

Expressive Arts and Design

EYFS Area of learning		Where this is found in the curriculum planning
Creating with Materials	<ul style="list-style-type: none"> -Explores different materials freely, in order to develop his/her ideas about how to use them and what to make -Is developing his/her own ideas and is then able to decide which materials to use to express them -Can join different materials and explore different textures -Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects -Is drawing with increasing complexity and detail, such as representing a face with a circle and including details -Uses drawing to represent ideas like movement or loud noises -Explores colour and colour-mixing -Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings -Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them -Creates collaboratively sharing ideas, resources and skills -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. 	<p>We're Going on a Bear Hunt, Biscuit Bear, Autumn</p> <p>Naughty Bus, How to find a fruit bat How to find a fruit bat, Biscuit Bear</p> <p>Blue Penguin, Kings and Queens Initial drawing activities, Oh No George, People Who Help Us Who can draw a recognisable picture?</p> <p>Initial drawing activities, Dinosaurs, Jolly Postman, Anna Hibiscus, Australia, Errol's garden Who can draw a recognisable face/person? Anna Hibiscus Initial observations, Oh no George, Look inside Space, Spring/Easter, Who can name colours?</p> <p>Oh no George, Anna Hibiscus, Anna Hibiscus, Australia, Blue Penguin, The train ride, Kings and Queens Spring/Easter, Dinosaurs</p> <p>How to find a fruit bat, No Dinner, The Train Ride</p> <p>How to find a fruit bat, Anna Hibiscus, Anna Hibiscus, Australia, The train ride, Spring/Easter, Dinosaurs, Kings and Queens, Blue Penguin How to Find a Fruit Bat, The train ride, Errol's garden, Kings and Queens The Gigantic Turnip, The Very Hungry Caterpillar</p>
Being Imaginative and Expressive	<ul style="list-style-type: none"> -Takes part in simple pretend play, using an object to represent something else even though they are not similar -Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc -Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park -Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc -Listens with increased attention to sounds -Responds to what he/she has heard, expressing his/her thoughts and feelings -Is able to remember and sing entire songs -Can sing the pitch of a tone sung by another person ('pitch match') -Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs -Is able to develop storylines in his/her pretend play -Is able to create his/her own songs, or improvise a song around one he/she knows -Plays instruments with increasing control to express his/her feelings and ideas -Listens attentively, moves to and talks about music, expressing his/her feelings and responses -Watches and talks about dance and performance art, expressing his/her feelings and responses -Sings in a group or on his/her own, increasingly matching the pitch and following the melody -Is able to develop storylines in his/her pretend play -Explores and engages in music making and dance, performing solo or in groups -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. 	<p>We're Going on a Bear Hunt, Oh no George,</p> <p>We're Going on a Bear Hunt, Naughty Bus Who can develop a simple story line using small world equipment? Naughty Bus</p> <p>Hello Friend, Biscuit Bear, Anna Hibiscus Music Sessions Hello Friend, Oh No George, Biscuit Bear, Here's a little poem, The Very Hungry Caterpillar, Music Sessions Autumn weeks 1&2, Music Sessions/ Nativity/ Songtime Who joins in with Nursery Rhymes? Music Sessions Music Sessions Oh no George</p> <p>Music Sessions, Music Sessions Music Sessions PE - Dance Sessions Music Sessions Music sessions The way back home Who takes part in role play with other children? Music Sessions, Here's a little poem, The Very Hungry Caterpillar</p> <p>Jack and the Beanstalk, What the Ladybird Heard, Commotion in the Ocean Music Sessions Here's a little poem, The Very Hungry Caterpillar, Commotion in the Ocean, Music Sessions</p>