



# EYFS Expressive Arts and Design Curriculum

EYFS EA&D Educational Programme	Reference to KS1 Art & Design, D&T and Music Programmes of Study	Links to our St. Gabriel's EYFS Curriculum Goals
<p>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.</p>	<p><b>Art &amp; Design:</b> Pupils should be taught: to use a range of materials creatively to design and make products, to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><b>Design and Technology:</b> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: <i>Design</i> - design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <i>Make</i> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <i>Evaluate</i> - explore and evaluate a range of existing products, evaluate their ideas and products against design criteria <i>Technical knowledge</i> - build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Music:</b> Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To become a <b>Talented Tool User</b> who holds a pencil effectively, forms letters correctly, draws with some detail and uses others tools such as scissors, cutlery, tweezers and paintbrushes safely, confidently and with good control</p> <p>To become a <b>Proud Performer</b> who performs a song, poem or dance, explores musical instruments and retells stories with expression and confidence</p> <p>To become an <b>Amazing Artist</b> who independently chooses and safely uses the resources and tools needed to make incredible creations, having the ability to talk about the creative process and the outcome</p>

## Progression of learning/skills in the area of EA&D

	Learning/skills prior to Reception	End of Autumn	End of Spring	End of Summer	Essential learning/skills prior to Year 1
<p><b>Creating with Materials</b></p> <p>(Close links to Fine Motor)</p>	<p>Explore materials freely</p> <p>Create closed shapes and continuous lines, using these to represent people/objects</p> <p>Talk about creations</p> <p>Identify all/most colours</p>	<p><b>Progression of skills in using tools such as pencils, scissors and paintbrushes can be viewed in the Physical Development (Fine Motor) curriculum overview</b></p> <p><b>Creating</b> With little encouragement, freely explore the creative areas within the classroom e.g. easel, small world, construction, malleable, painting etc. Begin to use loose parts in creative ways e.g. making a face Make collages using different materials and glue sticks Name colours and distinguish between them Make decisions about colour Name and talk about the use of tools</p> <p><b>Communicating</b> Talk about colour Talk about marks that have been made and what they represent e.g. the big drawn square is a castle or the connected stick and ball is the driving wheel etc. Talk about what objects represent e.g. wooden block as a door, a stack of lego blocks as a castle etc. Talk about the colour of objects/pictures/things Talk about what we are doing as we do it e.g. 'I'm rolling this playdough to make a ball.' Begin to work collaboratively or alongside others, sharing ideas</p> <p><b>Artist</b> Know that an artist is somebody who is very good at creating paintings, models and music Name an artist Talk about what we see in artwork Begin to make comments about what we like/dislike Use an artist as inspiration for pieces of art</p>	<p><b>Progression of skills in using tools such as pencils, scissors and paintbrushes can be viewed in the Physical Development (Fine Motor) curriculum overview</b></p> <p><b>Creating</b> Make decisions and start to make a plan, vocally, before creating Begin to use colour for a purpose e.g. using green for grass and blue for the sky Explore shape and colour with paint Join various construction pieces together to make a model Follow steps to make props Name and talk about the use of tools</p> <p><b>Communicating</b> Confidently talk about creations and what they are/represent Talk about what we did and how we did it Begin to talk about what we like and dislike about our creations Begin to work collaboratively, talking throughout Talk about friend's creations, beginning to make comparisons</p>	<p><b>Progression of skills in using tools such as pencils, scissors and paintbrushes can be viewed in the Physical Development (Fine Motor) curriculum overview</b></p> <p><b>Creating</b> Begin to explore mixing and changing colours Paint recognisable shapes that represent e.g. a butterfly Generate ideas and make a plan before creating (beginning to record) Use a planning document to build a large model Create own props Name and talk about the use of tools</p> <p><b>Communicating</b> Evaluate creations saying what was made and how it was done Talk about what we like and dislike Talk about how we can improve creations Talk about how we would do something different next time Plan, work collaboratively and make decisions together</p>	<p><b>ELG</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p><b>Being Imaginative and Expressive</b></p>	<p>Join in with familiar nursery rhymes and songs</p> <p>Develop stories using small world and toys</p> <p>Engage in pretend play e.g. making food in the home corner</p>	<p><b>Charanga Music Scheme</b></p>			<p><b>ELG</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>
<p><b>Listen and respond:</b> Know many nursery rhymes off by heart Know the stories of some of the nursery rhymes Learn that music can touch our feelings Enjoy moving to music by dancing, marching, being animals or pop stars</p>		<p><b>Explore and Create (Musical Activities):</b> Know that we can move with the pulse of music Know that the words of songs can tell stories and paint pictures Find a pulse Find the pulse as one of the characters from the song Copy-clap the rhythm of names/small phrases from songs Explore high sounds and low sounds using voices and glockenspiels Explore high pitch and low pitch in the context of the songs Invent a pattern to go with a song using one note</p>	<p><b>Singing:</b> Sing or rap nursery rhymes and simple songs from memory Know that songs have sections Sing along with a pre-recorded song and actions Sing along with the backing track</p>	<p><b>Share and Perform:</b> Know that a performance is sharing music Perform nursery rhymes by singing and adding actions or dance Perform nursery rhymes or songs adding a simple instrumental part Talk about Talk about the performance</p>	
<p>Engage in pretend play e.g. ironing clothes in the home corner/dressing the baby Begin to use narrative when pretend playing e.g. 'It's time for bed now!' or 'What would you like to eat?'</p>		<p><b>Helicopter Stories (C&amp;L, Literacy &amp; EA&amp;D)</b> Use story language Develop confidence in talking in front of the class Understand the structure of stories Use speech when taking on the role of a character Say what might happen next in a story Develop oracy: speaking confidently, appropriately and sensitively Start to develop own stories vocally Perform familiar and created stories with support</p>	<p><b>Helicopter Stories (C&amp;L, Literacy &amp; EA&amp;D)</b> Use story language Develop confidence in talking in front of the class Understand the structure of stories Use speech when taking on the role of a character Develop oracy: speaking confidently, appropriately and sensitively Orally develop own story Perform familiar and created stories</p>	<p><b>Music:</b></p> <p><b>Listening:</b> Listen to a short piece of music and talk about how it makes them feel, and what they like/dislike</p> <p><b>Performing:</b> Learn and perform a simple song. Copy and repeat a simple rhythm using instruments or body percussion.</p>	