



Our Learning Journey: Expressive Arts and Design



‘Remembering yesterday, Learning from today, Striving for tomorrow

Expressive Arts and Design

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.

Our Learning Journey	Foundation Stage	
	Nursery	Reception
Creating with materials	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Decide on rules to role-play, individual and group: e.g, to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Provide lots of flexible and open-ended resources for children’s imaginative play.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Colour-mixing techniques to match the colours they see and want to represent.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make.</p>

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Negotiate roles in play and sort out conflicts.

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

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.

Offer opportunities to explore scale using long strips of wallpaper, child size boxes and different surfaces to work on e.g, paving, floor, table or easel

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

Use glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes. Use staplers, paperclips and fasteners.

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.

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 and independence.

Notice features in the natural world and 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.

Famous artists: Andy Goldsworthy, Georgia O'Keefe (Poppies), Jackson Pollock, Vincent Van Gogh (sunflowers painting), Andy Warhol.

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 children within school who play musical instruments or musicians in to play music to children and talk about it.

Listen attentively to music. Discuss changes and patterns as a piece of music develops.

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Being Imaginative and Expressive	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Develop drawing and modelmaking and own creative ideas.</p> <p>Encourage children to give meanings to their drawings and models.</p> <p>Encourage children to draw from their imagination and observation.</p> <p>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, e.g. daffodils</p> <p>Explore and refine colour mixing, e.g. “How does blue become green?”</p> <p>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.</p> <p>Famous artists: Georgia O’Keefe, Van Gogh, Kandinsky, Monet.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Offer opportunities for children to go to a live performance – visit the pantomime at Christmas.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Introduce children to new rhymes and poems.</p> <p>Develop storylines in their pretend play.</p> <p>Use a range of props and lengths and styles of fabric for imaginative play</p> <p>Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.</p> <p>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.</p>
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Develop listening skills through a range of active listening activities, e.g, 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.

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.

Encourage to use their 'singing' voice: when asked to sing loudly, children often shout.

Use songs with and without words.

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.

Use a wide range of different instruments, from a range of cultures, e.g, electronic keyboards and musical apps on tablets.

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

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, e.g, 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 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.

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	<p>Experiment with different ways of playing instruments.</p> <p>Record children’s pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</p>	
Early Learning Goals:	The level of development children should be expected to have attained by the end of Reception	
ELG: Creating with materials	<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 	
ELG: Being Imaginative and Expressive	<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. 	
Y1 curriculum		
<p>Children will start the National Curriculum in Y1 and follow the programmes of study in Art, Design and Technology, Music and Physical Education.</p> <p>By completing this learning journey, it will give the children the broad range of knowledge and skills that provide the right foundation to start the Y1 curriculum because they will be able to:</p>		
Art	<p>Safely use a variety of materials, tools and techniques.</p> <p>Experiment with colour, design, texture, form and function and draw things that they see.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	
Design and Technology	<p>Use tools with care, precision and independence.</p> <p>Construct with a purpose using a range of materials and adapt models</p> <p>Use joining materials and techniques to create models and pictures.</p>	
Music	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	

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	<p>Listen attentively and talk about music, expressing their feelings and responses.</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music.</p> <p>Explore and engage in music making, changing sounds and keeping a steady beat.</p>
Physical Education	<p>Be confident to dance, performing solo or in groups.</p> <p>Replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>Choreograph their own dance moves, using steps and techniques they have learnt.</p> <p>Dance and move in different ways to the sound of the music.</p>