



Castlefield School Early Years Curriculum: Expressive Arts and Design

An overview of 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. (Development Matters, 2021)

Expressive Arts and Design in Context at Castlefield School:

Many pupils start at Castlefield School with an interest in this specific area of the curriculum, however, despite pupils' desire to engage in activities that develop skills and knowledge in EAD, it is recognised that many families do not have access to suitable resources at home to support learning. Many pupils commence Nursery with no experience of craft activities such as painting, drawing and using glue sticks / fastening materials.

Pupils are provided with countless opportunities to engage with EAD in the Early Years. The environment is set up to encourage pupils to explore and engage with EAD opportunities in continuous and enhanced provision during child-initiated learning time. Adult guided activities are planned for to support pupils' specific needs and develop this area of the curriculum, themed afternoons ensure all pupils engage with EAD. Pupil interests are carefully monitored, with practitioners inviting pupils to participate in a range of activities indoors and outdoors. Pupils are provided with opportunities for painting, mark making, junk modelling, constructing, using malleable materials, listening to music, dancing and role play. There are set 'singing' times every day, with songs and rhymes planned into the timetable. Home corners throughout EYFS are changed throughout the year to be reflective of the seasons and a number of cultural festivities. Pupils access a number of additional role play areas which are frequently modified around pupils' interests, for example; becoming a train station, café, fire station etc. There are also opportunities in the outdoor areas for role play; a stage and music areas with dressing up always present, and another role play 'shed' which is set up to reflect interests or current themes.



Progression of skills and knowledge

- Development matters
- Castlefield Curriculum

	Skills	Knowledge	End Points
Nursery Two Year Olds will be learning to:	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop ideas about how to use them and what to make. • Explore colour and colour mixing. • Listen with increased attention to sounds. • Begin to participate in role play. • Explore a range of tools for painting, sticking and modelling. ○ Experiment with how to play a range of musical instruments. 	<ul style="list-style-type: none"> • Remember and sing entire songs. ○ Know and sing some familiar nursery rhymes. ○ Begin to name colours. ○ How to roll, chop and cut out shapes 	<ul style="list-style-type: none"> ➤ To know and sing some familiar nursery rhymes.
Nursery Three Year Olds will be learning to:	<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. • 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. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ○ Learn and sing some longer Nursery Rhymes and remember and join in with some familiar songs linked to routines. ○ Know how to use a glue and tape effectively. ○ Name simple tools found in the Nursery. ○ Name some basic mechanisms e.g. wheels, wind up, cogs 	<ul style="list-style-type: none"> ➤ To take part in simple pretend play, using an object to represent something else even though they are not similar. ➤ Learn and sing some longer Nursery Rhymes and remember and join in with some familiar songs linked to routines.



	<ul style="list-style-type: none"> • 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. • Respond to what they have heard, expressing their thoughts and feelings. • Play instruments with increasing control to express their feelings and ideas. • 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 by listening) of familiar songs. • Create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> ○ Understand how to utilise a range of tools for painting. ○ Know how scissors are used effectively to make snips. ○ How to roll, chop and cut out shapes 	
Reception Pupils will be learning to:	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. <ul style="list-style-type: none"> ○ Utilise tools such as scissors and glue safely and appropriately. 	<ul style="list-style-type: none"> ○ 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. ○ Have some knowledge of what happens when colours are mixed. ○ Recall and sing a variety of Nursery Rhymes / Familiar songs. ○ Know how basic mechanisms work e.g. wheels, wind-up toys, sets of cogs ○ Learn how to join materials successfully. ○ Learn how different materials can be used. 	➤ To be awarded the ELGs for Expressive arts and design



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| | | <ul style="list-style-type: none"> ○ Explain the process they have used. ○ Explore materials using their properties | |
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Expressive Arts and Design: Early Learning Goals

ELG: Creating with Materials

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Planned opportunities to support Expressive Arts and Design in Early Years:

- Invite drama groups to visit so that children begin to experience live performances.
- Where possible, attend performances from other year groups within school.
- Provide opportunities to explore art in nature and create art with natural materials e.g. Transient Art areas
- Draw on a wide range of music / stories from a variety of cultural backgrounds to extend experiences and to reflect a range of cultural heritages.
- Provide a wide range of interesting materials and inspire exploration.
- Provide opportunities for imaginative movement sessions based on children's interests e.g. Moving like different types of animal.
- Provide a place where work in progress can be kept safely e.g. – 'Under Construction' display table.
- Talk with children about particular professions that require creativity e.g. – Architects, Artists
- Model and teach skills and techniques associated with tasks children are involved in; for example, show children how to stop paint from dripping from a paintbrush / how to spread glue most efficiently / how to join pieces of a model together most effectively.
- Introduce children to a wide range of music, painting and sculpture.



- Support children to think about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what a bridge looks like.
- Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'.
- Provide resources for mixing colours, joining things together and combining materials.
- Tell stories with actions, puppets and small world items.
- Provide props for role play and imaginative play. Update these regularly to reflect current interests.
- Provide stimuli for EAD through use of an imaginary event or set of circumstances, e.g. A character 'writing' a letter to pupils / A scene set up from a familiar tale.
- Provide examples of descriptive language through EAD experiences – e.g. 'Rustle', 'Shuffle' etc.
- Ensure there are well resourced, inviting, music areas within the setting.
- Utilise online resources to visually support with singing and dancing e.g. 'Singing hands' to support with Makaton
- Plan for rhyming activities and poem reading.
- Use visual aids when singing nursery rhymes.
- Each room encourages creativity through provision of a designated craft/art area, a malleable area and/or construction zone.
- EYFS Christmas singing and performances