



## EYFS Expressive Arts and Design

In planning and guiding what children learn, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas. We reflect on the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Wellsprings we believe that everyone has the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children in our EYFS use a variety of ways to express and communicate, through music, movement and a wide range of materials. Creative thinking involves original responses, not just copying or imitating existing artworks. Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. **Skills are learned in the process of meaning-making, not in isolation.**

### EYFS Expressive Arts and Design Educational Programme (Statutory)

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.

### EYFS Expressive Arts and Design: Creating with Materials

#### Range 5

Explores and learns how sounds and movements can be changed

Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns

Enjoys joining in with moving, dancing and ring games

Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home

Taps out simple repeated rhythms

Develops an understanding of how to create and use sounds intentionally

Continues to explore colour and how colours can be changed

Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience

Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces

Uses tools for a purpose



# EYFS Expressive Arts and Design

## Range 6

Begins to build a collection of songs and dances

Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to

Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking

Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.

Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

### ELG: EAD Creating with Materials (Statutory)

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.

### EAD Being Imaginative and Expressive

## Range 5

Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously

Engages in imaginative play based on own ideas or first-hand or peer experiences.

Uses available resources to create props or creates imaginary ones to support play

Plays alongside other children who are engaged in the same theme

## Range 6

Creates representations of both imaginary and real-life ideas, events, people and objects

Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences

Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes

Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping

Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth

Introduces a storyline or narrative into their play

Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

### ELG: EAD Being Imaginative and Expressive (Statutory)

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;



## EYFS Expressive Arts and Design

- 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.

### Subject specific overview (Reception):

#### Art

Autumn 1		Autumn 2	
Drawing; line and tone		Colour and painting	
Spring 1		Spring 2	
Pattern including print making		Shape, form and space	
Summer 1		Summer 2	
Textiles		Collage	

#### Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me! by Joanna Mangona	My Stories by Joanna Mangona	Everyone! by Joanna Mangona	Our World by Joanna Mangona	Big Bear Funk by Joanna Mangona	Reflect, Rewind and Replay

#### Design Technology

Autumn 1: Introduction to junk modelling	Autumn 2: Design
Spring 1: Buildings/bridges	Spring 2: Clay snails/ 3D form
Summer 1: Creating with natural resources	Summer 2: healthy food and cooking