

Expressive Arts and Design Development within EYFS at Scorton Primary School

Statutory Framework for 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. Give children an insight into new musical worlds. 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.

Intent

Art and Design is a Specific Area in the Early Years Foundation Stage Curriculum. We highly value creativity and we understand and respect the contribution which creative thinking makes to society. We motivate our children to have their own thoughts, ideas and approaches and to be confident to share these with others, especially when they think differently and 'outside the box.' Our learning environment provides a vast range of open ended and multi sensory creative experiences. We celebrate curiosity, innovation and the use of imagination. Children are taught to learn from and appreciate the process rather the end product. Practitioners support this process with the use of sustained shared thinking and ongoing reflection. Creative work is sometimes collaborative as children bring together a range of ideas and approaches. At other times, this can be individual as children sit with watercolours and small palettes. Role play areas can be found throughout the environment and are always open ended and exciting. Scarves, cloaks, clogs and bangles turn children into a variety of characters with different roles and personas. The possibilities are endless..

Progression of Knowledge and Skills

	Music /Art Drama/Dance /DT
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Nursery	<p>I join in with songs and rhymes by showing that I am listening;</p> <ul style="list-style-type: none"> · I explore creative experiences such as painting and gluing with support from my key person. · I use chunky paintbrushes, and can print and make marks with blocks, sponges etc <p>I can explore different materials, using all their senses to investigate them. I can manipulate and play with different materials. I can use my imagination as I consider what I can do with different materials. I can make simple models which express my ideas.</p>
Pre-School E	<p>I can:</p> <ul style="list-style-type: none"> • Explore colour • Explore texture • Explore different media. • Join materials. • Experiment with sounds • Listen carefully and respond to the sounds I hear. • Engage in pretend play based on own experiences. • Experiment with movements. • Use malleable materials • Use a variety of tools • Draw different lines. • Say what I am doing. • Talk about the sounds I hear • Sing familiar songs and rhymes by heart. • Engage in role play with others. • Negotiate space within dance.
Pre School D	<p>I can</p> <ul style="list-style-type: none"> • Experiment with different techniques • Use lines to draw shapes • Use simple shapes in my drawings. • Make up my own simple songs and rhymes • Experiment with different instruments. • Act out familiar stories using props and character voices. • Draw a person with some features

	<ul style="list-style-type: none"> • Represent my ideas using 3D materials. • Talk about my ideas. • Keep in time with music. • Develop narratives in my imaginary play. • Balance and cross the midline within dance. • Copy movements and move to music.
Pre-School S	<p>I can;</p> <ul style="list-style-type: none"> • Talk about what I am doing in my art • Explore colour mixing. • Talk about my plans when constructing. • Tap out a rhythm I have heard. • Engage in imaginary play within a group. • Copy sequences of movement within dance. <p>am learning to:</p> <ul style="list-style-type: none"> • Make and use props when pretending • Draw with more detail. • Solve problems • Find different ways of doing things. • Share my music making with others. • Negotiate roles within imaginary play and role play with friends.
Reception E	<p>I can:</p> <ul style="list-style-type: none"> • Mix colours to create shades and tones. • Combine lines and shapes. • Choose the most appropriate materials. • Sing new songs and rhymes. • Follow the melody of a song. • Draw detailed pictures. • Use different textures. • Manipulate materials in different ways. • Compose and adapt songs.
Reception D	<p>I can:</p> <ul style="list-style-type: none"> • Experiment with a range of tools • Choose appropriate tools

	<ul style="list-style-type: none"> •Mould and sculpt. •Make a plan. •Talk about my design. •Compose and adapt music. •Explore and experiment with techniques •Combine different media and materials. •Join materials in different ways. •Talk about how different music makes me feel.
Reception S	<p>I can:</p> <ul style="list-style-type: none"> •Create 3D representations in different ways. •Combine media in different ways. •Adapt my plans. •Express my opinions about different types of music. •Extend role play using props and materials. •Describe and explain the processes I have used. •Perform individually and in a group.

Impact

Children will achieve the Early Learning Goals for Expressive Arts and Design

<p>Creating with Materials</p> <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>Being Imaginative and Expressive</p> <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. <p>Links to KS1</p>

Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching.

Increasingly able to shade areas neatly without spaces & gaps.

Identify & draw detail, texture, pattern

Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment.

Pupils learn to paint neatly and carefully, without leaving gaps or messy edges.

Learn to measure & mix the paint needed & apply paint sensitively with control

Colour: Develop colour mixing to make finer variations in secondary colours.

Tone/Form: Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art.

Pattern & Texture: Create original patterns & make textures.

Shape/Line: Understand the importance of outlines & paint more sophisticated shapes.

Study the work of artists and cultures and use elements of it to influence their own work.

Have opportunities to work from imagination, such as inventing or creating imaginary things and place.

Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc.

Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used.

Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.

Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.

Digital: Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping.

Learn painting software to edit and manipulate photos to create more complex images.

3D sculpture Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill.

Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.

Study the work of artists and cultures and use elements of it to influence their own work.

Have opportunities to work from imagination, such as inventing or creating imaginary things and places.

Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work.

Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes.

They offer critical advice to others understanding that all artists do this and give confidence and praise.

Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions