



Early Years Curriculum Expressive Arts and Design

An Overview of Expressive Arts and Design

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.

Expressive Arts and Design in context at The Downley School (TDS):

Pupils at TDS are provided with countless opportunities to engage with Expressive Arts and Design in the Early Years. There are no regular 'inputs', however the environment is set up to encourage pupils to explore and engage with Expressive Arts and Design opportunities in continuous and enhanced provision during child initiated learning time. Practitioners support pupils to develop in this area of the curriculum by carefully monitoring interests and inviting pupils to participate in a range of activities indoors and outdoors. Pupils are provided with opportunities for painting, mark making, junk modelling, constructing, using malleable materials, listening to music, dancing and role play. There are set 'singing' times every day.

Reception begin the year with a 'Home Corner' which is later changed to a role play area, frequently modified around pupils' interests, for example; becoming a garage, hairdressers, space station etc. There are also opportunities in the outdoor area for role play; a stage and music area with dressing up always present, and another role play 'shed' which is set up to reflect interests or current themes.

Each classroom encourages creativity through provision of a designated craft / art area, a malleable area and construction zone. Staff interact with pupils in these areas to support the development of skills and encourage pupils to engage in activities which support their next steps. On occasions interventions are put in place to ensure pupils understand how to use specific resources and tools

Skills	Knowledge
<ul style="list-style-type: none"> • 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 • Listen attentively, move to and talk about music, expressing their feelings and responses • watch and talk about dance and performance art, expressing their feelings and responses • 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 ❖ perform to a wider audience, including parents/carers develop storylines in their pretend play 	<ul style="list-style-type: none"> ❖ remember and sing at least 10 entire nursery rhymes/songs

- Development Matters Statement
- ❖ TDS Statement

Expressive Arts and Design - Early Learning Goals

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. 16
- 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

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Opportunities to support Expressive Arts and Design (EAD) in EYFS

- Where possible, attend performances from other year groups within school.
- Provide opportunities to explore art in nature and create art with natural materials, for example – in forest school.
- Draw on a wide range of music / stories from a variety of cultural backgrounds to extend experiences and to reflect a range of cultural heritages.
- Provide a wide range of interesting materials and inspire exploration.
- Provide opportunities for imaginative movement sessions based on children's interests e.g. – Moving like different types of animal.
- Provide a place where work in progress can be kept safely e.g. – 'Under Construction' display table.
- Talk with children about particular professions that require creativity e.g. - Architects.
- Model and teach skills and techniques associated with tasks children are involved in; for example, show children how to stop paint from dripping from a paintbrush / how to spread glue most efficiently / how to join pieces of a model together most effectively.
- Introduce children to a wide range of music, painting and sculpture.
- Encourage children to express an opinion about 'works of art'.
- 'Resident artist' in the summer term.
- Support children to think about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what a bridge looks like.
- Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'.
- Provide resources for mixing colours, joining things together and combining materials.
- Tell stories with actions, puppets and small world items.
- Provide props for role play and imaginative play. Update these regularly to reflect current interests.
- Provide stimuli for EAD through use of an imaginary event or set of circumstances, e.g. A character 'writing' a letter to pupils / A scene set up from a familiar tale.
- Provide examples of descriptive language through EAD experiences – e.g. 'Rustle', 'Shuffle' etc.
- A well resourced, inviting, music area within the setting.
- Utilise online resources to visually support with singing and dancing.
- Set up 'listening stations' where pupils can experience different types of music.
- Plan for rhyming activities and poem reading.
- Use visual aids when singing nursery rhymes.

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