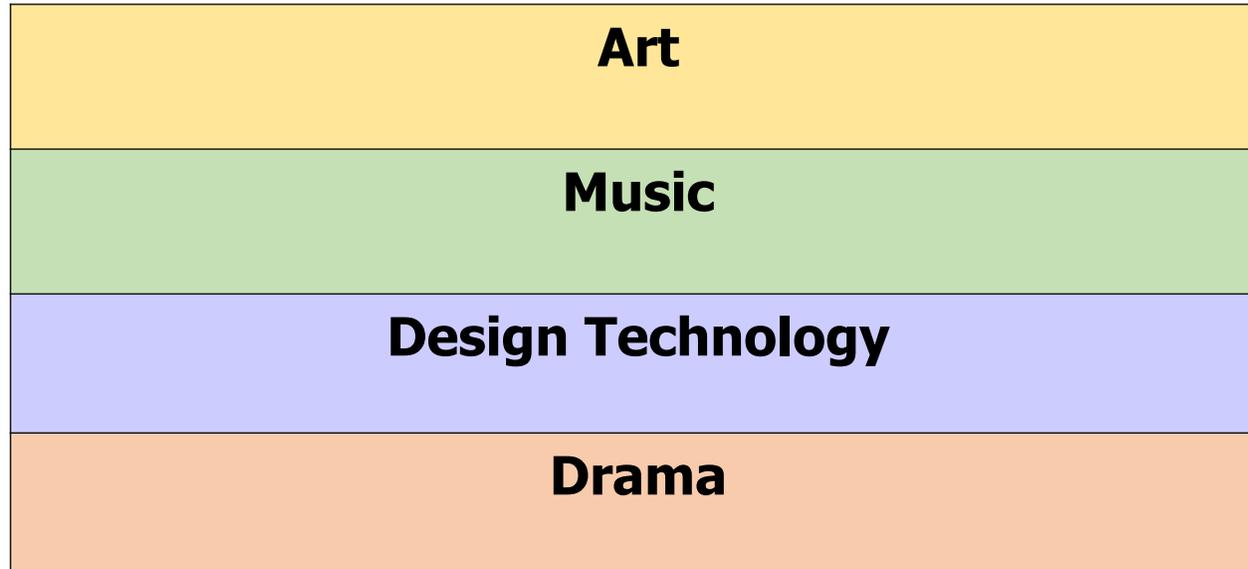


Expressive Arts and Design at Newfield

Skills Framework

The Expressive Arts and Design Framework has four areas



Art Strand

Pathfinders

Explore a range of media and materials using senses

Notice and explore materials in different colours

Notice and explore materials in different textures

Express preferences for colours or textures

Pay attention to marks produced

Pay attention to images and art work produced by others

Band 1

Makes choices from a range of materials

Makes choices from a range of colours

Makes choices from a range of textures

Uses tools to explore media

Begin to apply media to different surfaces

Handle and explore materials with contrasting textures

Make marks with independence

Band 2

Communicate preference for a colour or texture

Communicate preference for a picture when shown a selection

Make marks with crayon, coloured pencil or chalk

Make intentional marks

Apply colour within a given area

Applies colour with a tool with purpose and intent

Use messy play materials creatively

Recognise own work from selection

Explore the quality of paper (scrunch, tear) and use different textures of paper

Band 3

Select colour that makes sense for the purpose

Begin to draw shapes with definition

Make marks on a range of surfaces and textures adapting to the media used

Know and request colours by names

Begin to mix colours together

Communicate what is in a picture they can see

Explore 3D materials and create shapes using a range of techniques

Explore creating collage with a wide range of materials

Band 4

Know how to create work with more than one colour

Be able to mix colours together to create a different colour

Explore creating different effects with colour e.g. mixing, layering

Copy shapes and images in own work

Know how to create pattern in collage

Know how to use tools for drawing including colouring

Select own work to contribute to a sketch book

Begin to express preferences in the art work of others

Identify colours used by other artists

Band 5

Know the difference between light and dark colours

Mix colours to create light and dark versions

Assign a name to own work or an image they have created

Begin to use shading in drawing

Know how to apply paint with tools correctly

Know how to adhere collage materials correctly

Know some different art techniques and recognise them in the work of others

Band 6

Know what colours to mix to achieve a different colour

Know how to change colour and select the create technique for the purpose e.g. add white to make light, layer to make dark

Use a range of media creatively to produce original work

Explain why a collage material has been selected

Build up a sketch book of own work and ideas

Use 3D media to produce own work and be able to evaluate this

Know the names of artists and express preferences about their work

Communicate what they like about an image or art work

Music Strand

Pathfinders

Knows where a sound is coming from and can locate the source of the sound
Know how to operate an instrument or piece of equipment to produce a sound
Respond to sounds created or different music showing preference
Shares attention with a partner on the object making the sound
Knows how to operate an instrument/ equipment to create an effect
Engage coactively with a partner to create a sound

Band 1

Explores a range of untuned instruments to create sounds
Responds to music by moving body
Coactively moves to music
Intentionally uses cause and effect to create specific sounds
Explores instruments by playing them in different ways e.g. loudly and quietly, fast and slow
Makes choice of song/ music
Listen to music and indicate whether they would like to hear it again or not

Band 2

Independently moves to music
Responds to music indicating awareness of tempo or mood of music
Coactively listen to music from a range of genres
Know how to play an untuned instrument correctly
Know how to create sounds on a tuned instrument
Participate in performing music in own class
Coactively plays instruments in different ways (tempo, volume)

Band 3

Creates own dances to music
Listen and respond to music from periods in history and from other cultures
Coactively play an untuned instrument in time to music
Participate in performing music to another class
Knows how to play instruments when given direction e.g. play it loudly
Sing or/ sign along to familiar songs
Request preferred songs

Band 4

Follows a sequence of dance steps when performing
Knows how to follow notation to create music with support
Coactively play an untuned instrument in time to music
Knows which untuned instrument would best suit a piece of music and use to accompany
Participate in performing music to a wider audience with adult support
Learn and perform new songs
Knows different genres of music and express a preference

Band 5

Knows how to play an untuned instrument in time to a piece of music independently
Know how to follow notation to play a tuned instrument
Perform a piece of music to an audience without help
Use own voice to sing to a backing melody
Know music from different periods in history
Be able to identify different composers
Communicate what they like about a piece of music
Know and identify different instruments in a range of compositions
Create a tune of own composition

Design Technology Strand

Pathfinders

Copy actions when demonstrated by an adult

Activates toys or equipment using cause and effect

Uses construction toys coactively with an adult demonstrating shared attention

Knows the function and purpose of everyday objects

Manipulate items to join or pull apart

Band 1

Knows how to use everyday objects in relation to themselves

Know the purpose of common products

Know a single property of an object e.g. colour, size, shape, texture

Use simple construction kits with help

Explores a range of materials to develop awareness of their properties

Explore ways of combining and joining materials

Explore different tools with support

Recognise own work

Know and recognise some common kitchen utensils

Band 2

Know and communicate what they like or do not like when shown a range of items

Know 2 properties of an object e.g. colour, shape, texture

Use simple construction kits independently

Use materials to create projects with help

Know how to join materials with help

Use simple tools safely with support

Use simple vocabulary to describe what they have made

Know how to use kitchen utensils with support

Safely and hygienically get ready for food preparation with support

Band 3

Know what the colours and features are of a particular object

Communicate what they like best in a design

Use more complex constructions kits with help

Select which materials to use for a purpose

Know different methods of getting materials to adhere

Use simple tools safely independently

Communicate what works or does not work in an item or a design

Knows and follows kitchen safety rules with support

Follows a simple recipe with support

Band 4

Try a range of similar items and know which is more attractive

Try a range of similar items and know which is more functional

Use more complex construction kits independently

Know the properties of different types of materials

Know how to join materials together independently

Know the names and functions of a range of tools

Know what could be improved about a design

Knows and follows kitchen safety rules independently

Follow a simple recipe independently

Band 5

Knows how to make a design more attractive

Knows how to make a design more functional

Explain to others why something has been designed in the way it has

Know which construction kit is best for a specific purpose

Explain why material has been selected in relation to it's function

Know how to select the best method of adhering or joining materials independently

Know how safely and independently choose and use the right tools for the job

Know how to use evaluation in future design

Know how to use kitchen tools and equipment safely

Can prepare a simple savoury meal

Understand that food grows and is produced at different seasons

Drama Strand

Pathfinders

Draws attention to self, gain adults attention

Participate in activities with shared attention

Produce sounds, action or movements which are directed towards another person

Responds to sounds, visuals and movement with interest

Band 1

Perform creatively (music, dance or acting) in own class

Participate with help in role play activities

Create items needed to carry out a performance with help (e.g. props, scenery)

Give attention to others performance

Know some of the key vocabulary related to performance e.g. dance, costume, play, concert

Band 2

Perform creatively to a familiar audience

Create characters in make believe/ role play situations

Independently create items for set, props and costumes

Indicate preferences about the performances of others

Know how to describe performance styles e.g. funny, sad, energetic

Band 3

Perform creatively (music, acting or dance) to a wider audience

Use imagination to develop and extend characters in role play

Contribute own ideas in relation to set, props and costumes

Express views on the performance of others and suggest how it could be improved

Know and use correct technical language related to performance e.g. audience, characters, interval, acts and scenes