

Date Reviewed	June 2024
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Agreed by: Learning and Achievement Committee Date: January 2025

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Signature: Signed electronically on Gov Hub

Expressive Art and Design – June 2024

At Highfield, we know children express themselves in ‘100 different languages’ and many of these languages include singing, dance, design and manipulating materials to achieve a desired effect. By engaging in experiences within the expressive arts, the children at Highfield will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children to recognise and value the variety and vitality of culture locally, nationally and globally.

We want children to be able to explore and express themselves in a variety of ways. The continuous provision enables children to explore paint, playdough, musical instruments, opportunities to mark make and design and to dance at all times of the day. Enhanced provision and adult led activities such as Music Maestro enable children to explore different genres of music and enhanced provision such as a Bollywood Dance lessons during our celebration of Diwali enhance cultural capital.

Expressive Art and Design is sequenced throughout the child’s time at Highfield to build on children’s skills – for example, children start out using the woodwork bench to hammer golf tees into pumpkins and marrows, before moving onto hammering nails into soft wood and finally children design and build for a purpose, such as making a picture frame. We also have a range of tools to build on sequential learning. For example, we have a range of scissors, including spring loaded, dual handled and left and right-handed scissors to ensure children can develop at their own level with appropriate tools to support them.

Children are introduced to different artists throughout the year, giving the opportunity to explore different ways of working with materials and allowing the freedom to expand on ideas and develop their own way of representing the world as they see it. This is closely linked and sequenced within our Story Curriculum. For example, children explore Jackson Pollock’s No. 34 during Diwali and fireworks, Van Gogh’s Starry Night during space, Paul Klee’s Castle and Sun linked to Jack and the Beanstalk and Andy Goldsworthy during forest schools.

The singing of nursery rhymes and songs to support routines happens every day. This is enhanced by the use of Makaton, so that children can express their thoughts and feelings through song and/or sign.

A rich and diverse range of small world play opportunities are sequenced and linked to the Story Curriculum both indoors and out. Children develop increasingly complex role play and storytelling through small world and role play opportunities within the indoor and outdoor provision.

We ensure there are quality and variety of resources available to children and as children develop their sense of self, curiosity and independence, they learn the resources are available to select and use as they wish.

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Experienced and attuned practitioners support with this. Adults ensure the frequency and depth of experiences enable children to develop self-expression and a vocabulary to communicate through the arts.

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Progression in printing			
<p>Explore the marks they can make with their hands and fingers and then start to press and hold their hand still. Can start to recognise colours and begin to name some colours.</p> 	<p>Explore making marks with objects. Talk about what happens when objects are pressed, moved up and down, side to side, and twirled. Talk about what the marks look like, Name ready mix paint colours.</p> 	<p>Choose printing materials to make simple patterns.</p> 	<p>Uses printing materials to make a picture they have planned. Chooses appropriate shapes and begins to choose colours for purpose. Uses simple forms. Begins to reflect on their ideas and talk about ways to improve.</p> 
<p>Chooses resources to create repeating patterns. Check work with support and amend. Begin to explain their ideas to others.</p> 	<p>Use real objects as a stimulus for their artwork. Select appropriate shapes to print with. Think about the form on the page. Check work with support and amend any mistakes.</p> 	<p>Chooses tools and resources to create patterns. Talks about their ideas, reflecting and improving their work with support. Checks their work and amends mistakes.</p> 	<p>Use their own ideas in printing. Choose appropriate patterns or shapes for the task. Talks about their ideas, reflecting on and improving their work with support. Checks their work and amend any mistakes.</p> 

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Progression in Small World Play			
<p>Participate in imaginative play</p> 	<p>Make sounds as they participate in imaginary play.</p> 	<p>Using talk to join in retelling a story, adding missing words and using repeated refrains.</p> 	<p>Talk about what they are doing, describe their actions and share their ideas in pretend play.</p> 
<p>Retell simple familiar traditional stories</p> 	<p>Talk about what they are doing describe their actions and share their ideas in pretend play. Use their imagination to begin to make characters talk.</p> 	<p>Create simple stories with characters, settings. Begin to negotiate with others sharing in their play</p> 	<p>Retell more complex stories.</p> 
<p>Create a story with characters, setting, problems and solutions</p>  <p>Begin to use story language.</p>	<p>Create a detailed story. Use story language and descriptive language.</p> 		


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Progression in Malleable Materials			
<p>Squash- squeeze in fist Stretch- hold in both hands and pull Pull-ups- pinch fingers and thumb upwards Raise a cone- pinch to a point.</p> 	<p>Make models by pushing objects into the dough Make patterns with everyday objects, wheel cutters, hammers and stamps.</p> 	<p>Roll the dough into cylinder shapes Use knives to cut Begin to use scissors with two hands Roll into various-sized balls.</p>  	<p>Begin to use imagination to create simple 3D models.</p> 
<p>Roll dough using various types of rolling pins. Use scissors to cut, holding them with their finger and thumb.</p> 	<p>Make 2D shapes using cutters, adding various materials Make other shapes using cutters and add purposeful materials eg eyes.</p> 	<p>Using fine motor muscles in fingers, eg dough on palm, push with each finger Make it through- push a hole in dough between the thumb and each finger Stretch the loop- place a loop of dough around four fingers, stretch fingers.</p> 	<p>Explore mark-making with more refined tools and shapes Begin to make patterns including repeating patterns by pressing objects into the dough.</p> 
<p>Make play dough and salt dough shapes using cutters. Make patterns by pressing objects into the dough. Choose appropriate colours to paint after baking if using salt dough.</p> 	<p>Make objects with dough using various shapes. Add purposeful materials Press tools and objects to create texture and pattern for the dough.</p> 	<p>Make 3D models using dough Pinch to refine shapes Press tools and objects to create texture and pattern</p>  <p>Add purposeful materials and create their own eg card spikes.</p>	

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Progression in Role Play			
<p>Participate in dramatic role play in familiar settings eg home corner</p> 	<p>Make sounds as they participate in dramatic role play Dress up in any costume</p> 	<p>Pretend to be a character and join in retelling a focus story, adding in missing words from repetitive phrases characters would say Select masks/ costumes for a purpose</p> 	<p>Talk about what they are doing and share ideas in domestic roleplay. Select masks/ costumes for a purpose. Begin to use character language while pretending to be a character</p> 
<p>Retell a simple familiar story. Begin to build the setting. Select masks/ costumes for a purpose. Use character language while pretending to be a character</p> 	<p>Talk about what they are doing, describe their actions and share ideas in imaginary role-play. Select costumes for a purpose. Use props provided Use furniture to create their own setting Use their imagination to begin to talk while pretending to be a character</p> 	<p>Create simple stories with characters and a setting Use resources to create their own setting and begin to create props Select costumes for purpose Pretend to be a character in the story</p> 	<p>Act out a more complex story Create the setting and props and choose their mask/ costume</p>  <p>Pretend to be a character in the story</p>
<p>Create a detailed story with characters, setting, problem and solution. Create the setting and props and choose their costume. Pretend to be a character in the story.</p> 			







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Progression in Painting			
<p>Make choices about the size and shape of the paper</p> <p>Use paint brushes to make marks with ready mixed paint</p> <p>Use a fist grip with both hands then move to use one hand</p> <p>Make marks with the brush</p> <p>Start to recognise and name colours.</p>	<p>Move the brush in different ways</p> <p>Press, move up and down side to side and twirl around.</p> <p>Describe the marks they make</p> <p>Name the colours.</p>	<p>Make marks with various sizes of paintbrushes, sponges, rubber-tipped tools in ready mixed paint, powder paint and paint blocks.</p> <p>Talk about the marks made. Begin to hold smaller brushes in their fingers and thumb.</p>	<p>Make choices about the types of marks they want to create eg dot, line, circle and which tool to use.</p>
			
<p>Think of their own ideas and make marks for purpose eg circle for the head, dots for eyes. Create simple representations of objects animals and people.</p>	<p>Use various types of paint on various textures eg tin foil, salt dough, and clay. Find the best types of paint for the task. Mix materials with paint eg sand/ glitter. Talk about their findings.</p>	<p>Begin to add more detail to their painting selecting the correct tools for the purpose. Begin to mix colours for purpose. Talk about their work and begin to think of ways to improve.</p>	<p>Experiment with painting techniques for a purpose eg select appropriately sized brushes, colour mixing, printing, and patterns. Explain their ideas and reflect on ways to improve.</p>
			
<p>Create detailed observational paintings of objects, people and animals. Experiment with paint techniques for a purpose eg selects appropriately sized brushes, colour mixing, printing, and patterns. Explain their ideas and reflect on ways to improve.</p>		<p>Thinks of own ideas for their artwork. Selects appropriate tools and techniques for a purpose eg selects appropriately sized brushes, colour mixing, printing, and patterns. Thinks carefully about details to enhance their artwork. Talks about their work and begins to think of ways to improve independently.</p>	

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Progression in music			
<p>Showing awareness of music being played within the room and responds</p> 	<p>Responds to music by joining in with instruments available within continuous provision</p> 	<p>Can discriminate the different sounds instruments make</p> 	<p>Can match instruments that make the same sound</p> 
<p>Can select an instrument to play within the continuous provision</p> 	<p>Can join in the words to a favourite song or nursery rhyme</p> 	<p>Can follow the conductor and visually recognise 'stop' and 'go' signs when playing an instrument</p> 	<p>Can follow the conductor and visually recognise</p>  <p>'loud' and 'quiet' signs when playing an instrument</p>
<p>Can take on the role of conductor and use the following visual signs</p> <p>Stop Go Loud Quiet</p> 	<p>Can copy a rhythm played on the percussion instrument</p> 	<p>Can select a piece of music of their own choosing</p> 	<p>Have a bank of songs and music that are a favourite</p> 
<p>Can make up own songs and rhymes when playing instruments</p> 			

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Progression in dance			
<p>Respond to music to begin to move their body</p> 	<p>Select provided resources eg scarves to support movement</p> 	<p>Take part in Music Maestro - responding to the music through movement</p> 	<p>Make up own routines to music</p> 
<p>Share experiences of dance and perform known routines</p> 	<p>Matching movement to pace and pitch of a piece of music</p> 		

Progression in woodwork			
<p>Starts to develop hand eye co-ordination is large movements</p> 	<p>Uses a hammer and golf tees on a gourd or marrow</p> 	<p>Starts to hammer nails into balsa wood</p> 	<p>Adds embellishments onto balsa wood</p> 
<p>Joins two or more pieces of wood using hammer and nails</p>	<p>Saws a piece of wood using a Japanese hand saw</p>	<p>Designs and builds a model of their choice</p>	

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Artists explored during Expressive Art and Design					
Autumn 1 Jackson Pollock – No 34	Autumn 2 Van Gogh – Starry nights	Spring 1 Penguins by Ihor Bychkivskyy	Spring 2 Andy Goldsworthy	Summer 1 Paul Klee – Castle and Sun	Summer 2 Paul Cezanne - Fruit Bowl
					

Vocabulary bank

Colours	Shapes	Lines	Texture	Pattern
red, blue, green, yellow, orange, purple, pink, brown, black, white	circle, square, triangle, rectangle, heart, star	straight, curved, zigzag	smooth, rough, bumpy, soft, hard	stripes, dots, check, tartan
Materials	Tools	Creativity	Design	Artwork
paper, paint, crayons, markers, glue, scissors, clay	paintbrushes, sponges, stamps, stencils	imagination, originality, innovation	planning, arranging, composing	drawing, painting, sculpture, collage