

## St Clare's EYFS Expressive Arts and Design Key Knowledge and Skills

Educational Programme			
<p>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.</p>			
Nursery	Reception	ELGs	
Use pre-made paints and are able to name colours	Able to mix primary colours to make secondary colours	<p><b>Creating with Materials:</b> 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>	
Mix primary colours together	Add white or black paint to alter the tint or shade		
Use thick paint brushes as well as hands, feet and fingers to paint	Use thin paint brushes to add detail Use additional tools to improve their painting e.g. stamps, rollers		
Print with large blocks and larger sponges	Print with small blocks, small sponges, fruit, shapes and other resources		
Draw faces with features	Draws bodies with detail e.g. bodies with sausage limbs and additional features		
Able to draw things they observe	Children are able to draw simple things from memory		
Use glue sticks and glue spatulas with support	Use glue sticks and spatulas independently Joins items in a variety of ways – sellotape, masking tape, string, ribbon		
Children begin to use additional textures	Children use and can describe a range of textures		
Use playdough/ clay to build simple models	Use playdough/ clay to make models that replicate those in real life		
Develop their own ideas and decide which materials to use	Talk about the process of how they made something		
Responds to music	Talk about how music makes them feel and identify if music is 'happy', 'scary' or 'sad'		<p><b>Being Imaginative and Expressive:</b> 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>
Can name some instruments	Able to name a wide variety of instruments		
Explores the sounds instruments make	Can select an instrument and play in time to music		
Plays an instrument to a given beat	Compose own simple tunes		
Moves to music	Makes a short dance sequence		
Copies basic moves	Learns longer dance routines		
Knows some songs and nursery rhymes and sings along to them	Knows a larger range of songs and sings along, matching pitch and following the melody		
Plays with familiar resources and uses them in pretend play	Children enhance small world play with simple resources		
Uses own experiences to develop storylines	Uses imagination to develop own storylines		
Begins to develop more complex narratives using small world equipment			