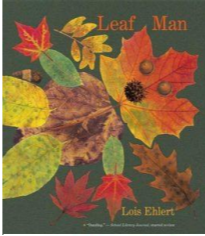

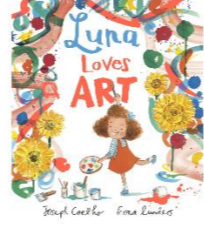
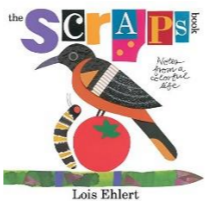
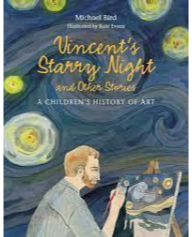




The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Hedgehogs	How	Suggested texts	Vocabulary	By the end of EYFS children will know:	Foxes
Links to KS1 Art	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	<p>Term 1</p> <p>Line drawing of face Archimboldo art Charcoal pictures of family Picasso study</p> <p>Term 2</p> <p>Colour mixing-firework pictures Clay models- Diwas Monet artist study</p> <p>Term 3</p> <p>Create sweets to decorate gingerbread house Finger puppets Andy Goldsworthy artist study</p> <p>Term 4</p> <p>Observational fruit painting Create own paper-mache pots and decorate Frida Kahlo artist study</p> <p>Term 5</p> <p>Clay insects and decorate in chose colours Ugly bug masks Fairy drawings Wool superworm Alma Thomas artist study</p> <p>Term 6</p> <p>Clay rainbow fish Painting banners for school march Elephant drawings Claud Monet artist study</p>	    	<p>artist, bumpy, chalk, circle, colours, curved, drawing, feeling, felt tips, hard, line, long, mark, mark making, medium, observational drawing, observe, oil pastel, paint, pattern, pencils, ridged, rough, rubbing, self-portrait, short, smooth, soft, squiggly, straight, texture, thick, thin, wavy, wax crayons, zig-zag, collage, create, cut, dab, design, dot, flick, glide, glistening, glossy, landscape, permanent, rip, shiny, silky, slimy, slippery, splat, splatter, squelchy, stick, sticky, sweep, swirl, swish, tear, temporary, transient art, wet, wipe, 3d art, bend, clay, chop, cut, evaluate, flatten, join, pinch, plan, poke, pull, push, reflect, roll, sculpture, , squash, stretch, twist, bend, blades, crease, flange, fix, fold, glue, handle, join, pinch, pull, push, scissors, scrunch, slot, snip, split pin, straight line, string, strip, sturdy, tape, thread, tie, wobbly, wrap</p>	<ul style="list-style-type: none"> I know that when I mix two colours it makes a different colour: I know red and blue makes purple. I know yellow and blue makes green. I know red and yellow makes orange I know adding white makes a colour lighter and black darker. I know how to use paint tools with care and precision. I know to use a small paint brush for delicate painting and larger paintbrushes for larger pieces of work. I can fill a paint pallet with the paint I need. I can draw the things I see around me, making simple representations. To know that an artist is someone who may draw or paint but can also be a photographer, architect, musicians etc. I know how to draw a simple face including eyes, nose, mouth and ears. I can use fruit and veg, sponges, autumn items to print. I can look at art work and describe what I see 	<p>Painting Explore mark making with paint using primary colours.</p> <p>Drawing Explore materials and tools for mark making.</p> <p>Print Making Explore resist and relief block printing, negative stencils and clay slabs.</p> <p>3D Use natural and man-made materials. Create plaster casts from clay impressions.</p> <p>Textiles Explore weaving with natural and man-made materials.</p> <p>Collage Explore the visual and tactile qualities of natural and man-made objects.</p>

					<ul style="list-style-type: none">• I can use lines, dots and imprints to decorate clay• I can weave using pieces of fabric or pipe cleaners.• I can talk about my artwork saying what my favourite thing is and what I found difficult.• I know how to use glue, staples and split pins to join materials	
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<p>Links to KS1 Design Technology</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>Term 1 Superhero masks Superhero capes</p> <p>Term 2 Handprint (split pin) poppies Diwas Cheese straws Rag wreaths Salt dough creations Threading Christmas trees</p> <p>Term 3 Honey sandwiches Make gingerbread Finger puppets Weaving baskets</p> <p>Term 4 Create 'noise makers' Design and make a bridge for the Gingerbread man Create paper mache pots</p> <p>Term 5 Ugly bug masks Bug houses</p> <p>Term 6 Cereal box aquarium Make their own binoculars for safari Create using recyclable materials</p>		<p>fruit, vegetables, safety, knife, blade, tool, edge, handle, chop, slice, cut, saucepan, blender, chopping board, hob, boil, blend, mix, packaging, recyclable, metal, plastic, reusable, join, stick, cut, bend, slot, scissors, measure, materials, fix, thread, weave, pattern, sew, sewing needle, embroider, design, evaluate, waterproof, absorb, prediction, variable, experiment, investigation, float, sink, junk</p>	<ul style="list-style-type: none"> I can name materials such as cardboard boxes, wall paper, cardboard, sequins, paper, tissue paper I can use a split in to allow movement in my design I know card is stronger than paper I know I need to wash my hands when preparing food I can mix, stir and chop items when baking and cooking. I know vocabulary associated with textures of food e.g. lumpy, smooth, crunchy. I know changes that happen to food when it is exposed to hot and cold temperatures. I know how to use scissors safely. I can cut along a straight line. I can cut along a wavy line. I can join two items using tape. I can use glue to fix items together I can roll, cut and flatten clay using rolling pins, cutters or my hands. I know that some materials are better for building with than others- waterproof materials, card is stiffer than paper I know that I can adapt and change something I have made. I can talk about what I have made and say what I like and what was difficult to do. I can discuss my models using language including join, build, shape, longer, shorter, heavier and lighter. I know how to draw a plan. I can work with a friend, sharing ideas. I can weave using pieces of fabric or pipe cleaners. 	<ul style="list-style-type: none"> To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. <ul style="list-style-type: none"> To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider. To know that wheels need to be round to rotate and move. <ul style="list-style-type: none"> To understand that for a wheel to move it must be attached to a rotating axle. To know that an axle moves within an axle holder which is fixed to the vehicle or toy. To know that the frame of a vehicle (chassis) needs to be balanced. To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles. To know that a blender is a machine which mixes ingredients together into a smooth liquid To know that a fruit has seeds. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). To know that 'joining technique' means connecting two pieces of material together. <ul style="list-style-type: none"> To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes. To know that in Design and technology we call a plan a 'design'. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look. To know that sewing is a method of joining fabric. To know that different stitches can be used when sewing. To understand the importance of tying a knot after sewing the final stitch. <ul style="list-style-type: none"> To know that a thimble can be used to protect my fingers when sewing.
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<p>Music</p>	<p>Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with the music</p>	<p>Term 1 Harvest festival performance</p> <p>Term 2 Diwali songs and dances Firework dance Nativity performance</p> <p>Term 3 Goldilocks- create sounds for different parts of the story? Would a drum be good to use when Goldilocks is sneaking into the house?</p> <p>Term 4 Use a selection of dried peas or beans to make shakers and noisemakers Learn the Gingerbread Man Songs and Rhymes with the children</p> <p>Term 5 Learn The Hungry Caterpillar song and play instruments alongside it Listen to 'Fairy music' and create our music based on it Watch then create our own bug dance</p> <p>Term 6 Move around to elephant music and create own elephant dance Listen to the reduce, reuse, recycle song Watch clips of children going on a march to save the planet. Come up with a class chant and go on a march around the school with a banner.</p> <p>Ongoing Performance stage in outdoor area Musical instruments Songs and rhymes during the day CD player and a variety of songs and poetry</p>		<p>music, dance, tempo, move, Diwali, celebration, traditional, harp, flute, trumpet, cymbals, tambourine, call, response, drum, rhythm, beat, instrument, sleigh bells, actions, action songs, voice sounds, body percussion, voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, loudly, quietly, environmental sounds, pitch, middle, nature sounds, actions, action songs, sign language, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, whistle, triangle, siren, cello, perform, performance, audience,</p>	<ul style="list-style-type: none"> • I know 10 nursery rhymes by heart. <ol style="list-style-type: none"> 1. Grand Ole Duke of York 2. Hickory Dickory Dock 3. London Bridge is Falling Down 4. Mary, Mary Quite Contrary 5. Pat-a-cake 6. Little Miss Muffet 7. Incy Wincy Spider 8. Diddle Diddle Dumpling 9. Row your Boat 10. Old MacDonald • I know and join in with familiar worship songs. <ol style="list-style-type: none"> 1. Here I am to Worship 2. Away in a Manger 3. Harvest Samba • I know I need to hit a triangle and xylophone and shake a maraca to create a sound • I know how to clap the pulse (beat) • I know the names the percussion instruments- triangle, xylophone, drum, tambourine, bell and cymbal • I can talk about music I have heard and say what I like and don't like. • I know that performance is sharing music with others. • I know that during Diwali celebrations moving to music is part of a celebration. • I can create my own music. • I know that pitch is how high or low a sound is. • I can say whether a sound is long or short • I know a xylophone can make a low pitch and high pitch sound 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
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