



Expressive Arts and Design (Creating with Materials) in EYFS

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS EAD Educational Programme (Statutory)

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.

EYFS EAD (Art) Skills

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<p>Mark Making and Drawing</p> <ul style="list-style-type: none"> • Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). • Selects coloured drawing implements for a purpose. • Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. • Use and begin to control a range of media (E.g. Uses drawing tools to make marks, lines and curves.) • Draws accurate representations of people and objects. • Draw on different surfaces and coloured paper. • Produce lines of different thickness and tone using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations. 	<p>Painting</p> <ul style="list-style-type: none"> • Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. • Recognise and name the primary colours being used. • Mix and match colours to different artefacts and objects. • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Enjoy using a variety of malleable media such as clay, papier mache, salt dough. • Impress and apply simple decoration. • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. • Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. • Can choose own resources and tools.
<p>Collage</p> <ul style="list-style-type: none"> • Enjoy using a variety of paper to create collage. 	<p>Print making</p> <ul style="list-style-type: none"> • Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. • Develop simple patterns by using objects. • Enjoy using stencils to create a picture. 	<p>Responding to art and work of other artists</p> <ul style="list-style-type: none"> • Look and talk about what they have produced, describing simple techniques and media used.

EYFS EAD (DT) Skills

<p>Food and Nutrition</p> <ul style="list-style-type: none"> • Begin to understand some food preparation tools, techniques and processes • Practise stirring, mixing, pouring, blending • Discuss how to make an activity safe and hygienic • Discuss use of senses • Begin to understand need for variety in food (healthy and unhealthy foods) • Begin to understand that eating well contributes to good health • Talk about likes and dislikes. 	<p>Design</p> <ul style="list-style-type: none"> • Select appropriate resources • Provide opportunities to work together to develop and realise creative ideas. • Use gestures, talking and arrangements of materials and components to show design (Encourage them to think about and discuss what they want to make.) • Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<p>Make</p> <ul style="list-style-type: none"> • Construct with a purpose, using a variety of resources • Use simple tools and techniques • Build / construct with a wide range of objects • Select tools & techniques to shape, assemble and join • Replicate structures with materials / components • Discuss how to make an activity safe and hygienic • Record experiences by drawing, writing, voice recording • Understand different media can be combined for a purpose
<p>Evaluate</p> <ul style="list-style-type: none"> • Dismantle, examine, talk about existing objects/structures • Think about some of the risks when making and practise some appropriate safety measures independently • Talk about how things work • Look at similarities and differences between existing objects / materials / tools • Describe textures • Discuss problems and how they might be solved as they arise. • Reflect with children on how they have achieved their aims. 	<p>Technical Knowledge</p> <ul style="list-style-type: none"> • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Provide a range of materials and tools and teach children to use them with care and precision. 	

Development Matters (Non Statutory)

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

<p>Assessment (Art Skills):</p> <ul style="list-style-type: none"> • Can children talk about their own work? • Can children use tools accurately? • Can children mix colours to get desired shade? • How do children use colour, design and texture to create their pieces? 	<p>Assessment (DT Skills):</p> <ul style="list-style-type: none"> • Can children discuss what they want to make? • Can children work independently, choosing their own materials and tools? • Can children reflect on their product, talking about any issues they encountered and how these were overcome? •
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Vocabulary:

Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, print, art, techniques (Art Skills)

Plan, ideas, design, make, build, construct, join, shape, tools, change, like, dislike, different, improve, healthy, unhealthy, fruit, vegetable, clean, safe, ingredients, cut, sew (DT Skills).

ELG – Creating with Materials (Statutory)

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.

KS1 National Curriculum

- Use a range of materials creatively to design and make products
- To use drawing, painting, sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques using colour, pattern, line, texture, shape, form and space
- About the work of a range of different artists, craft makers, and designers describing the differences and similarities between different practices and disciplines, and making links to their own work.

Autumn 1 – Me and My Community / Exploring Autumn	Autumn 2 – Dangerous Dinosaurs / Sparkle and Shine	Spring 1 – Once upon a time / Puddles and Rainbows
<ul style="list-style-type: none"> • Self Portraits (paint) • Drawings of 'my family.' • Making bread (The little red hen) • Leaf rubbings • Leaf imprints – playdough • Hedgehog models (playdough, pasta and googly eyes) 	<ul style="list-style-type: none"> • Mod rock to build a class volcano for the small world area. • Dinosaur fossils (clay) • Dinosaur drawings • Stencils – dinosaur and Nativity themed • Diva lamps (clay) • Threading beads – Christmas bracelets • Collage – Christmas cards, wreath making, Christmas decorations. • Printing (designing Christmas bags) 	<ul style="list-style-type: none"> • Building bridges (constructing models using a range of materials). • Royal workshop (creating collaboratively, sharing ideas and resources to make products such as swords, shields, crowns, plates and jewellery). • Fantasy homes – building homes for fairy tale characters using junk modelling. • A coach for Cinderella (explore, build and play with a range of resources and construction kits). • Making food for our Fairy Tale Ball. • Rainmakers – create a rainmaker using different materials and decorate (constructing using a range of materials and creating collaboratively). • Colour matching – using primary and other coloured paint and a range of methods to make different colours. • Puddle painting (sharing creations and explaining techniques) • Rainbow dens – Building dens out of colourful material (adapting and refining their work as they construct and make).

Spring 2 – Big Wide World / Splash	Summer 1 – Sunshine and Flowers / Shadows and Reflections	Summer 2 – Moving on
<ul style="list-style-type: none"> • Design and make a vehicle • Design and make an animal mask. • Pattern time (Aboriginal art – discuss similarities and differences in their own work and other’s work) • Transitional art (using natural materials and loose parts to make 2D and 3D art) • Buildings around the world (construct simple structures and models using a range of materials). • Preparing and tasting food from around the world • Floating and sinking – making boats (creating collaboratively) • Graffiti art (using primary and other coloured paint and a range of methods of application). • Waterfalls (adapting their work as they are constructing and making). • Water runs (creating collaboratively). • Foamy paint (using primary and other coloured paint and a range of methods of application). • Drip painting • Races – wind up toys in the water tray (name and explore a range of everyday products and begin to talk about how they are used). 	<ul style="list-style-type: none"> • Flower art (Different types of line include thick, thin, straight, zigzag, curvy and dotted) • Crop protectors (making scarecrows) • Making sun hats • How many shades of yellow can you make? • Sun art – using loose parts, create artwork of the sun • Homes for who? (making homes for different garden animals) • Summer tech • Making a summer fruit salad • Symmetrical patterns (Display the Symmetrical pattern cards, maths mirrors and a range of loose part resources, including shells, pasta, lentils and beads for the children to make patterns.) • Symmetrical buildings 	<ul style="list-style-type: none"> • Frame it! Create their own picture frames to display photos from their favourite time this year. • One more step - step into the paint and walk on the paper to create a footprint trail • Mazes - Provide Lego or Duplo boards and bricks and marbles. Challenge the children to create a maze for the marble to move along. • Building together

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EYFS EAD (Music) Skills

Listen and Respond

- Give children an insight into new musical worlds.
- Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.
- Invite musicians in to play music to children and talk about it.
- Encourage children to listen attentively to music.
- Discuss changes and patterns as a piece of music develops.
- Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.
- Provide related costumes and props for children to incorporate into their pretend play.

Share, Create and Perform

- Explore and engage in music making, performing solo or in groups.
- Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.
- Play movement and listening games that use different sounds for different movements.
- Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.
- Play music with a pulse for children to move in time with and encourage them to respond to changes.
- Encourage children to create their own music.
- Record and watch back a performance.
- Perform to an audience

Singing

- Play pitch-matching games, humming or singing short phrases for children to copy.
- Use songs with and without words – children may pitch match more easily with sounds like ‘ba’.
- Sing call-and-response songs, so that children can echo phrases of songs you sing.
- Introduce new songs gradually and repeat them regularly.
- Sing slowly, so that children can listen to the words and the melody of the song.

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Assessment Can children recognise changes in music? Can children move in time to a pulse? Can children learn songs and follow the melody?
Vocabulary: Nursery rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, tempo, pace, style, compose, perform
ELG – Being Imaginative and Expressive (Statutory)
Children at the expected level of development will: <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher (See Literacy Long Term Plan – T4W); • 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.
KS1 National Curriculum
Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

Charanga!

Autumn 1 – Me!	Autumn 2 – My Stories / Christmas Performance	Spring 1 – Everyone
<ul style="list-style-type: none"> • Find the pulse. • Copy-clap the rhythm of names. 	<ul style="list-style-type: none"> • Find the pulse as one of the characters from the song. • Copy-clap the rhythm of small phrases from the songs. • Explore high pitch and low pitch in the context of the songs. • Perform to an audience. 	<ul style="list-style-type: none"> • Invent ways to find the pulse. • Copy-clap some rhythms of phrases from the songs. • Explore high pitch and low pitch in the context of the songs
Spring 2 – Our World	Summer 1 – Big Bear Funk	Summer 2 – Reflect, Rewind and Replay
<ul style="list-style-type: none"> • Find the pulse and show others your ideas. • Copy-clap some rhythms of phrases from the songs. • Explore high pitch and low pitch using the images from the songs. 	<ul style="list-style-type: none"> • Find a funky pulse. • Copy-clap 3 or 4 word phrases from the song. 	<ul style="list-style-type: none"> • Revise existing. • Perform to an audience.

