

Reception Curriculum Progression & Expectations

Expressive Arts & Design

Although many of our Reception children attended the school's nursery, there are a number of children that come from other settings. Therefore, working with those settings and completing baseline assessments within the first few weeks is vital in order to give a clear picture of children's starting points.

Intention

- Children explore and play with a wide range of media and materials.
- Children develop their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Children interpret and appreciate what they hear, respond to and observe through the frequency, repetition and depth of their experiences.

Implementation

| Term 1 | | Term 2 | | Term 3 ELG's | |
|---|---|---|---|--|---|
| Expectations | Implementation | Expectations | Implementation | Expectations | Implementation |
| To listen attentively, move to and talk about music, expressing their feelings and responses. | Staff will introduce children to a range of musical genres, from both the UK and across the globe. Children are encouraged to listen to the music, move to the music and talk about the different styles of music they are hearing. | To explore, use and refine artistic effects to express their ideas and feelings. | Children are encouraged to explore a range of artistic effects e.g. colour mixing, painting, drawing, adding texture etc. Children are taught the specific skills and how to use resources with care and precision. If needed step by step guidance is provide for them to achieve this independently. Artwork may be inspired by nature, stories or images of pieces of art. | To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Children will build on their previous learning to apply a wide variety of taught techniques in different contexts. Staff will facilitate this by providing the resources and opportunities and challenge children to further develop their skills through comments and questions. |
| To watch and talk about dance and performance art, expressing their feelings and responses. | Alongside introducing children to genres of music, children are also introduced to styles of dance and performing arts. Children are encouraged to talk about different styles of dance and performing art and explore their own dance and performance styles. Children are given the opportunity to watch a live | To return to and build on previous learning, refining ideas and developing the ability to represent them. | Children are encouraged to build on prior knowledge with regards to creating art and models with a variety of resources. Staff challenge children through the resources provided and through questioning and commenting on their work. Staff encourage children to use and develop previous skills directly teaching new skills as | To share their creations, explaining the process they have used. | Staff encourage children to talk about their designs, commenting or asking questions to support with this e.g. "tell me how you made that? What did you need to do first? How to did add this detail?" etc. |

| | | | | | |
|--|--|---|---|--|--|
| | performance when they visit the pantomime in December. | | needed. For example, children moving from using glue sticks, to glue spreaders, to adhesive tape. | | |
| To sing in a group or alone, increasingly matching pitch and following a melody. | New songs are introduced gradually over the year, starting in the Autumn term. Call and response songs are used so children can echo phrases, helping them match the pitch and follow the melody and initially songs are sung slowly, to give children the opportunity to listen to the melody and songs without words or pitch matching games may be used to support children with their development of matching pitch. | To create collaboratively, sharing ideas, resources and skills. | Children are given opportunities to create collaboratively using a range of resources on both a large and small scale. Staff set children collaborative challenges that are based around their interest or the learning that has been taking place in class. | To make use of props and materials when role playing characters in narratives and stories. | Children build on prior learning throughout the year to use props to support their play. Staff will encourage children to think about suitable props in response to children's play e.g. "You just said you were going to the shop. What could we use to make a shop with?" and encourage children to find resources and create their own props. |
| To develop storylines in pretend play | Staff provide children with a range of props for play which encourage imagination. This begins in the Autumn term but continues to be further developed throughout the year. Staff support children to decide which role they are going to take and support with resolving any conflicts. Where children may be reluctant to participate, staff provide a commentary and model play, encouraging them to join in. | To explore and engage in music making and dance, performing solo or in groups. | Building on the learning around music and dance in the Autumn term, children are taught about beat, rhythm and pulse and are encouraged to keep a steady beat or a rhythm when dancing or exploring instruments. Children will also tap the rhythm in spoken words. Children are encouraged to match sounds or music to movement e.g. marching to the drum. Children are encouraged to replicate choreographed dances, create their own and create their own music. | To invent, adapt and recount narratives and stories with peers and their teachers. | Children are taught how to invent and adapt their own narratives, for example by substituting characters or settings in order to change a familiar story. Children are encouraged to do this independently in their writing, verbally and through play |
| To have ideas and be able to represent them using a range of resources. | Children are encouraged to use a wide range of resources in the classroom. Staff encourage children to think about what they would like to do and how to use resources in order to represent their ideas. Children are supported with skill development as they make their creations. Children are encouraged to talk about their work. | Early Learning Goal To sing a range of well-known nursery rhymes and songs. | Rhymes and songs are incorporated into the book based curriculum ensuring children are familiar with a wide range. These are revisited and reviewed regularly so children know them well and are able to sing them. | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | Children are given regular opportunities to perform songs, rhymes, poems and stories to an audience. In this term, children perform a Collective Worship assembly to the rest of the school and to their parents. |

Impact

- Exploration will allow children to put what they have learnt about different instruments, media, materials and techniques and to adapt work where necessary and make improvements to an end product or outcome.
- Children will be able to physically manipulate media through safe techniques which can then be transferred across the curriculum. As their fine and gross motor skills develop, they will then be able to create and design with an intended purpose which has been planned for. They will then be more confident to select tools and equipment for an intended purpose independently.
- By being able to express own ideas, thoughts and feelings, children can take ownership of their own creations and be able to discuss their learning and design which they experience in different parts of the curriculum. Adults can observe children's abilities to make links and connections in regards to their learning and exploration.