role playing characters and stories.</p>						

Expressive Arts and Design Being Imaginative and Expressive						ELGS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
I can sing and perform a wide range of nursery rhymes and songs throughout the year.						
<p>I can recount familiar narratives and stories using a story map and act these out using props in role play.</p> <p>I can clap along to a steady beat and identify simple rhythmic patterns.</p> <p>I can identify the sounds of various instruments and distinguish them from other sounds.</p> <p>I know how to copy a simple rhythm using different musical instruments. (Circle time games, claves.)</p>	<p>I can join in with some poems and stories I know.</p> <p>I can express my ideas clearly when role playing (E.g. Let's play The Gruffalo. I can be the mouse; you can be the Gruffalo).</p> <p>I can perform, sing and dance to an audience (nativity).</p> <p>I can play a character in a play (nativity).</p> <p>I can recall words and actions to songs.</p> <p>I know how to move in time to music at different speeds.</p>	<p>I can express my ideas clearly and take turns when role playing.</p> <p>I can adapt familiar narratives and stories with peers in role play (E.g. Let's play the Gruffalo, but differently! I can be the mouse; you can be big brown bear).</p> <p>I can pay attention to and listen to other children's ideas.</p> <p>I can pay attention to different musical elements like tempo, dynamics (loud/soft), and pitch (high/low).</p>	<p>I feel confident speaking and singing in front of others.</p> <p>I can listen to a wide range of music and discuss why I like/dislike it.</p> <p>I can talk about how music makes me feel.</p>	<p>I can adapt a variety of familiar narratives and stories with peers in role play with my teacher.</p> <p>I can improvise and invent short songs or chants based on familiar melodies or rhythms.</p>	<p>I can adapt a variety of familiar narratives and stories with peers in role play independently.</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>