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**Expressive arts
and design**

Expressive arts and design

EYFS Statutory Educational Programme: 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.





Birth to three – babies, toddlers and young children will be learning to:

Examples of how to support this:

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.

Babies are born ready to enjoy and make music from birth.

Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the baby.

Provide babies, toddlers and young children with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded.

Play and perform music with different:

- dynamics (loud/quiet)
- tempo (fast/slow)
- pitch (high/low)
- rhythms (pattern of sound)

Join in with songs and rhymes, making some sounds.

Make rhythmical and repetitive sounds.

Explore a range of soundmakers and instruments and play them in different ways.

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

Introduce children to songs, including songs to go with routines. Suggestion: when washing hands, sing "This is the ways we wash our hands...".

Provide children with instruments and with 'found objects'. Suggestions: tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments.

Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for babies and young children to explore.



Birth to three – babies, toddlers and young children will be learning to:

Examples of how to support this:

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.

Stimulate babies' and toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.

Suggestions:

- invite them to submerge their fingers in cornflour
- play with a stick in the mud
- place hands and feet in paint
- use tablets or computers
- introduce colour names

Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

Introduce children to a broad selection of action songs from different cultures and languages. Sing songs regularly so that children learn the words, melody and actions off by heart.

Encourage children to accompany action songs. They can do this with their own movements or by playing instruments.

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.

Children generally start to understand the difference between pretend and real from around the age of 2.

Help children to develop their pretend play by modelling, sensitively joining in and helping them to elaborate it. Suggestion: help to develop a child's home corner play of feeding a 'baby', by suggesting a nappy-change and then a song as you settle the 'baby' to sleep.



Birth to three – babies, toddlers and young children will be learning to:

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.

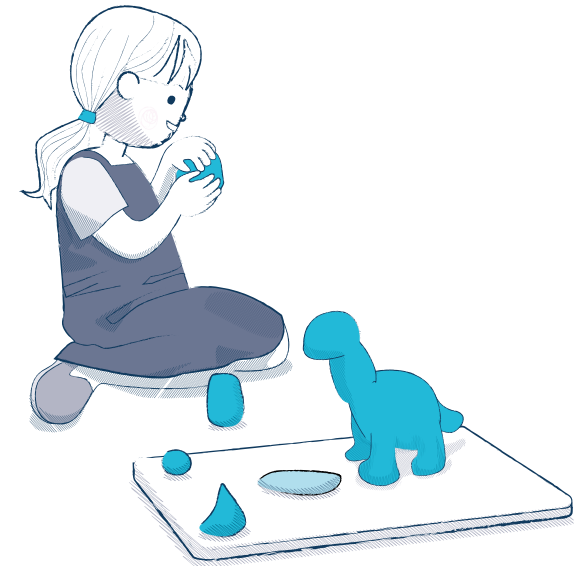
Make simple models which express their ideas.

Examples of how to support this:

Stimulate young children's interest in modelling.

Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered.

Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.





3 and 4-year-olds will be learning to:

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.

Examples of how to support this:

Children generally start to develop pretend play with 'rules' when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta.

Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby).

Provide lots of flexible and open-ended resources for children's imaginative play.

Help children to negotiate roles in play and sort out conflicts.

Notice children who are not taking part in pretend play, and help them to join in.



3 and 4-year-olds will be learning to:

Explore different materials freely, 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.

Examples of how to support this:

Offer opportunities to explore scale.

Suggestions:

- long strips of wallpaper
- child size boxes
- different surfaces to work on e.g., paving, floor, tabletop or easel

Listen and understand what children want to create before offering suggestions.

Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.

Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.



3 and 4-year-olds will be learning to:

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.

Show different emotions in their drawings – happiness, sadness, fear, etc.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Examples of how to support this:

Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.

Encourage children to draw from their imagination and observation.

Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.

Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”

Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.

Help children to develop their listening skills through a range of active listening activities. Notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving.

Play, share and perform a wide variety of music and songs from different cultures and historical periods.

Play sound-matching games.



3 and 4-year-olds will be learning to:

Examples of how to support this:

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.

When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.

Sing slowly, so that children clearly hear the words and the melody of the song.

Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.

Clap or tap to the pulse of songs or music and encourage children to do this.

Play instruments with increasing control to express their feelings and ideas.

Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.

Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.



Children in reception will be learning to:

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.

Examples of how to support this:

Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.

Provide opportunities to work together to develop and realise creative ideas.

Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.

Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.

Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.

Visit galleries and museums to generate inspiration and conversation about art and artists.



Children in reception will be learning to:

Examples of how to support this:

Listen attentively, move to and talk about music, expressing their feelings and responses.

Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.

Invite musicians in to play music to children and talk about it.

Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Watch and talk about dance and performance art, expressing their feelings and responses.

Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.

Provide related costumes and props for children to incorporate into their pretend play.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Play pitch-matching games, humming or singing short phrases for children to copy.

Use songs with and without words – children may pitch match more easily with sounds like ‘ba’.

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Introduce new songs gradually and repeat them regularly.

Sing slowly, so that children can listen to the words and the melody of the song.



Children in reception will be learning to:

Develop storylines in their pretend play.

Examples of how to support this:

Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak.

Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.

Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.



Children in reception will be learning to:

Explore and engage in music making and dance, performing solo or in groups.

Examples of how to support this:

Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.

Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.

Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.

Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.

Encourage children to create their own music.

Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.

Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.