



## Expressive Arts & Design

### ***Creative expression***

#### **Art and design**

- 2CEa.01 Respond to natural, made and imaginary worlds through play and by making art and design, for example, visit a forest and then collaborate to paint or construct their own miniature forest.
- 2CEa.02 Respond to still and moving images individually and collaboratively through imaginative ideas and play, for example, individually look at photographs, illustrations and videos clips of the moon and then collaborate to create a pretend spacecraft for a visit to the moon.
- 2CEa.03 Find out about and respond to examples of art and design, including from the local and national context, for example, meet a local artist or craftsperson, discovering what they make and how they make it.
- 2CEa.04 Play with and learn how to use a selection of art and design tools and materials with greater control, for example, practise mixing three primary colours in different combinations.
- 2CEa.05 Talk about the visual and tactile qualities of items that they discover and play with, as a starting point for new ideas, for example, talk about the different patterns on the coats and skins of various animals before designing a pattern for an imaginary creature.
- 2CEa.06 Talk about and respond to examples of art and design, including from the local and national context, for example, talk about distinctive local buildings near the school (e.g., a place of worship, a domestic house, a shop) and how well their designs match their purpose.
- 2CEa.07 Share their art and design with others and respond to others' work, for example, ask peers questions about what they have made and make suggestions about what they might try next.
- 2CEa.08 Make art and design individually using tools and materials for a purpose, for example, design and make a card to give to a family member on a special occasion.
- 2CEa.09 Collaborate to make art and design, for example, make a display to welcome visitors to the setting.
- 2CEa.10 Make some considered changes to their art and design, for example, add more detail to a model after talking about it with an adult or peer.

#### ***Music***

- 2CEm.01 Listen to and enjoy a wider range of live and recorded music, including from the local and national context.
- 2CEm.02 Engage in focused listening to music, for example, by sitting quietly or concentrating on joining in on time.
- 2CEm.03 Recognise and respond to the pulse of different pieces of music with appropriate and coordinated movements.
- 2CEm.04 Describe the dynamics (loudness), tempo (speed) and pitch of sounds, recognising the terms *strong/soft*, *fast/slow* and *high/low* as a spectrum.
- 2CEm.05 Relate sounds to visuals using reasoning and abstract thought, for example, associate loud, low-pitched sounds with big animals.
- 2CEm.06 Ask and answer questions about musical pieces, for example, why some lyrics in a song are sung more slowly than others.
- 2CEm.07 Share musical choices and preferences.
- 2CEm.08 Engage with a range of musical activities, for example, use percussion instruments, sing rhymes and songs in English and in their home language from memory.
- 2CEm.09 Sing songs and rhymes in unison, pronouncing words clearly and with some accuracy of melodic shape.
- 2CEm.10 Sing songs following a pulse and at different speeds, for example, fast or slow.
- 2CEm.11 Begin to maintain melodic shape and pulse when singing while tapping their body or playing an instrument to a steady pulse.
- 2CEm.12 Contribute positively and confidently to group activities, sharing musical ideas.
- 2CEm.13 Provide and apply sound effects and other musical ideas independently to accompany a range of stimuli (e.g., story, song, drama), exploring musical elements such as different dynamics (loudness).



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2CEm.14 Create their own musical ideas using instruments, objects and body percussion, for example, represent the variety of sounds made by water.
2CEm.15 Improvise freely in structured activities, focusing on particular musical elements, for example, tempo (speed).
2CEm.16 Show consideration for others when making music, and handle and store instruments safely.
<b><i>Dance</i></b>
2CEda.01 Use their body with increasing control and move around different spaces safely.
2CEda.02 Perform gross and fine motor movements in time and in sequence to music.
2CEda.03 Interpret music by moving in responsive ways, for example, movements to reflect happy, sad or relaxed music.
2CEda.04 Change movements to match the dynamics (loudness), tempo (speed) and pitch of different sections of a piece of music.
2CEda.05 Work in small groups to share and develop creative dance ideas, for example, listen to a piece of music and represent the mood through movement.
2CEda.06 Begin to give and receive supportive feedback (verbal and demonstrative), for example, how to improve a part of their own or others' dance.
2CEda.07 Use various props safely and creatively when dancing.
<b><i>Drama</i></b>
2CEdr.01 Use appropriate language and actions in group activities to enact familiar real-life situations, for example, visiting the dentists' surgery.
2CEdr.02 Represent familiar processes using a sequence of different movements and sounds, for example, a seed growing into a tree, getting dressed.
2CEdr.03 Explore a fantasy place or world of their own creation, introducing characters and some narrative into their play.
2CEdr.04 Begin to take on the role of a character through the way they speak and move to enact a scene from a familiar story as part of a group.
2CEdr.05 Help to create and play in different role-play areas based on their own experiences, for example, supermarket, doctors' surgery.