

All Saints Church of England Primary School Early Years Foundation Stage Curriculum
Expressive Arts and Design

Statutory Framework for the Early Years Foundation Stage

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.

Our Broad Curriculum Aims:

Imaginative

Through creative play they can express their feelings, thoughts and ideas

Independent

To have the opportunity to make their own choices and develop their own self-help skills

Articulate

Through rich conversations and modelled language, children communicate effectively using a wide vocabulary

As a school we have an artist Hugh Templeton who works with the children throughout the year to develop their art skills and passion for art,
The reception aged children have a music lesson each week delivered by Bury Music Service, to give them high quality teaching and a love of music.

Creating with materials

What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling Environments
By the end of EYFS I can: • Make, build or construct with a clear purpose. • Draw with increasing complexity and detail, e.g. such as drawing themselves with a face (with features), a connected body with arms and legs attached to the body.	• pretend that one objects represents another • investigate materials using all their senses • begin to talk about the different materials and use them in their own play • use everyday materials as props in imaginary play • represents familiar stories and programmes in imaginary play • uses the resources in setting to develop their story	Design Fasten Colours Mix Light Dark Rich Cool Hot Names of artist Collage Stroke Thin Thick	Explore different artists throughout the year and talk about the similarities and differences with the artist's work. Children to create artwork with a range of media and textures, clay, watercolours, sand, chalk, collage. Encourage children to look at different perspectives through art work, such as ... Termly work with Hugh Templeton	As the children explore the materials adults observe and comment on what the children are doing. This could be in music, narrating and introducing new vocabulary to the way the children are moving. As the children explore the adult's role is key to link the child's learning to their senses and observe and follow children's interests to add new materials to the provision.	Both indoors and out a range of different materials are available for the children to explore and use in their own play. The children can use their imagination to turn the recycled and natural materials into enriching and imaginative play experiences. At the workshop the opportunity to build, paint and come back to their creations. At our art table children can draw what they see, exploring a range of different materials linked to the topic.

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- Explore colour and how colours can be changed. - Comment on / or respond to works by famous artists By the end of EYFS2 I can: - Choose materials with a clear purpose and evaluate and modify their work, giving reasons for their decisions - Use my observational skills and draw in detail people, including features such as ears, hands and feet. - Develop my own ideas through experimentation with materials, loose parts, watercolours, powder paint etc. to express and communicate my discoveries and understanding.	- works with others to develop their imaginary story - make a simple model using a box or block - join 2 or 3 pieces together to build a model - use fasteners to join large pieces together - explore textures of materials and choose different materials for their specific properties - use paint, chalk and colours to enhance their model - mix paints together to create different colours - go back to their model and add new parts - talk through their choices			Adults in the setting will support children to learn how to manipulate different tools. Adults will support children in the choices they make as they construct and explore colour. Hugh Templeton (artist) establishes excellent relationships with the children and an interest in art, fuelling the children's interest to explore art independently.	
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Compare and contrast different artist's works					
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Being Imaginative					
What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling Environments
By the end of EYFS1 I can: - Join in with singing activities and learn songs linked to the topic. - Respond to music and create sounds and movement linked to stories and feelings. - Play instruments with increasing control and tap out simple rhythmic patterns. - Make imaginative and complex small – worlds with blocks and construction kits. - Develop stories within my pretend play using their own experiences. By the end of EYFS2 I can:	- move to a range of music - tap out beats on different instruments or hands - identify that different instrument produce different sounds - identify the pitch and tone of different instruments - follow a simple musical pattern - join construction pieces together - play alongside others when constructing - interact with another child in small world play	Rhyme Beat Rhythm Tempo Pitch Tone Melody High Low loud Quiet	Weekly music sessions where children can explore sounds and movements Record the children's musical sounds and listen back to their music Sound matching games When reading stories, introduce different sounds or instruments to enhance the story telling Dance sessions, where children can sequence movements together to a piece of music Puppets and small world toys linked to book for children to retell a familiar story and their own story A variety of construction kits and instruction cards for the children to follow Opportunities for children to make their own models, relying on their own interests and experiences	Adults will develop a rich vocabulary linked to the music and sensory experiences children have within the provision. The songs children learn will widen their vocabulary Through stories and wider experiences children will gain rich experiences to enable them to create their own imaginary worlds. Adults will observe children's imaginary play in order to provide them with resources to enhance their experiences. Support children's imaginary play by introducing descriptive language and narrating as they play.	A language rich environment with role play and imaginative play at the centre both indoors and out. The children have access to high quality resources they can use to develop their imaginative play whether that is on a large or small scale. A range of instruments are available for children to explore and use to create their own rhythms.

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• Sing in a group or individually matching the pitch and following the melody. • Explore and engage in music – making and dance and perform individually or in groups. • Listen to, move to and join in with the beat of the song and discuss the changes and pattern in a piece of music. • Play co-operatively to create, develop and act out an imaginary idea or narrative.			Disco time, children have the opportunity to respond to music in their own way		
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