

## EYFS Curriculum – Expressive Arts and Design (EAD)

### Intent

Our children will be provided with a wide variety of experiences within the Arts, where all their senses are engaged and stimulated, and many other skills (such as language and team work) are also developed. Our curriculum for Expressive Arts and Design allows the children to revisit interesting areas through many different media, gaining multiple perspectives and a higher level of understanding. Due to our curriculum promoting and valuing creativity, originality, expressiveness and individuality, children are confident in sharing their own preferences and making choices about different ways they can express themselves.

### Implementation

Our topics, teaching and learning environment give our children new, and varied experiences within the arts. They will have ample opportunities to observe and experiment with different materials, tools, techniques, music and movements. In creating, designing and making children will investigate and use a variety of materials and techniques and explore colour, shape, texture and pattern. Children use marks, drawing pictures, paintings and constructions to create products.

Through music pupils have the opportunity to express different emotions. The learning environment enables our children to explore playing different instruments. They will have opportunity to sing, move rhythmically and expressively to music, listen to music and create their own music. Children are supported to develop their confidence and pride in their creative achievements. Direct teaching such as dance, role-play, stories, art, and music lessons, ignite children's creativity which they further explore through provision. We use practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.

### Impact

All children will be given the space, time and resources to ignite their creativity. Our teaching and provision allow pupils to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. Our pupils leave the Foundation Stage ready for the new knowledge and skills the National Curriculum has to offer in these areas.

## EYFS Progression Map – Expressive Arts and Design

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Education Programme</b>	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.					
<b>Nursery</b>	<p>Explores and learns how sounds and movements can be changed</p> <p>Experiments and creates movement in response to music, stories and ideas</p> <p>Enjoys and responds to playing with colour in a variety of ways e.g. combining colour.</p> <p>Plays alongside other children who are engaged in the same theme</p>	<p>Continues to explore moving in a range of ways e.g. mirroring, creating own movement patterns.</p> <p>Notices what others do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Continues to explore colour and how colours can be changed</p> <p>Uses tools for a purpose</p>	<p>Sings familiar songs e.g. pop songs, rhymes, songs from home</p> <p>Enjoys joining in with moving, dancing and ring games</p> <p>Uses various constructions materials e.g. joining pieces, stacking vertically, horizontally, balancing, making enclosures and creating spaces.</p>	<p>Sings to self and makes up simple songs</p> <p>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</p> <p>Engages in imaginative play based on own ideas or first-hand experiences or peer experiences.</p>	<p>Develops an understanding of how to create and use sounds intentionally</p> <p>Use movement and sound to express experiences, expertise, ideas and feelings</p>	<p>Taps out simple repeated rhythms</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Use available resources to create props or creates imaginary ones to support play</p>
<b>Reception</b>	<p>Develops an understanding of how to create movement and sound with intent</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>	<p>Begins to build a collection of songs and dances</p> <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</p> <p>Introduces a story or narrative to their play</p>	<p>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</p> <p>Responds imaginatively to art works and objects e.g. this sounds like dinosaurs/that peg is like a mouth</p>	<p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea of narrative</p>	<p>Develops their own ideas through experimentation with diverse materials e.g. light, loose parts, water colours, powder paint, to express and communicate their discoveries and understanding</p> <p>Uses combinations of art forms e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p>	<p>Express and communicate working theories, feelings and understandings using a range of art forms e.g. dance, movement, drama, music and visual art.</p>
<b>ELGs</b>	<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> <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>					