

EYFS Expressive Arts and Design Overview

Early Learning Goals:

ELG: Creating with Materials	ELG: Being Imaginative and Expressive
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

Assessing a Knowledge Rich Curriculum:

Skills Exploring and using media and materials:	Skills Being imaginative:
<p>Children can draw an object from observation. Children can print independently to create a pattern or image. Children can paint using a variety of brushes. Children can evaluate and adapt their creations. Children can refine ideas and develop their ability to represent ideas. Children can create collaboratively by sharing ideas, resources and skills.</p>	<p>Tap a beat/ clap in time to a piece of music/simple song. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Can think flexibly and generate ideas. Can give alternative suggestions and identify improvements.</p>
Knowledge	Knowledge
<p>Knows how to explore different materials and how to make a variety of representations. Knows how to use glue, masking tape, hammers, nails, paperclips and split pins. Children will know the names of artists Henri Matisse, Van Gough, Andy Goldsworthy and Moore. Children will listen to a range of music genres and know which music they like and dislike. Children will know music from pop, rock, country, blues, classical and jazz). Know how to sing entire songs. Knows how to match pitch, knows how to sing a melodic shape (moving melody such as up and down) Know how to play a simple instrument to express feelings. Children will know how to use paint, pastel, clay, play dough. Children will know how to create a piece of transient art. Children know the primary colours and know how to mix two colours to make a secondary colour. Children know that colour has significance for example red is for danger, green is for go and so on. Children know that there are shades of colour for example bright blue and pale blue.</p>	<p>Children will know how to take part in pretend play using an object to represent something else. Know how to create a role from their experiences (mums and dad, doctors, hairdressers, shop) Children will know who the main character is within a story. Children will be able to retell their own stories using 'helicopter story' techniques - where they act out their own stories selecting the children as cast - they will learn main character, stage, sound effects. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art. Sing in a group or by themselves.</p>

What does it mean?

Children and adults have the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children are multi-modal, using a variety of ways to express and communicate. Creative thinking involves original responses, not just copying or imitating existing artworks. Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation; provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking; and requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensorial, first-hand experiences help us connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. Skills are learned in the process of meaning-making, not in isolation.

Possible Enrichment:

Children are encouraged to tell their stories to adults as adults scribe them. Children then 'act' out their story to the class choosing characters and sound effects and settings. These are known as 'Helicopter Stories'. Artist exploration throughout the year; Henry Moore, Henri Matisse, and Andy Goldsworthy. Theatre shows to visit school for pantomime. Once a term there will be a show - nativity to the school in autumn term, songs to elderly in spring, show to parents in summer.

Resources:

Within continuous provision children have access to play dough, junk modelling, painting, easels and percussion music. Within role play children have access to a puppet theatre, role play props, various small worlds and loose parts play. There is a transient art area that takes inspiration from seasonal natural art and the work of Andy Goldsworthy. The classroom has a well stocked art trolley with a range of resources that children have free access to including: sponges, paint brushes, powder paint, paint, paint spinner, marble printing etc. Children will have access to a range of music genres throughout the year including rock and roll, pop, country and western, classical, jazz, djembe drumming,

SMSC:

- **Spiritual** I show delight and curiosity when creating music / sounds / art and drama. I can respond to how music and art make me feel.
- **Moral** Can I explore how art makes me feel, can I talk about explore and discuss how class art makes me feel. I can take part in cultural celebrations
- **Social** I take interest in visits to local museums and galleries, do I have the chance to experience a wide range of artists from around the world.
- **Cultural** Do I have time to learn about cultural influences that have shaped the heritage

British Values:

- **Democracy** within the early years this is all about making decisions together. We support children to understand that their views count and they should express them. We value each other's feelings and talk about how we feel. Encouraging turn taking, decision making, sharing and collaboration. Children will begin to understand how a decision is made. Children choose their learning and are exploring in an enquiring mind atmosphere.
- **Rule of law** is about understanding rules, managing children's feelings and behaviour. To help this, we help them understand right from wrong, making sure that we have a clear behaviour management system with rewards. Children agree their own rules for their classroom. To understand behaviour and consequences / right and wrong.
- **Tolerance of other religions**, this concentrates on teaching others how you would want to be treated. We create an environment that is inclusive, respecting, views, faiths, cultures and races. We engage with the wider community. Actively involved with parents, grandparents, and cultural celebrations.
- To promote **mutual respect** we promote sharing and respecting opinions. Being right or wrong does not matter. Creating an ethos of inclusivity and tolerance where views and cultures are valued and children are engaged with the wider community.
- **Individual Liberty** – children have freedom for all, focussing on people, communities, self-confidence and awareness. Children need to have a positive sense of self, we provide ways to develop their confidence and self belief in taking risks. Daily small discussions will happen during key moments to support transition or major events. This allows children to express and understand their feelings.