

Expressive Arts and Design

When	Core Knowledge							
Autumn Term 1	Disciplinary Blocks	Substantive concepts						Vocabulary
		My Face	My family	My Friends	My community	Feelings	My face	
	Exploring and developing	My face in Nature- ephemeral art- create a representation of their face using natural materials Develop their own ideas through experimentation with a diverse range of materials						Portrait Appearance Art Draw Model Construct Create Join material, wood, foil, fabric, fixing
	Drawing	To draw a picture of 'me' Baseline assessment Observation of features		Draw a picture/card for their friend			Create a detailed drawing of their head and shoulders, adding detail of their appearance. Compare to first week image	
	Painting							
	Printing							
	Textiles/collage		Create a collage of their family using tissue paper					Pulse Beat Listen Appraise Compare High low
	3D				Create a model of their house using junk materials- focus on joining techniques	Model a feelings puppet using card and mixed media		

RECEPTION CURRICULUM Knowledge and Progression Map

					Join different materials explaining why they have chosen a specific fixing.			
					Purposefully choose construction materials for a specific job.			
	Design / Evaluate							
	Artists/Wider Concepts	Frida Kahlo 'Self-Portrait' Know what an art gallery is. ■Name at least two different artists. ■Express clear opinions about different paintings / designs / sculptures justifying their opinions. ■Talk about colours, shapes, patterns and texture in different pieces of art.						
	Listen and respond to music	Listen attentively, and talk about music	Listen and Appraise- Identify high and low sounds	Listen and Appraise attentively	Identify high and Low sounds in music	Compare traditional familiar song to another version Express preferences	Listen and Appraise	
	Feel the pulse	Find the pulse and move to music. Pat knees to the pulse	Nod head/pat knees in time with the pulse	Match the pulse Free movement to music	Match the pulse Stepping movement to music	Clap to the pulse- Use one finger on thumb to tap	Use fingers/hands and feet to tap to the pulse	
	Singing, composing and playing	Learn the verse for Pat-a-cake Sing in a group.	Sing a high sound and a low sound	Learn and sing an action song	Learn and sing an action song	sing an action song with accuracy	Perform an action song	

RECEPTION CURRICULUM Knowledge and Progression Map

			Sing in a group, increasingly matching the pitch					
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Autumn Term 2	Disciplinary Blocks	Substantive concepts						Vocabulary
		Bonfire Night	Diwali	Autumn	Birthdays	Hanukkah	Christmas and Christmas Traditions	
	Exploring and developing	To develop folding, cutting and sticking skills Create a firework model						Art Draw Model Construct Create Observe Smudge
	Drawing	To use chalk to create different lines including smudging Create a firework chalk picture Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas .	To develop line skills to create a beautiful mehndi design. Create different depth of line using different drawing materials.		To design a birthday cake			Fold Cut Pattern Collage Mould Pinch Recreate material, wood, foil, fabric, fixing match, technique, watercolour, powder, grip
	Painting			To experiment with mixing colours to create an Autumn collage			To explore using fingers to print	High Low Pitch

RECEPTION CURRICULUM Knowledge and Progression Map

				Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g.pink and grey.				Percussion Pulse Beat Tap Drum Triangle Tambour Claves Castanets Cymbals Wood block Cowbell
	Printing			To print with leaves to create an Autumn picture.				
	Textiles/collage		To develop collage skills to make a Rangoli pattern using loose parts				To know how to collage to create a picture	
	3D	To develop folding, cutting and sticking skills Create a firework model			To create a representation of a birthday cake using a range of media use malleable materials i.e play dough and sequins, candles, matchsticks, etc Select specific textures to represent different things e.g.glitter / sequins for fireworks / Christmas	To use modelling and joining skills to create a Menorah		

RECEPTION CURRICULUM Knowledge and Progression Map

	Design / Evaluate		moulding, rolling and pinching dough to create a Diya lamp		To use knowledge of birthday cards to create a birthday card design			
	Artists/Wider Concepts	Paul Klee 'Rich Port' Know what an art gallery is. ■Name at least two different artists. ■Express clear opinions about different paintings / designs / sculptures justifying their opinions. ■Talk about colours, shapes, patterns and texture in different pieces of art.						
	Listen and respond to music	Listen and Respond -explore high and low pitch	Identify pitch high or low	Identify pitch high or low	Identify pitch high or low	Identify pitch high or low	Identify pitch high or low	
	Feel the pulse	Nod, pat and clap to the pulse	Clap and step to the pulse	Clap and step to the pulse	Clap and tap to the pulse Tap an object/percussion instrument (see list)	Tap fingers to the pulse Tap/pat a percussion instrument	Tap/pat a percussion instrument	

Spring Term 1	Disciplinary Blocks	Substantive concepts						Vocabulary
		Winter	People Who Help Us	Explorers	Inventors	Transport	Journeys	
	Exploring and developing			To use junk modelling resources to create a representation of a building			To use knowledge of drawing to create a map	Stick Attach Create Observation detail

RECEPTION CURRICULUM Knowledge and Progression Map

	Drawing		Create an observational picture Draw with increasing observation, e.g. <i>the banana has black dots.</i> Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas .				To use line skills to draw a map Create different depth of line using different drawing materials.	Construction Material Model Design Art Draw Construct Create detail, dark, light, thick, thin, observe texture, lighter, darker, shade, Pitch Note Beat Glockenspiel
	Painting	To develop line and drawing skills to create drawings of winter outdoors- also thinking about the use of colour	To infill line to paint an image					
	Printing							
	Textiles/collage							
	3D			To use junk modelling / construction resources to create a	Explore a range of construction resources to build a bridge	To create a model of an aeroplane using junk materials- focus on joining techniques		

RECEPTION CURRICULUM Knowledge and Progression Map

				representation of a building		Use a range of fixings explaining choices –staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.		
	Design / Evaluate				Evaluate the effectiveness of the bridge	To design a mode of transport including transport features Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel.		
	Artists/Wider Concept	Paul Cezanne 'fruit bowl' Know what an art gallery is. ■Name at least two different artists. ■Express clear opinions about different paintings / designs / sculptures justifying their opinions. ■Talk about colours, shapes, patterns and texture in different pieces of art.						
	Listen and respond to music	Listen and Respond - Pitch	Listen to music from different origins				Listen to classical music and express preferences	
	Feel the pulse	Clap hands, nod head, stamp feet	Copy Clap, step and Tap to the pulse	Copy Clap and Tap/pat a percussion instrument	Copy clap to the pulse and Tap/pat a percussion instrument	Keep a beat Tap/pat a percussion instrument	Tap/pat a percussion instrument	

RECEPTION CURRICULUM Knowledge and Progression Map

	Singing, composing and playing	Glockenspiels- listen to pulse Learn to sing/do actions – If you're happy and you know it clap your hands	glockenspiels Learn note G Learn to sing /do actions – if you're happy and you know it clap your hands	glockenspiels Learn note G Learn to sing/do actions – if you're happy and you know it clap your hands	glockenspiels Learn note G Learn to rap a rap	Rap a rap	Sing a familiar song- Rock a bye baby	
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Spring Term 2	Disciplinary Blocks	Substantive concepts						Vocabulary
		Growing (Babies)	On the Farm. Growing (Animals)	To sequence the life cycle of an animal, Growing (Plants)	Spring	Healthy Eating	Easter	
	Exploring and developing	Role play the role of caring for a baby					Create an Easter card	Art Print Observe Create Explore Transient Attach Join Construct Fold Map detail art gallery, opinion, because, texture, pattern, shape (and all common colours)
	Drawing				Observational drawing of a flower Draw with increasing observation, e.g.the banana has black dots.			
	Painting				Observational painting of a flower Accurately use a paint brush (appropriate grip).			
	Printing		Print using potatoes to create chicks and use line to infill detail					

RECEPTION CURRICULUM Knowledge and Progression Map

	Textiles/collage			Explore a range of construction resources to Construct a beanstalk Collage a representation of a flower using seeds	To create a Spring collage			Classical music Instrument Folk music Rhythm
	3D					Create transient art using fruit and vegetables		Rainstick Maraca Bell tree Tambourine
	Design / Evaluate		Develop line work to add more character		Revisit and improve on artwork.			Sleigh bells cabasa Guiro Kokiriko Wood block
	Artists/Wider Concepts	Van Gogh Sunflowers Know what an art gallery is. ■Name at least two different artists. ■Express clear opinions about different paintings / designs / sculptures justifying their opinions. ■Talk about colours, shapes, patterns and texture in different pieces of art.						
	Listen and respond to music	Talk about music, expressing their feelings.	Talk about music, expressing their feelings.	Listen to and respond to early 20 th century music	Listen to folk music and compare	Talk about music, expressing their feelings.	Talk about music, expressing their feelings.	
	Feel the pulse	find the pulse in different ways use a percussion instrument that you scrape	find the pulse in different ways use a percussion instrument that you scrape	find the pulse in different ways- use a percussion instrument that you shake- quick stop	find the pulse in different ways- use a percussion instrument that you shake- quick stop	find the pulse in different ways- use a percussion instrument that you shake- quick stop	find the pulse in different ways- use a percussion instrument that you shake- quick stop	
	Singing, composing and playing	Explore high and low (pitch and improvisation with voices) Sing Old MacDonald	Explore high and low (pitch and improvisation with voices) Sing Old MacDonald	Explore high and low (pitch and improvisation with voices) Sing, play and do actions for Wheels on the Bus	Explore high and low (pitch and improvisation with voices) Sing, play and do actions for Wheels on the Bus	Copy a rhythm Learn -The Hokey Cokey	Copy a rhythm Learn- The Hokey Cokey	

RECEPTION CURRICULUM Knowledge and Progression Map

Summer Term 1	Disciplinary Blocks	Substantive concepts						Vocabulary
		Local Area Art Week	Habitats	Woodland habitats	Rainforest habitats	Polar Habitat	Climate Change	
	Exploring and developing	Explore our own creations as artists			Know how to create a mask	Know how to make small cuts in paper in order to create a snowflake		Cut Attach Materials Construct
	Drawing							Imagine
	Painting	Creating a replication of Matisse's work Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary).				a polar painting using only our fingertips as paint brushes		Print Recycled Roll ar) Art Draw Construct Create detail, dark, light, thick, thin, observe texture, lighter, darker, shade,
	Printing	To know how to print to create a pattern and a trail						
	Textiles/collage	I know Matisse is an artist Creating Matisse's snail						
	3D					To know how to create a photo frame out of rolled up recycled paper		Rhythm Funk

RECEPTION CURRICULUM Knowledge and Progression Map

	Design / Evaluate	Revisit and improve throughout artwork	Select materials to create a minibeast Increasingly choose more appropriate materials for the job, e.g.cotton reels / lids for wheels, wool / thread for hair.					Percussion Perform Appraise Improvise band
	Artists/Wider concepts	Matisse – Snail Know what an art gallery is. ▪Name at least two different artists. ▪Express clear opinions about different paintings / designs / sculptures justifying their opinions. ▪Talk about colours, shapes, patterns and texture in different pieces of art.						
	Listen and respond to music		Listen and Respond to- Funk music	Express how music impacts mood	Explain how the pitch changes when different notes are played		Appraise their own music	
	Feel the pulse		Find the pulse clapping, nodding, tapping	Pulse- find the pulse in different ways, using prior learning and imagination to come up with new ways to show the pulse. Use body percussion to follow the rhythm progressing from the previous week.	Find the pulse using a percussion instrument	Find the pulse using a percussion instrument		
	Singing, composing and playing		Learn to sing a song, learn the words as they sing.	Learn to sing a song, learn the words as they sing.	Play phrases on the glock- Using D.	Perform song/music Play phrases on the glock- Using D.	Perform song/music Play phrases on the glock- Using D.	

RECEPTION CURRICULUM Knowledge and Progression Map

			Play the D note to follow the same rhythm		Progress to different notes C/E and	Progress to different notes C/E and	Progress to different notes C/E and	
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Summer Term 2	Disciplinary Blocks	Substantive concepts						Vocabulary
		Summer	Under the sea habitat	Seaside habitat (At the Beach)	Ocean habitats (Looking after our oceans)	Float and Sink	Transitions	
	Exploring and developing							Draw Portrait Collage Model Construct Materials Design Art Draw Create detail, dark, light, thick, thin, observe texture, lighter, darker, shade,
	Drawing				To know how to create a poster to raise awareness of ocean pollution		To Create a picture to represent myself for my new classroom When drawing themselves, represent all of the different face / body parts.	
	Painting							
	Printing							
	Textiles/collage	To know how to create a collage to represent summer Select specific textures to represent different things e.g. mixing sand into paint / glue to represent the beach.						

RECEPTION CURRICULUM Knowledge and Progression Map

	3D		To know how to create a model of a sea creature. Junk Modelling	To know how to create a snazzy pair of sunglasses		To select appropriate materials to Build a boat that floats		Plucked Pizzicato Pitch Rhythm Melody Strings Fanfare Composition
	Design / Evaluate		To know how to design a sea creature model	To know how to design a pair of sunglasses				
	Artists/Wider Concepts	Antony Gormley (Sculptor) 'The Angel of the North' Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. ▪Use correct vocabulary to describe process e.g.twisted, rolled, stretched.						
	Listen and respond to music	Respond to a fanfare Identify musical instruments by their sound in music	Listen to classical compositions Identify the rhythm in music Identify musical instruments by their sound in music	Listen and appraise a string composition Identify pitch in music Identify musical instruments by their sound in music	Listen to melodies and the different expressions they create Identify musical instruments by their sound in music	Listen to and appraise the difference between long sounds and pizzicato Identify musical instruments by their sound in music	Listen to how sounds can go up and down Identify pitch in music Identify musical instruments by their sound in music	
	Feel the pulse	Tap and nod to the pulse			Tap and nod to the pulse			
	Singing, composing and playing	Compose a piece using c and D Sing and perform a known nursery rhyme/song	Compose a piece using c and D Sing and perform a known nursery rhyme/song	Compose Twinkle Twinkle on composition board And play on glocks using notes E and D Sing and perform a known nursery rhyme/song	Compose Incy Wincey on composition board And play on glocks using notes C and D Sing and perform a known nursery rhyme/song	Compose Rock-a-by-baby on composition board And play on glocks using notes D and E Sing and perform a known nursery rhyme/song	Compose Row Row Row on composition board And play on glocks using notes D and C Sing and perform a known nursery rhyme/song	



RECEPTION CURRICULUM Knowledge and Progression Map

Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint.

Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely (goggles and gloves).

Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.

- Use correct vocabulary to describe process e.g. twisted, rolled, stretched.

Recognise and create different patterns (up to AABC patterns) using loose parts and shapes. Describe patterns using correct vocabulary.