

Grove Vale EYFS - Expressive Arts and Design

Early Learning Goal

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.

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.

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.

Development Matters - Reception

Children in reception will be learning to:

Examples of how to support this:

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.	Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. 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. Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists.
Children in reception will be learning to:	Examples of how to support this:
Listen attentively, move to and talk about music, expressing their feelings and responses.	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
Watch and talk about dance and performance art, expressing their feelings and responses.	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.

Sing in a group or on their own, increasingly matching the pitch and following the melody	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.
Develop storylines in their pretend play.	Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak. Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts. Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.
Explore and engage in music making and dance, 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. Suggestions: march to the sound of the drum or creep to the sound of the maraca. 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: they could jump when the music suddenly becomes louder, for example. Encourage children to create their own music. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.

Skills and Knowledge

Autumn

Creating with Materials	Being Imaginative and Expressive
Make marks – using pencils, pens, chalks, paints. Paint and draw using different colours .	Imitate movement in response to music (eg action songs). Begin to move rhythmically (whole body).

Explore what happens when colours are mixed (adding white/black).
 Join up lines to create shapes and use the shapes to draw things (eg face, house).
 Use descriptive vocab (eg smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard) to describe the texture of things.
 Begin to experiment to create different textures:
 - Collage: scrunching, sticking, Leaf rubbings.
 -Printing: hands, fingers, range of household objects (eg lego, potato), 1 colour, more than 1 colour.
 -Painting: experiment adding dry, powdery resources with distinct texture to PVA/water (eg soil, glitter, flour, sand, porridge oats, instant coffee).
 -Malleable: adding materials, adding marks to playdough and clay.
 Begin to manipulate materials to achieve a planned effect (talk about what they are making and how they will do this).
 Build enclosures and objects using construction kits and boxes, stacking blocks vertically and horizontally (eg houses, car parks).
 Use simple tools (eg pencils, pens, paintbrushes, scissors, knife and fork).
 Begin to construct with a purpose in mind, using a variety of resources (kits, junk materials) and say what they have made.
 Select appropriate resources and adapt work where necessary (with support).
 Begin to use tools and techniques needed to shape, assemble and join materials - Scissors, mark making equipment, clay tools, glue spreader.

Begin to build a repertoire of dances – copy and respond, different ways of moving.
 Sing a few familiar songs.
 Tap out simple repeated rhythms (single beat).
 Explore and learn how sounds can be changed (exploration of instruments/using body sounds).
 Explore the different sounds of instruments (eg tap, scrape, shake, blow).
 Use movement to express feelings (dance response to music).
 Copy what adults do.
 Engage in imaginative role-play based on own first-hand experiences (home corner, deconstructed role play, outdoor activities).
 Build stories around toys and their interests, (e.g. farm animals needing rescue, train track, small world).
 Use available resources to create props to support role-play.
 Use dance and drama to respond to stories.
 Play alongside other children who are engaged in the same imaginative play.
 Use music to respond to stories.
 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (dance, role play).
 Use art skills learnt to respond to experiences.
 Draw and paint people and objects.
 Use construction skills learnt to respond to experiences.

	Make models using different media – construction kits, recycled materials.
Spring	
Creating with Materials	Being Imaginative and Expressive
<p>Begin to add detail to drawings.</p> <p>Explore what happens when colours are mixed (mixing prime colours).</p> <p>Experiment to create different texture (collage: fringing, tearing / malleable: adding layers, pinching).</p> <p>Use manipulates materials to achieve a planned effect (produces a plan, following own plans or instructions/recipes).</p> <p>Constructs with a purpose in mind, using a variety of resources (planning, following instructions).</p> <p>Uses simple tools and techniques competently and appropriately (tuf cut scissors, creative scissors, drill, saw, hammer, mixer).</p> <p>Independently selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Understands that different media can be combined to create new effect (papier mache).</p>	<p>Build a repertoire of dances – simple sequences (remember and perform).</p> <p>Explore the different sounds of instruments (loud, quiet, slow and fast).</p> <p>Combine movement and gesture in order to express and respond to feelings, ideas and experiences (dance).</p> <p>Act out stories.</p> <p>Introduce a storyline or narrative into their play.</p> <p>Play cooperatively as part of a group to develop and act out a narrative (retelling story, creating own story).</p> <p>Make up rhythms.</p> <p>Make up simple songs (adapting known songs/nursery rhymes).</p> <p>Draw and paint events.</p> <p>Use particular colours for a purpose.</p> <p>Create models of people, objects and events.</p> <p>Make props to support role play.</p> <p>Adapt and develop ideas.</p>
Summer	
Creating with Materials	Being Imaginative and Expressive

Create own dances, experimenting with ways of changing them - response to music, beat and rhythm, spatial awareness, control, stillness and balance, speed of movement.

Sing songs, makes music and experiments - use of rhythm, beat, tempo, pitch, volume, variety of instruments.

Safe and effective use of materials (playdough, clay, paint, pens, pencils, pastels, charcoal, paper, card, textiles, string, ribbons, wood) and

Tools (scissors, paintbrushes, hammer, saw, drill).

Techniques: colour mixing, designing, use of different materials to create texture, printing and rubbings, collage (scrunching, tearing, fringing, weaving, wax relief).

Develop own ideas and interests.

Create for a specific purpose.

Make own decisions on how materials can be combined and changed.

Use what they have learnt about media and materials in original ways, thinking about uses and purposes (creating models, paintings, drawings, computer e.g. 2 publish, 2paint, photography).

Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.