

Expressive Arts & Design: Overview



Nursery 2	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.
Nursery 3-4	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Reception	<ul style="list-style-type: none"> • 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. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.
ELG	<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.





Art & Design

	Drawing and Painting	Media and Materials
N2	<ul style="list-style-type: none"> • Start to show an interest in making marks • Sometimes give meaning to the marks they make. • Experiment with paint using fingers and other parts of their bodies • Start to use tools such as wide brushes to explore paint. • Mark make with 'found objects', e.g.: a stick in the mud. 	<ul style="list-style-type: none"> • Shows an interest in modelling. • Explores different materials ('junk' as well as blocks, clay, fabric). • Use imagination to decide what they can do with different materials. • Enjoy feeling materials with different textures. • Can attempt to join two different materials together when offered appropriate tools and joining methods.
N3-4	<ul style="list-style-type: none"> • Use pre-made paints and names colours. • Represent familiar objects through independent drawing and painting. • drawing • Experiment with colour mixing. • Draw circles and lines. • Create closed shapes using horizontal and vertical lines. • Draw simple faces with features. • Show different emotions in their pictures. • Represent movement and sounds in their pictures. 	<ul style="list-style-type: none"> • Enjoy junk modelling. • Explore printing using different objects. • Join different materials using glue. • Talk about what the materials look and feel like. • Join materials together using sellotape. • Use junk modelling to create own representations of objects/people. • Choose different materials for different effects. • Use different cut materials to make a simple image. • Use objects or tools to print a pattern or image with support.
Reception	<ul style="list-style-type: none"> • Select colours appropriately for a task. • Know how to mix primary colours to make secondary colours. • Add white or black paint to alter tint or shade • Add detail to drawings and paintings. • Draw an object from careful observation talking about the features they have included. <p>Produce paintings and drawings that include detail and effective use of colour. Share their creations, talking about how they have created effects.</p>	<ul style="list-style-type: none"> • Print or collage independently to create a pattern or image. • Make props to use in their role-play and small world play. • Combine different techniques to create a picture. • Evaluate and adapt their work. • Explain how they created something, talking about the materials and techniques they have used. <p>Confidently select and use variety of materials, tools and techniques independently, explain their choices, and evaluate their work.</p>





Music, Movement & Pretend Play

	Music and Movement	Pretend Play
N2	<ul style="list-style-type: none"> • Show attention to sounds and music • Respond emotionally and physically when music changes. • Sing some songs and rhymes. • Listen to a wide range of nursery rhymes and songs. • Explore a range of instruments and play them in different ways. • Create noises with 'found objects' e.g.: a stick on the fence. • Recognise songs for key parts of the daily routine. • Take part in actions during familiar rhymes and songs. 	<ul style="list-style-type: none"> • Begin to explore the difference between pretend and real. • Will engage in pretend play when modelled by practitioners.
N3-4	<ul style="list-style-type: none"> • Respond to music with movement. • Join in with some nursery rhymes or favourite songs and poems. • Sing nursery rhymes and simple songs from memory. • Explore the sounds made by different instruments. • Sing in a loud or quiet voice. • Recognise high and low pitch and match the pitch sung by another. • Sing their own songs or improvise a song around one they know. • Listen and respond to different genres of music. • Play instruments with increasing control. 	<ul style="list-style-type: none"> • Play with small world toys • Join in role-play based on their own experiences • Introduce simple narrative to their small world and role-play
Reception	<ul style="list-style-type: none"> • Suggest a movement to match a piece of music. • Perform songs as part of a group. • Perform songs, music and dance in groups and on their own. • Move in time to music • Play an instrument along to a song, • Listen attentively, move to and talk about music they hear. • Watch and talk about dance, expressing their feelings and responses. <p>Sing a range of songs from memory, increasingly matching the pitch and following the melody. Create simple sequences on movement in response to movement.</p>	<ul style="list-style-type: none"> • Retell parts of a familiar story using of puppets, toys, small-world or role-play. • Create their own small worlds. • Use experiences and stories to develop storylines. • Use imagination to develop own storylines. • Take on different roles in pretend play. • Take part in a simple role play 'acting out' of a known story. • Create more complex narratives in their pretend play, building on the contributions of their peers. <p>Use their imagination and draw on their experiences of narrative to create stories in their pretend play in collaboration with others.</p>

