



Links to other subject units this term	
Expressive Arts and Design links to all other areas of learning through the activities and experiences we provide.	
Prior Learning	
Children enter EYFS usually in line with age related expectations in this area. Poor fine motor skills can hinder children's ability to handle tools such as scissors, pencils and paintbrushes.	
Key vocabulary for this unit	
Colour names, vocab for texture: rough, smooth, mix, water, glue, stick, Sellotape, collage, materials, paint, thick, thin, wet, dry, pattern, repeat, hard, soft, light, dark, model, painting, artist, chalk, crayons, draw, drawing, lines, marks, objects, pen, felt tips, pencil, cut, join, scissors, shape, snip, colour, paint, print, sponge, portrait, voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, quickly, dynamic, environmental sounds, pitch, middle, nature sounds, music, dance, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion	
Learning Sequence	
Creating with materials	<ul style="list-style-type: none"> • Paint and draw pictures of self using mirrors to look carefully at detail. • Draw/ colour with a range of media to create different effects including paints, felt tips, pencil crayon, wax crayon, chalks, pastels . • Choose colours carefully for a particular purpose. • Create collage choosing materials based on their texture. • Junk model finding different ways to attach materials together. • Choose materials for a specific purpose. • Talk about what they have made and the materials they have chosen. • Think about and describe how they can make their creations even better.
Being imaginative and expressive	<ul style="list-style-type: none"> • Understand how to listen carefully and talk about what I hear. • Copy sounds using voice, body percussion and instruments.

- Listen to sounds and matching to the object or instrument.
- Play a range of instruments loudly or softly
- Respond to music with movement, altering it to reflect the tempo, dynamics or pitch of the music
- Exploring lyrics by suggesting appropriate actions.
- Use their voices to join in with well-known songs from memory
- Remember and maintain their role within a group performance
- Listen to music that is used as part of a celebration.
- Participating in performances to a small audience
- Sounds can be long and short
- Music can be fast and slow

Assessment milestones

Creating with Materials

I can use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).
 I can use colours for a purpose.
 I can use a variety of materials to create a collage
 I can talk about what I like or could improve about what I have created.
 I can adapt my construction to achieve a desired outcome, e.g. add an extra layer to a model to represent “upstairs” when their pretend-play requires it.

Being Imaginative and Expressive

I can listen carefully and talk about what I hear
 I can suggest a movement to match a piece of music.
 I know that moving to music can be part of a celebration and there are special songs we can sing to celebrate events.
 I recognise that different sounds can be long or short.
 I understand that instruments can be played loudly or softly
 I can perform familiar songs/rhymes in a small group.
 I can participate in collaborative, creative activities, sometimes initiated by an adult.
 I can retell parts of familiar stories through use of puppets, toys, masks or small-world.