



# Expressive Arts and Design

## Educational Programme

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.

# Nursery

	Intent	Implementation
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Takes part in simple pretend play using objects to represent items.</li> <li>• Play with small world items to act out and tell stories.</li> <li>• Explores different materials freely (in craft area for example) to make their own creations.</li> <li>• Listen with increased attention to sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide objects that the children can use to represent items in pretend play (such as pinecones in the home corner to be food).</li> <li>• Provide flexible open-ended resources</li> <li>• Provide opportunities to explore scale (long strips of wall paper, child size boxes, differing surfaces.</li> <li>• Encourage talk about what the children can see.</li> <li>• I wonder if.....? Ask lots of questions!</li> <li>• Instruments in Continuous Provision.</li> <li>• Singing as part of daily routine.</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Use blocks and construction kits to make cities, buildings, parks, own imaginary worlds.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Creates closed shapes with continuous lines and uses these shapes to represent objects.</li> <li>• Explores colour and colour-mixing.</li> <li>• Responds to sounds they have heard with thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• As above and...</li> <li>• Listen and understand what children what to create before offering ideas.</li> <li>• Provide, glue, masking tape, hammers, nails, glue guns, paperclips and fasteners.</li> <li>• Small world play, farm animals, jungle animals, adult and baby animals.</li> <li>• Talk to the children about differences between colours.</li> <li>• Phase 1 phonics – exploring the different sounds and sound patterns and syllables.</li> <li>• Follow the interests of the children, giving value to their ideas.</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Joins different materials and explores different textures.</li> <li>• Uses drawing to represent ideas.</li> <li>• Show different emotions in their drawings.</li> <li>• Represents simple objects/people in their drawings.</li> <li>• Remember and sing simple songs.</li> <li>• Begin to match the pitch of an adult singing.</li> <li>• Begin to sing their own songs.</li> <li>• Play musical instruments in their play.</li> </ul>	<ul style="list-style-type: none"> <li>• As above and...</li> <li>• Provide interesting objects to spark interest fir the children to draw.</li> <li>• Look at artists from different countries/cultures.</li> <li>• Active listening activities to encourage listening skills.</li> <li>• Play sound matching games.</li> <li>• Teach pitch (high/low).</li> <li>• Sing and memorise simple songs and rhymes.</li> <li>• Follow the interests of the children.</li> </ul>

## Reception

	Intent	Implementation
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• To explore colour mixing in more detail – making their own colours in their paintings.</li> <li>• Construct and create using a variety of resources.</li> <li>• Sing familiar songs by heart.</li> <li>• Learn new songs, matching the melody and singing along with others.</li> </ul>	<ul style="list-style-type: none"> <li>• As above and...</li> <li>• Provide the primary colours in the art area, plus ways of making them lighter and darker.</li> <li>• Paint pallets to mix their own colours to use.</li> <li>• Variety of brushes and equipment to use.</li> <li>• Provide a range of materials for the children to construct with. (Indoors and Outdoors)</li> <li>• Provide time to learn new songs</li> <li>• Model tapping rhythms, syllables for names of objects, animals.</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• To observe items and copy them in a drawing.</li> <li>• Listen attentively and move to music, expressing their feelings.</li> <li>• Sing on their own or in a group matching to pitch (high/low) and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Plan and make items themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• As above and...</li> <li>• Provide a range of materials and tools and teach independence as they use them.</li> <li>• Explore art in different styles (abstract, observational)</li> <li>• Introduce music from different parts of the world – how they are similar/different.</li> <li>• Watch musicians play and see how the instruments make their sounds.</li> <li>• Sing lots of songs.</li> <li>• Provide props for role play to encourage them to narrate their own stories.</li> <li>• Provide open-ended resources for the children to create their own costumes (deconstructed role play).</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in small groups.</li> <li>• Use different rhythms and timing in their performances.</li> <li>• To make their own music/songs.</li> <li>• When making their own creations they can see ways to improve and notice what they like about other children's creations.</li> <li>• Understand the effect of the changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• As above and...</li> <li>• Provide a variety of instruments and music making resources for the children to use in their play.</li> <li>• Provide time and opportunity for the children to develop their dances and performances (free-flow to stage outdoors).</li> <li>• Model creating pieces of music and encourage the children to make their own.</li> <li>• Make up dance routines with the children and allow them to choreograph sections.</li> </ul>

### **Statutory 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; - Make use of props and materials when role playing characters in narratives and stories.

### **Statutory 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.