



LITTLE BOWDEN PRIMARY SCHOOL EYFS CURRICULUM for EXPRESSIVE ARTS and DESIGN

Educational Programme 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.

ELG: 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.

Autumn

*Children need to be taught the location of all the materials that they will need to use over the course of the year i.e. runny glue and glue sticks, collage materials, powder and liquid paints, different thicknesses of brushes, different types of paper and card. Children need to be shown how to access these when they need them and how to use them appropriately i.e. dispense, mix, put into pots etc. MOST IMPORTANTLY children need to be taught how to put these away after they have been used. These materials need to be available to children from the day of training through the whole year, so that children can self-select the things that they want to use.

*Children need to be taught to take responsibility for thinking through what they want to achieve/make/create when using equipment and media in the 'creation station.' Adults need to talk children through the process of starting to anticipate creativity, using key questions that unpick thinking, but also give a scaffolded approach to this thinking process. This may be questions that build up in complexity over time that ask the children to reflect on the final outcome they wish to achieve, what materials they will use to do it, how they intend to join and construct and what success will look like. Adults need to use key questions throughout the process that enable children to challenge their own thinking without always giving them the answer. This will start off in the Autumn term and will build up over the year, expanding children's vocabulary and fostering problem-solving skills.

*Children need to be taught how to select the best equipment for the task. For example that runny glue is far more effective when sticking pasta and collage materials than glue sticks. However, if you want to stick a piece of paper in to your book, a glue stick is more efficient.

*Powder paints are most effective when you want to mix colours for small pictures whereas ready mix paints cover large areas in a solid finish. Adults need to model this, then use key questions while children

are self-selecting to refocus and enable them to think and reason whether they have chosen the best resource for the task.

*Children must be taught the names of the primary and secondary colours and relate them to the colour they represent. Children should also expand this vocabulary during their self-directed learning to add descriptive words such as dark, darker or light, lightest i.e. light blue.

*Children need to be taught to use powder paints to mix colours. They should be able to put a little powder colour on their wet brush, decant it into the well of a mixing palette and then wash the brush, add another colour and then mix the two together. They should explore the vocabulary, with adult support, of the colours they have created. This should be encouraged when they are undertaking their self-directed learning and choosing to work in our creation station area.

* In conjunction with the work on primary and secondary colours and mixing, children should be taught and modelled by adults, that people have different colour skins and that these should and can appear in their pictures. Children should be supported to mix colours to achieve this.

*Children should be taught how to hold and use a pair of scissors correctly using their left/right hand preference. Children who are showing a left hand preference should be taught to use the appropriate scissors. Adults should address misconceptions quickly and physically manipulate their hands to hold the scissors correctly.

*As part of the plan, do, evaluate cycle, children should be taught how to explain what they will be using and what they aim to achieve in the 'creation station' area.

*Following on from learning the names of the primary and secondary colours, adults need to structure questions with all children when undertaking self-selected activities about why they are choosing particular colours for their work. Over time, with support and structure, children need to be able to structure 'because...' sentences, which enable them to explain and express their ideas.

*During set tasks or self-initiated learning, adults in the setting will use questions and directed learning to

	<p>support children to increase the complexity of their representation of people and objects. Children should be taught to look in a mirror or at a friend to see aspects of the body/face that characterise people and should be encouraged to add these to their drawings. Children should be encouraged to talk about their drawings to consolidate their understanding of the human body, with adults asking key questions such as 'can you show me where...' or 'what would her arms be doing if she was doing this...?'</p>
<p><u>ASSESSMENT:</u></p>	<p><u>Learning to be secure by the end of Autumn Term:</u> Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> *Realising that tools can be used for a purpose *Using simple tools and techniques competently and appropriately *Use increasing knowledge and informed judgement to choose the best materials to complete their task e.g. selecting appropriate brush for a given purpose *Exploring what happens when they mix colours *Naming and mixing colour as needed, including different colours for skin to reflex the multiplex nature of society and community *Depict people and objects in their work with increasing sophistication *Experimenting with different textures *Holding and beginning to use scissors correctly and with increased confidence
<p>SPRING</p>	<ul style="list-style-type: none"> *Adults should now be asking children to describe the effect they are wishing to achieve when working with creative materials. Children should be using a widening vocabulary to show that they are cutting, joining and selecting equipment. *Children should now be confidently explaining the choices they have made about selecting certain materials and media for their properties i.e. runny glue, sellotape, shiny paper, tissue paper etc *Children should be encouraged to share effective practice with other children, enabling them to achieve

	<p>success</p> <p>Children should be taught how to verbalise what they see when the properties of the media that they are using changes i.e. when colours change during mixing or when glue dries, clay hardens etc Adults should initially model this through direct teaching in group time when introducing activities, then in working with children and supporting them during self-directed learning.</p> <p>Children should be taught a range of vocabulary of textures when creating i.e. rough, smooth, bobbly, fuzzy etc and adults should model, then expect them to use the appropriate descriptive vocabulary in expanded descriptive sentences relating to what they have created e.g. I have made a collage of a brown, fuzzy, hairy bear.</p> <p>Children should be supported to evaluate their drawings, painting and models, making decisions about whether they have achieved what they set out to do, but crucially at this stage to reflect on what they could do to improve their output if appropriate.</p> <p>Children should be building their repertoire of nursery rhymes, songs and class favourite music</p> <p>Children should explore moving in different ways to different types and speeds/genres of music. In line with our 'No Outsiders' ethos, children will share genres of appropriate (e.g no swearing etc) music that they listen to as a family. They should be taught to listen to the pace and beat of the music, with adults initially modelling movement that is appropriate. Children should then be enabled to move as the music makes them feel.</p>
ASSESSMENT:	<p><u>Learning to be secure by the end of Spring Term:</u></p> <p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none">*Safely using and exploring a variety of materials, tools and techniques*Experimenting with colour, design, texture, form and function*Selecting tools and using techniques needed to shape, assemble and join materials they are using*Understanding that different media can be combined to create new effects

	<p>*Selecting tools and techniques needed to shape, assemble and join materials they are using.</p> <p>*Using increasingly sophisticated vocabulary to effectively describe properties and textures of materials and media</p> <p>*Responding and moving to a range of different types and tempos of music</p>
SUMMER	<p>Children should be able to make sounds as descriptions on instruments that link to their own emotions or feelings or movements i.e. upbeat, slow, loud, soft etc. They should be enabled to verbalise the decisions they have made and how it links to how they are feeling or how a character in a book or another person is feeling.</p> <p>Children should be able to talk in simplistic terms how music and movement has an impact on how they feel. Adults should model the music they listen to, that makes they feel happy or sad etc. Children can revisit that it is OK to like or dislike different types of music and should be enabled to explain their reasoning. Children should be able to put emotion into their movement i.e understand that movements can show enthusiasm, energy, fear and begin to put some mime actions into their movements.</p>
<u>ASSESSMENT:</u>	<p><u>Learning to be secure by the end of Summer Term:</u> Children achieve the ELG.</p>

ELG: 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.

Autumn

From the start of the year, there needs to be a daily dedicated time slot for whole class story telling, singing and sharing nursery rhymes etc. This is in addition to Literacy lessons. Children need to be taught how to access technology to put on music of their choice as part of their self-initiated learning time.

- *Adults model, then reinforce through praise and evaluative comments (i.e. I like the way that you... Have you seen how AN Other moves their arms? etc) as children create movements and series of movements of their own choice.
- *Children should be scaffolded through questions from adults to show and express through words of increasing sophistication, how their movements represent their feelings and responses to tempo and mood of the music (cross reference PD).
- *Adults ask questions and support children in their play activities to introduce a narrative or storyline into their role play either from a set narrative or from their own imagination.
- *Children should be encouraged to explain their own story and thinking process to other children in their group.
- *After reading texts such a fairy tales etc, children are encouraged to include some narratives from books and stories into their role play. Adults will model this during self-selected learning and asking questions such as 'Do you remember what happens next? Can you think of a different ending? What would you do if you were...?'
- *Children should be enabled in both teaching time and self directed time to make their own books, both repeating familiar stories as well as creating their own - writing texts as developmentally appropriate and illustrating them. Children must be encouraged to read their texts to each other and to adults in the setting.

<p><u>ASSESSMENT:</u></p>	<p><u>Learning to be secure by the end of Autumn Term:</u></p> <ul style="list-style-type: none"> *Children should be working at a level which sees them: *Enjoying in with dancing and singing games *Singing a few familiar songs *Beginning to move rhythmically *Imitating movement in response to music *Tapping out simple repeated rhythms *Exploring and learning how sounds can be changed *Introducing and discussing narratives in their role play *Explaining stories to adults and children in the setting
<p>Spring</p>	<p>*Children should be supported to collaborate with a small group to create a shared narrative for their role play. Adults to use key questions at specific points during the discussion and role play, to enable them to make choices and predictions, thinking about simple characteristics e.g. family roles such as mum, dad, baby and maybe animals such as pets, farm animals.</p> <p>Children in this group can explain the narrative to others in the class after their acting out. If any children are reticent to contribute, adults facilitate their recall by enabling them to draw, move or use toys to explain if they need to.</p> <p>Children should be encouraged to record their narratives with mark making at their individual developmental ability. Children should be encouraged to record as a natural part of their self-selected learning. This should be supported by adult questioning and modelling good examples and practice, to show the value to all children.</p> <p>When moving to music, children should be able to better control and change the pace and drama of their movement in reaction to the music they are listening to. Adults should ask evaluative questions, to enable children to reflect on how they moved, including supporting the introduction of descriptive language with</p>

	<p>increasing sophistication and complexity i.e. shuffle, wiggle, ounce etc. Children should be asked to evaluate their music choices and begin to express if they like something or not and give some reasons why or why not. Begin to link music to feelings and mood.</p>
<u>ASSESSMENT:</u>	<p><u>Learning to be secure by the end of Spring Term:</u> Children should be working at a level which sees them: *Exploring and learning how sounds can be changed *Singing songs, making music and experimenting with ways of changing them *Beginning to build a repertoire of songs and dances *Exploring the different sounds of instruments *Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p>
Summer	<p>Children start, with support, to create more complex characters for their role play narratives - from beyond personal experience drawing more on their knowledge of stories, popular culture, film etc. Children given the opportunity to create images of the characters in their narratives, using colour, shape and describing their size, form and personality. Children can give a simple set of movement instructions to guide others to move, using a growing bank of descriptive vocabulary used contextually correctly Children should be encouraged as part of secure classroom practice to record either pictorially or in words building to short sentences, the sequence of movements they have designed Children should be supported to show their imaginative ideas in their role play/stories/created narratives through movement with or without music</p>
<u>ASSESSMENT:</u>	<p><u>Learning to be secure by the end of Summer Term:</u></p>

	Children achieve the ELG.
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