



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	
The children will have explored a range of tools and media. They will be able to use a variety of materials to create a collage. Most will be able to talk about what they have produced talking about the choices they made and suggestions for further improvement. The children will be able to talk about what they hear and suggest movements to music. They will be able to talk about different sounds and perform as a group.	
Key vocabulary for this unit	
Colour names, primary colours, vocab for texture: rough, smooth, mix, separate, filter paper, water, glue, stick, Sellotape, collage, materials, paint, watercolours, thick, thin, fine, 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, classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance, music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, brass	
Learning Sequence	
Creating with materials	<ul style="list-style-type: none"> • Choose materials for a particular purpose eg a boat for the Gingerbread man with materials that will float. • Create stick puppet to support with retelling stories. • Explore colour mixing. • Identify the three primary colours. • Know how to mix colours using the primary colours. • Develop simple sewing skills. • Use natural materials to create tiny homes and shelters. • Paint detailed pictures with watercolours and fine brushes. • Create scenes using a variety of materials chosen carefully.

Being imaginative and expressive	<ul style="list-style-type: none"> • Exploring the story behind the lyrics or music. • Understand that a piece of music can tell a story with sounds. • Know that different instruments can sound like a particular character. • Understand what 'high' and 'low' notes are. • Listening to sounds and matching to the object or instrument. • Understanding that different instruments make different sounds and grouping them accordingly. • Selecting appropriate instruments to represent action and mood. • Experimenting with playing instruments in different ways. • Remembering and maintaining their role within a group performance. • Know that an orchestra is a big group of people playing a variety of instruments together.
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Assessment milestones

<p>I can produce more detailed representations and discuss the features I have included.</p> <p>I can return to and extend my creative learning.</p> <p>I know the three primary colours.</p> <p>I know how to mix colours to make orange, green, purple and brown.</p> <p>I can choose materials according to their properties to achieve a goal.</p> <p>I can explain how I created something to my peers including why I chose a particular technique/material and how it is fit for purpose.</p>	<p>I can discuss changes or patterns I hear when listening to music.</p> <p>I can create my own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</p> <p>I can explore how we can change a song/rhyme to create a desired effect.</p> <p>I understand that a piece of music can tell a story with sounds.</p> <p>To know that different instruments can sound like a particular character.</p> <p>To know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>I can create more complex narratives in my pretend play, building on the contributions of my peers.</p> <p>I can organise myself into collaborative creative opportunities.</p>
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