

United Learning

EYFS Curriculum: Progress
Expressive Arts and Design



Expressive Arts and Design

| EAD | |
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| <p>Development Matters N3/4</p> | <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. <ul style="list-style-type: none"> • 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. |
| <p>Development Matters Reception</p> | <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. <ul style="list-style-type: none"> • 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. |
| <p>ELG</p> | <p>Expressive Arts and Design 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. |

Expressive Arts and Design: Development Milestones

| Milestones for Continuous Provision/Medium Term Plans | |
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| Drawing and Painting | Media and Materials |
| <p>Children in Nursery will:</p> <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. | <p>Children in Nursery will:</p> <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. |
| <p>Children in Reception will:</p> <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> | <p>Children in Reception will:</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> |

Expressive Arts and Design: Development Milestones

| Milestones for Continuous Provision/Medium Term Plans | |
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| Music and Movement | Pretend Play |
| <p>Children in Nursery will:</p> <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. | <p>Children in Nursery will: Children will:</p> <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 |
| <p>Children in Reception will:</p> <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> | <p>Children in Reception will:</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> |