



EYFS Curriculum

Expressive Arts & Design

Look out for the ...

*little artists, designers, musicians and little performers
in the Early Years at Rood End Primary School*



EYFS Educational Programmes (the statutory part) must involve activities and experiences for children, as set out under each of the areas of learning

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

Environment & Play

The environment is planned so that children can choose resources independently. We ensure there are a wide variety of 'age appropriate' resources available to children so that they can select and decide what they want to use to represent an idea.

We teach children skills along with ideas so that they know how they can use the equipment that they explore. There are opportunities to practise, repeat, make mistakes, embed and improve creative ideas every single day; morning and afternoon!

Look at the opportunities for us to be creative as you walk around our setting.

At Road End we:

Help children to understand the world around them through a 'text quality' approach to the curriculum. Our books are resourced enabling children to 'feel', 'see' and learn meaningful information about the world they live in. We read daily and our texts are planned to ensure that knowledge, understanding and skills are developed and embedded ready for the next stage of learning

We believe that the world and all that is in it can be represented creatively through art, music and drama. We do not 'do' topics, we play, explore and fill gaps in knowledge, we follow children's interests and we link ideas helping children make connections between familiar themes.

We believe that creativity is communication!

Vocabulary Development

We know how important it is for children to use, understand and expand their spoken vocabulary. Each EYFS classroom has a dedicated time on the timetable to activate and introduce words that link to the world around us. We have a 'Talk' table/display to show the words, and linked objects, that we are focusing on. This is our conversation station and links to the 'text' of the week. All stories that are read to children have a planned approach to teaching words using the word aware strategies that we believe can be further developed through creativity.

Through careful interactions we ensure that children learn to use the correct words to name, describe and explain.

Specific Area – EXPRESSIVE ARTS & DESIGN

	ART (progressive steps)	Design & Make	MUSIC	DANCE / DRAMA / Role play
Within Nursery N1 S/D	<ul style="list-style-type: none"> ❖ Create pictures that are not necessarily recognisable in shape or colour (their own free marks) using paint and other media (crayons, chalk, felts). ❖ Exploratory stage – use fingers to explore colour (handprint /fingerprint/ different printing shapes / paint brushes) ❖ Look for a preferred hand – child may still be swapping 	<ul style="list-style-type: none"> ❖ Explore gluing by sticking different materials together (tissue paper, glitter, shiny paper) (glue stick) ❖ Make snips into card and paper – two handed 	<ul style="list-style-type: none"> ❖ Move body to music. Performing actions to songs – copying adult ❖ Explore sounds with instruments by shaking, tapping 	<ul style="list-style-type: none"> ❖ Engage in simple familiar pretend play using: <ul style="list-style-type: none"> - home area props - dressing-up - caring for baby ❖ Engage in pretend play alongside friends
N2E	<ul style="list-style-type: none"> ❖ Explore paint and make marks on paper, mixing colours ❖ Explore crayons and make marks on paper ❖ Explore felts and make marks on paper ❖ Make circle/round shapes ❖ Make stick like shapes ❖ Name red, yellow, blue ❖ Explore sticking materials – use a glue stick to stick tissue paper/gummed paper onto paper – repetitive 	<ul style="list-style-type: none"> ❖ Make simple models with bricks - through balancing blocks to make towers ❖ Make a model using a simple kit such as - stickle bricks ❖ Push duplo bricks together to build towers ❖ Change the shape of play dough through exploration – pressing, poking, stretching with hands ❖ Explore scissors by opening & closing them – sometimes two hands 	<ul style="list-style-type: none"> ❖ Take part in singing and join in with repeated parts / known words ❖ Ask to sing known/familiar rhymes using props/spoons ❖ Remember and sing 5 entire songs/rhymes in the melodic shape(tune) ❖ Begin to sing the pitch of a tone sung by another person ('pitch match'). ❖ Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> ❖ Engage in pretend play using props <ul style="list-style-type: none"> - caring for a baby - Cooking ❖ Respond to what they have heard, expressing their thoughts and feelings – show scared facial expressions, crying facial expressions, happy, excited, surprise – through adult modelling in Storytimes
N2D	<ul style="list-style-type: none"> ❖ Dip objects into paint and print onto paper to create different shapes on paper ❖ Name more colours white, pink, red, blue & yellow ❖ Use glue to stick a range of collage materials onto paper – enjoy choosing / selecting ❖ Make marks of different sizes (big/small circles/ long/short lines) ❖ Draw with increasing complexity and detail, such as representing a face with a circle and including details such as eyes and a smile ❖ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 	<ul style="list-style-type: none"> ❖ Change the shape of dough with hands – rolling long sausages and balls of differing sizes. Pressing it flat. ❖ Make marks in playdough and comment on them – holes, lines, cutter shapes ❖ Make imaginative 'small worlds' with blocks and construction kits, such as a homes, bridges and a park. ❖ Press / join Duplo blocks in a row ❖ Change the shape of dough using a tool to make flat (rollers) ❖ Explore snipping with scissors using one hand (finger & thumb) 	<ul style="list-style-type: none"> ❖ Remember and sing 10 entire songs/rhymes ❖ Use drawing to represent ideas like movement or loud noises – responding to fast movements / slow movements ❖ 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. 	<ul style="list-style-type: none"> ❖ Engage in pretend play using props – shop play dressing up ❖ Begin to talk to others in pretend play – offering food ❖ Explore puppet play – making vocal sounds ❖ Play instruments with increasing control to express their feelings and ideas – quiet, fast, slow, loud

By the End of Nursery N2 S	<ul style="list-style-type: none"> ❖ Draw with increasing purpose and detail, such as representing a face with a circle and include simple details – eyes, nose & mouth and hair ❖ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ❖ Name colours (red, yellow, blue, orange, green, pink, white, black) ❖ Explore colour and colour-mixing and talk about new colours made ❖ Create closed shapes with continuous lines, and begin to use these shapes to represent objects / people/ places / animals. <p>We expect children to be able to represent the following by the end of nursery. (car, sunshine, bus, spider, face, cat, rainbow, house, sheep, chick)</p>	<ul style="list-style-type: none"> ❖ Make simple models by joining construction kits such as duplo, magnetic kits ❖ Make shapes using malleable materials – press a cutter into flat dough and see the desired shape ❖ Make enclosed spaces using blocks ❖ Join different materials together using glue (PVA) add round circles to a box (wheels on the car/bus) ❖ Cut a strip of card / paper <p>Cooking Spread a cracker with butter/cheese Chop soft fruits - a banana Mix powder to milk to make a milkshake/chocolate drink</p>	<ul style="list-style-type: none"> ❖ Remember and sing entire songs to build up a repertoire of 15 songs /rhymes ❖ Sing the melodic shape (tune) of familiar songs with confidence. ❖ Sing the pitch of a tone sung by another person (high/low) ❖ Explore and make different sounds with voices during a story time - squeaky, deep, animal sounds, windy, water, ❖ Tap/clap out simple repeated hand rhythm – (copy me) tap/clap/tap/clap Tap/tap/clap tap/tap/clap ❖ Listen to and identify same sounds when looking at selection of instruments showing good attention 	<ul style="list-style-type: none"> ❖ Engage in pretend and carry out play using: <ul style="list-style-type: none"> ○ home area props ○ dressing-up ○ construction kits (police car, fire engine, mobile phone) ○ outdoor cars/bikes/prams ❖ Take part in simple pretend play, using an object to represent something else even though they are not similar. ❖ Act out simple stories/familiar routines/ideas using small world toys (animal sets, figures) & puppets. ❖ Engage in pretend play with friends, exchanging resources and sharing ideas
/Reception E	<ul style="list-style-type: none"> ❖ Name all of the primary and secondary colours ❖ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ❖ Draw the following (car, sunshine, bus, spider, face, cat rainbow, house, sheep, chick) ❖ Develop their own ideas and then decide which materials to use to express them. (e.g know the colours they need and know they need a paint pot & brushes) 	<ul style="list-style-type: none"> ❖ Make play dough models to represent animals , linking to stories – owl, hedgehog, butterfly ❖ Explore joining paper / card to other materials using Sellotape/ masking tape ❖ Explore folding paper/curling/twisting/scrunching to create different effects on paper ❖ Explore creating 3d artwork with paper – bridges elephant trunk, elephant ears, ❖ Hold scissors correctly to cut a strip ❖ Join construction sets to make own ideas 	<ul style="list-style-type: none"> ❖ Sing in a group or on their own, increasingly matching the pitch and following the melody. ❖ Explore and engage in music making and dance, performing simple actions solo or in groups 	<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. ❖ Act out simple stories/familiar routines/ideas using small world toys (animal sets, figures) & puppets. ❖ Engage in pretend play with friends, exchanging resources and sharing ideas

Reception Dev	<ul style="list-style-type: none"> ❖ Begin to represent animals in drawings ❖ Explore, use and refine a variety of artistic effects (colour selecting, smudging, dabbing, printing, smaller line, thicker line) to express their ideas and feelings. ❖ Return to and build on their previous learning, refining ideas and developing their ability to represent them. (add details to a picture created – buttons on a snowman, wheels on a card box) ❖ Create collaboratively, sharing ideas, resources and skills. ❖ Select colours for a purpose, matching the colours that they see and want to represent, and know which colours can be made by mixing ❖ Select a printing object to represent and resemble ideas such as grass, rain, spotty leopard, pointy teeth, 	<ul style="list-style-type: none"> ❖ Make more complex models/shapes using malleable materials - rolling adding details (a snail from playdough with lines imprinted on its shell, dots for eyes) ❖ Change paper freely by folding, curling, twisting, scrunching with independence ❖ Hold scissors correctly to cut around a simple outline ❖ Know how to join a range of construction kits together to make models:: Lego, Mobilo, magnetic block tiles ❖ Explore joining junk materials together to make 3d models – boat car, ladder ❖ Use large materials to create bigger than me structures (outdoor den, balancing trail) 	<ul style="list-style-type: none"> ❖ Join in with music making Join in with a call and response song ❖ Know that sound can be changed (fast / slow/ loud/quiet/ high/low) ❖ Keep a steady beat /pulse ❖ Start and stop instruments to match a syllabic beat 	<ul style="list-style-type: none"> ❖ Develop storylines in their pretend play planning and sharing ideas with friends. ❖ Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
By the end of Reception Secure	<ul style="list-style-type: none"> ❖ Draw / create portraits of self and others that includes relevant features and some finer details such as eyebrows, eyelashes, pupil, ears, long hair/short hair/ glasses (include - emotive faces) ❖ Create 2d and 3d models using different joining techniques (masking tape to attach moving parts to a painting – elephant trunk, door on a boxed bus, sail on a boat) (glue stick to join paper together) (PVA glue to stick card and plastic together) ❖ Use talk to describe what has been made and say what they found difficult ❖ Use talk to say what they might change/adapt/ improve on ❖ Draw/ create/ represent animals / plants /physical features in our world that includes relevant features and some finer details ❖ Develop their own ideas and then decide which materials to use to express them – fabric, furry, bumpy, rough, feathery, wooly, hairy 	<ul style="list-style-type: none"> ❖ Join materials using different equipment such as : glue stick, pva glue, tape, split pin, hole punch and string/tags ❖ Join junk materials together with control to make 3d models that represent ideas – bridge, boat, vehicles, animals <p>Cooking Make a sandwich - spreading with a knife Chopping cucumber, tomatoes, bread Chop strawberries / potatoes/ peppers /</p>	<ul style="list-style-type: none"> ❖ Create their own songs or improvise a song around one they know. Humm short songs ❖ Perform songs on own or with a group ❖ Play instruments with increasing control to express their feelings and ideas – scared (fast or slow) marching (loud) tiptoe (quiet) ❖ Play repeated rhythms of own ideas using instruments – tap/bang/tap/bang Loud bang / quiet bang/ loud bang/ quiet bang ❖ Listen with increased attention to sounds , music and dance - express their ideas and feelings . 	<ul style="list-style-type: none"> ❖ Begin to develop complex stories using puppets &/or small world equipment like animal sets, dolls and dolls houses etc. ❖ Use a range of resources (open ended) to extend on ideas in small world play / role play – selecting own resources ❖ Narrate stories in play with sequence and detail
PD	Please refer to Physical Development and use of tools			

In our environment you will see:

<p>Resources organised on open shelving for pupils to access and select</p> <p>Aprons</p> <p>Paint Easel / paint stations –paints</p> <p>Collage materials – glitter, tissue paper, glue</p> <p>Paper selection</p> <p>Mark-making tools (wax crayons, felts, pencil crayons, water colours, thin felts, biros, charcoal, highlighters)</p>	<p>Construction zones for building indoor</p> <ul style="list-style-type: none">- Table top- Floor space <p>Outdoor building zone – bigger builds / longer/heavier resources</p>	<p>Musical instruments to choose</p> <p>Musical instruments – class pack</p> <p>Speaker – outdoor provision</p> <p>Dancing ribbons (outdoor – big movements)</p>	<p>Pretend play area – home</p> <p>Dressing up clothes – family</p> <p>Pretend play – pop-up boxes (vet/ hairdresser/ police/ fire-fighter/ pirate)</p> <p>Small world equipment – animals, cars, dolls, dolls house, dinosaurs,</p> <p>Stories to inspire</p> <p>Puppets</p> <p>Outdoor – equipment (telephones / hats)</p>
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Skill Progression

<i>Artists/ designer,</i>	Nursery 1	Nursery 2	Reception
Vocabulary	Colour names – red, blue, yellow, green	Red, orange, yellow, green, blue, black, brown, purple, pink, white	Grey, Silver, gold, lighter/ darker shade /create / artist
Resources / materials	<p>Paper – all colours Paint Printing objects in paint (short brushes/ wide / palm grip)</p> <p>Crayon, pen, brush, paint pot Play-dough – rolling pins / cutters Scissors – supportive (dual/loop) Glue stick</p>	<p>Paper (tissue/gummed/) Card – coloured Paint brushes - short handled Printing objects – paint (circles, leaves, peppers, squares, finger, 2d shapes - star) Feathers, string Glue - pva Glue stick Scissors (dual & single) Play-dough – sensory (smell / sparkly) Rolling pins / cutters Lollipop sticks Chunky stencils</p>	<p>Paint – longer brushes Pallettes – for colour mizing Water colour blocks – adding water Card – different thickness and colours (crepe) Printing – (cotton buds) (rolling marble) Wool Chalk Charcoal Eyes – sticker Shiny paper cellophane tissue paper, ribbon, wool Sellotape dispenser, masking tape Hole punches – shaped for single finger /whole hand Narrow brush/ thicker brush – thin line/wider line Plasticene (firmer) – tools for shaping/pressing Stencils</p>
Knowledge vocabulary	<p>Naming vocab Begin to use some verbs correctly to say what he/she is doing: <i>drawing, pressing, rolling, poking, patting, pressing, Painting,</i></p> <p><i>Straight – long – line</i> <i>Circle – round</i></p> <p><i>Wet</i></p>	<p>Naming vocab Use verbs to correctly say what they are doing: <i>sticking, making, cutting, squashing, squeezing, flattening, Round, long, Wavy Zig zag Big, little, small, long, Lumpy, bumpy, dry, wet,</i></p>	<p>Naming vocab Use verbs correctly to say what they are doing when involved in activities: <i>joining, tearing, designing, connect, folding, snipping, twisting, smudging, dabbing, Comparative words -size Bigger/longer/ shorter/ smooth, taller, tallest, Rough, grainy, gritty, slushy, soggy, stripy, spotty</i></p>
In our provision you will find	<p>Open shelving with art resources available for selection – as mentioned in resources Well stocked shelves for children to make choices</p>	<p>Open shelving with art resources available for selection – as mentioned in resources Well stocked shelves for children to make choices Paint easel for standing artwork</p>	<p>Open shelving with art resources available for selection – as mentioned in resources Cupboards tidy/organised for pupil use Well stocked shelves/ baskets/ art trolley for children to make creative choices Paint easel for standing artwork</p>

<i>Performer</i>	<i>Nursery 1</i>	<i>Nursery 2</i>	<i>Reception</i>
Vocabulary	Names of instruments – shaker, drum, bells, Noise – action – tap, bang, shake, ring	Names of instruments – maraca, tambourine, piano, trumpet Music Sound – loud quiet / fast/ slow	Names of instruments – clave, triangle, chime bars, guitar, violin Pulse, speed, repeat, Music of different speed, genre, culture Applause, perform Actor, actress,
Resources / materials	Shaker / bells Drum Song spoons – rhymes Song cards – rhymes Song props /cards Action songs to copy movement sequences	Tambourine / drum/ shaker/ bells Song spoons – rhymes Song props / picture cards Music to move body to Action songs to copy movements	claves / triangle/ chime bars guitar Microphone Speaker Different music – energetic, calming, happy, sad,
Knowledge vocabulary	<i>Begin to use some verbs correctly to say what he/she is doing:</i> shaking, banging, dancing	<i>Begin to use some verbs correctly to say what he/she is doing :</i> tapping, singing, moving, fast, slow, loud, quiet	<i>Begin to use some verbs correctly to say what he/she is doing:</i> Plucking, stroking, scraping Rhythm, beat, quicker, slower, fastest, slowest - compare

LOOK AT US DEVELOPING OUR CREATIVITY IN THE EARLY YEARS AT ROOD END



IMAGINATIVE PLAY (photos to come!)