



## Expressive Arts and Design

Birth to 5 Matters [Range 4 (24-36 months), Range 5 (36-48 months), Range 6 (48-60 months, 60-71 months)]

Development Matters [Birth to three, 3 and 4 year olds, Children in Reception]

National Curriculum [Year 1]

**EYFS Statutory Framework:** *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.*

ELG: **Creating with Materials** Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories.

ELG: **Being Imaginative and Expressive** Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

	Preschool	Nursery	Reception	KS1 Links
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>- Creates sounds by rubbing, shaking, tapping, striking, or blowing</li> <li>- Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g., loud/quiet, fast/slow</li> <li>- Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>- Explore paint, using fingers and other parts of their bodies as well</li> </ul>	<ul style="list-style-type: none"> <li>- Taps out simple repeated rhythms</li> <li>- Develops an understanding of how to create and use sounds intentionally</li> <li>- Continues to explore colour and how colours can be changed</li> <li>- Uses various construction materials, e.g., joining pieces, stacking vertically and horizontally,</li> <li>- Uses tools for a purpose</li> <li>- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>- Develop their own ideas and then decide which materials to use to express them.</li> <li>- Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>- Makes music in a range of ways, e.g., plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>- Develops their own ideas through experimentation with diverse materials, e.g., light, projected image, loose parts,</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils should be taught:               <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>- about the work of a range of artists, craft makers and designers,</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>- as brushes and other tools.</li> <li>- Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>- Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> </ul>	<ul style="list-style-type: none"> <li>- watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g., movement, dance, drama, music, and the visual arts</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>- describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Design (design purposeful, functional, appealing products for themselves and other users based on design criteria)</li> <li>- Make (select from and use a wide range of tools, equipment, materials and components)</li> <li>- Evaluate (existing products and their own ideas and products)</li> <li>- Technical knowledge</li> </ul>
<p><b>Being Imaginative and Expressive</b></p>	<ul style="list-style-type: none"> <li>- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>- Use their imagination as they consider what they can do with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>- Remember and sing entire songs.</li> <li>- Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	<ul style="list-style-type: none"> <li>- Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>

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	<ul style="list-style-type: none"><li>- Joins in singing songs</li><li>- Respond emotionally and physically to music when it changes.</li></ul>	<ul style="list-style-type: none"><li>- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>- Create their own songs or improvise a song around one they know.</li><li>- Continues to explore moving in a range of ways, e.g., mirroring, creating own movement patterns</li><li>- Enjoys joining in with moving, dancing and ring games</li></ul>	<ul style="list-style-type: none"><li>- Develop storylines in their pretend play.</li><li>- Begins to build a collection of songs and dances</li></ul>	<ul style="list-style-type: none"><li>- experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>
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