

### Ling Pre-School - Expressive Arts and Design

The development of children’s artistic 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. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Links to Reception Early Learning Goal
<b>Creating with Materials</b>				
<b>Knowledge and Skills to be Taught</b>  <i>As per programme of study children need to have regular ongoing instruction in art and DT</i>	Explore colour and colour mixing Explore ways of joining materials together Begin to learn how to use scissors (link to PD) Begin to use drawing and mark making to respond to ideas and express themselves Create closed shapes with continuous lines and begin to use these to represent objects. Develop own ideas about what to make and which materials to use. Draw with increasing detail. Begin to access and use a variety of materials and resources safely Begin to focus observations skills by using the saying "Draw what you can see"			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.
<b>Possible Lines of Enquiry</b>	Teach how to use equipment correctly Powder paint, glue, scissors, Colour mixing- paint, food colouring Drawing shapes Construction small/ large Self-portraits: noticing details of own face Observational drawing Construction small/ large Creative workshop Listen to music to inspire artwork Observational drawing			
<b>Key Vocabulary</b>	Paintbrush, paint, pot, colour, mix, hammer, squeeze, stretch, pull, push, attach, fix, stick, glue, cut, make, model			

<i>These are key words and phrases that children need to know and understand</i>				
<b>Ongoing throughout the Year</b>	Play dough, junk modelling materials, malleable materials, powder paint, pencils, felt tips, chalk, scissors, glue, sensory table Tools: hammers, nails, cutlery			
<b>Assessment Checkpoint</b>  <b>i.e., what a child on track can do by the end of this term</b>	Begin to explore colour and colour mixing Manipulate and play with different materials Children begin to join materials and explore textures Can mark make	Children select and use a variety of resources Begin to draw to express themselves	Children can develop their own ideas about how and what they want to create. Draw with increased complexity and detail e.g., representing a face with a circle and details	

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Area of Learning	Autumn	Spring	Summer	Links to Reception
<b>Being Imaginative and Expressive</b>				
<b>Knowledge and Skills to be Taught</b>	Throughout the year children have regular opportunities to engage with the arts e.g. dance, music and drama:  Listen to sounds Learn simple songs and nursery rhymes Explore untuned instruments Opportunity to take part in simple pretend play Play instruments with increasing control to express feelings. Respond to what they have heard through sharing thoughts and feelings. Move in response to music			Invent, adapt and recount narratives and stories with peers and teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time to the music. Make use of props and materials when role playing characters in narratives and stories.
<b>Possible Lines of Enquiry</b>  <i>These are suggestions only and must be personalised by each setting</i>	Music to dance to Music- how does it make you feel? Explore a variety simple songs/nursery rhymes Sound games Introduce the names of musical instruments and talk about how they sound Small world Role play Games with instruments Play music from a range of cultures and backgrounds. Play music using junk, pots and pans and real objects			
<b>Key Vocabulary</b>  <i>These are key words and phrases that children need to know and understand</i>	Listen, sing, song, music, instrument, pretend, move, dance, sound			

<b>Ongoing throughout the Year</b>	Singing, music, home corner/ role play area, small world play, loose parts play, musical instruments Construction play – Duplo, mega blocks, wooden blocks etc Open ended resources for flexible imaginative play, small world resources, dressing up The impact of EAD activities on feelings			
<b>Assessment Checkpoint</b>  <b>i.e., what a child on track can do by the end of this term</b>	Take part in simple pretend play, using an object to represent something else Begin to listen to and respond to some sounds	Listen with increasing attention to sounds and respond by expressing their thoughts and feelings Begin to develop stories using small world and role play equipment	Remember and sing simple songs and nursery rhymes Play untuned instruments with increasing control to express feelings.	

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