

Expressive arts and design

Educational Programme - statutory guidance

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.

We will achieve this by supporting the children to-

- Develop a love of exploring and playing with a range of different media and materials e.g paint, pens, natural materials, recycling materials, loose parts etc
- Express their own ideas, observations and feelings about the world around them.
- Share their creations with others and talk with pride about what they have explored.
- Develop a love of being imaginative and expressive,
- Create stories with their peers and teachers, adapting their ideas as they go
- Make and create pieces and props using different resources to express an idea
- Perform songs, rhymes and dances to an audience

EYFS Area of learning	Autumn	Spring	Summer
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 <p>ELG-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<ul style="list-style-type: none"> -Can join different materials and explore different textures -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 -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 -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 <p>ELG-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>ELG-Share their creations, explaining the process they have used;</p>	<ul style="list-style-type: none"> -Can join different materials and explore different textures -Is drawing with increasing complexity and detail, such as representing a face with a circle and including details -Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them -Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings <p>ELG-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>ELG-Share their creations, explaining the process they have used;</p> <p>ELG-Make use of props and materials when role playing characters in narratives and stories.</p>
Vocabulary	Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark, colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat, print, design		
How this is covered:	<ul style="list-style-type: none"> -Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes -Knows some colour words - primary colours -Drawings have some resemblance to people, objects -Choose colour for a purpose -Draw around the outline of a shape -Talk about what they are drawing -Make simple marks based on own experiences -Form prints with simple objects - leaf, hand -Use paints and brushes to make simple marks -Use fingers, hands, cardboard in paint to make marks -Can cut snips of paper 	<ul style="list-style-type: none"> -Choose and stick different papers to layer - Joins objects together -Experiments with colour and texture -Articulate what they are drawing to an adult -Develop language of colour (secondary colours) and mix colours to make new colours -Create a simple collage -Use paints and brushes to make a range of marks - dots, dabs, zig zags, wavy -Uses a wide range of tools with greater accuracy to shape, assemble and join materials - glue, tape, scissors, string 	<ul style="list-style-type: none"> -Use variety of art tools with greater accuracy -Produce recognisable drawings of people and objects -Draw with precision around the outline of shapes -Make marks using shape and pattern on a range of surfaces -Develop simple patterns by printing with objects using range of materials -Use fabrics to weave -Use scissors along straight and curved shape -Build and join 3D structures using a range of materials for a specific purpose -Experiments with colour, design, texture and function -Uses a wide range of tools with greater accuracy to shape, assemble and join materials - glue, tape, scissors, string, staples, clips, weaving -Sort materials by colour and texture
Checkpoints	<ul style="list-style-type: none"> -Enjoy mark-making opportunities. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Use objects as representations in pretend play, e.g. a cuboid block as a telephone. -Use blocks/construction toys to build "small worlds" e.g. a pen on a farm. -Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). -Talk about what they like or could improve about what they have created. -Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it. -Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait. 	<ul style="list-style-type: none"> -Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. -Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. -Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. -Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy". 	<p>ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG - Share their creations, explaining the process they have used.</p> <p>ELG - Make use of props and materials when role playing characters in narratives and stories.</p>

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EYFS Area of learning	Autumn	Spring	Summer
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 	<ul style="list-style-type: none"> -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 -Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc -Responds to what he/she has heard, expressing his/her thoughts and feelings ELG- Invent, adapt and recount narratives and stories with peers and their teacher 	<ul style="list-style-type: none"> -Responds to what he/she has heard, expressing his/her thoughts and feelings -Explores and engages in music making and dance, performing solo or in groups ELG- Invent, adapt and recount narratives and stories with peers and their teacher; ELG- Sing a range of well-known nursery rhymes and songs; ELG- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.
Vocabulary	Instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs, retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo, rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, fast, slow, instrument, sounds		
How this is covered:	<ul style="list-style-type: none"> -Build and stack objects -Build with a purpose in mind -Use simple tools to shape, assemble and join materials - glue, paste, scissors, tape -Carve and make shapes into modelling materials -Sort materials by colour -Sing simple rhymes and clap to a song -Tap a beat -Move to music -Uses realistic toys in pretend play -Use technological toys to move in various directions 	<ul style="list-style-type: none"> -Creates own music when using instruments -Uses a range of objects (real, pretend, abstract) to imitate play -Complete a simple program on a computer. 	<ul style="list-style-type: none"> -Follow rhymes and patterns using voice and instruments -Act out a drama to an audience. -Use a range of technological tools
Checkpoints	<ul style="list-style-type: none"> -Respond to music with movement. -Request a favourite song/rhyme. -Know and join in with some nursery rhymes or favourite songs and poems. -Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. -Develop storylines through small-world or role-play. -Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. -Keep a beat using a musical instrument or body percussion. -Perform familiar sings/rhymes in small groups. -Participate in collaborative, creative activities, sometimes initiated by an adult e.g. giant artwork, building a pirate ship with blocks. -Retell parts of familiar stories through use of puppets, toys, masks or small-world. 	<ul style="list-style-type: none"> -Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster". -Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. -Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect. -Create more complex narratives in their pretend play, building on the contributions of their peers. -Organise themselves into collaborative creative opportunities (role play, performance, artwork). 	<ul style="list-style-type: none"> ELG - Invent, adapt and recount narratives and stories with peers and their teacher. ELG - Sing a range of well-known nursery rhymes and songs. ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.