

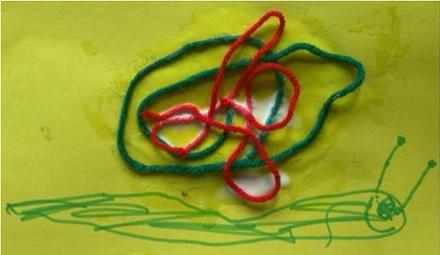


## Early Years Foundation Stage Expressive Arts and Design (EAD)

### 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.



	NURSERY	RECEPTION
<b>Art</b>		
<b>Art Core skills (ongoing)</b>	<p><b>Core skills:</b>            Explore and experiment freely with different materials and colour            Plan what to create and select appropriate resources. ·            Begin to draw closed shapes with continuous lines, and begin to use these shapes to represent objects. ·            Use basic tools such as paintbrush, scissors, aprons and glue safely and appropriately. ·            Begin to work together on large paintings/drawings.            Begin to share their completed work with peers.</p> <p>Noticing pattern, shapes and colours in the environment</p>	<p><b>Core skills:</b>            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. ·            Create collaboratively sharing ideas, resources and skills.            Independently use the creative area.</p> 
<b>Art - Specific Skills</b>	<p><b>Drawing:</b>            Enjoy exploring different mark-making tools such as pens, pencils, crayons and chalks            Draw with increasing complexity and detail, such as representing a face with a circle and including details.            Show different emotions in their drawings and paintings like happiness, sadness, fear etc</p> <p>Make and continue patterns</p>	<p><b>Drawing:</b>  <b>Continuous provision:</b> Enjoy using a variety of media such as pencils, pens, crayons, chalk and pastels. Draw on different surfaces and coloured paper with variety of media, in groups and individually, on a large and small scale.</p> <p><b>Explicitly Introduced:</b> Produce lines of different thickness and tone using a pencil. Learn how to hold a pencil for drawing. Start to produce observational drawings using pencil, graphite and pastels. Start to produce different patterns and textures</p>
		<p><b>Painting:</b>  <b>Continuous Provision</b>            Enjoy using a variety of tools including different sized brushes and watercolours and ready mixed paints</p>

**Painting:**

Explore freely colour and colour mixing using ready mixed poster paints

**Printing:**

Explore making marks with objects to print: sponges, rollers, stampers etc

**Sculpture**

Join different materials through junk modelling  
Explore different textures with collage  
Explore and create with malleable such as clay and playdough



Enjoy using a variety of tools including different sized brushes and tools.  
Explore working with paint on different surfaces and in different ways.  
Explore adding white.  
Explore observational paintings and still life

**Explicitly introduced:**

Brush strokes  
Use of water colours  
Colour mixing using palette - poster and water paints  
Recognise and name the primary and secondary colours being used

**Continuous Provision Printing:**

Develop simple patterns by using objects to print (pompoms/sponges/shapes/potatoes

**Explicitly introduced:**

Printing process  
Making a picture - create a picture of a boat (semi circle and 2 triangles)  
How to do a rubbing - leaf rubbings.  
Develop simple patterns by using objects - link to maths  
Using stencils to create a picture

**Sculpture** - Enjoy a range of malleable media including clay and play/salt dough

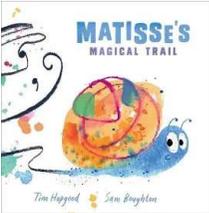
**Sculpture** - impress and apply simple decoration.

Join and assemble with boxes and tubes using tape

**Sculpture** - cut shapes using scissors/ other modelling tools

**Explicitly introduced:**Clay Exploration & Decoration: Children can explore the tactile qualities of clay or playdough, shaping it into various forms and adding simple decorations like imprints or pressed objects to their creations. *E.g. Lanterns for Diwali*

Box & Tube Sculpture Building: Using cardboard boxes, toilet paper rolls, and tape, children can construct imaginative sculptures, encouraging spatial thinking and fine motor skills. *E.g. rockets "Whatever Next" story.*

		<p>Recycled Sculpture Challenge: This activity promotes sustainability by encouraging children to create sculptures from recycled materials like cardboard boxes, plastic bottles, and paper tubes. <i>E.g. general junk modelling</i></p> <p>Shape Collage: Children can cut out shapes from coloured paper. This activity encourages experimentation with texture, colour, layout and composition. <i>E.g. Matisse snail collages</i></p> <p><b>Transient Art</b>          Transient art means “moveable art”. It means creating a design out of loose pieces that are not fixed, to create something that is not permanent.</p> <p><b>Continuous Provision:</b>          Give children plenty of opportunities to create moveable art inside and outside. Give children a selection of natural and man-made items to create with. Consider offering a variety of sizes, shapes, colours etc. Support children to record their creations by taking photos.</p>
<p><b>Art - Books and Artists</b></p> <p><b>See - Access art resource</b>  <a href="https://www.accessart.org.uk/">https://www.accessart.org.uk/</a></p>	<p>Illustrators - children talk about illustrations in books and who created them</p> <p><b>Suggested Artists</b>          Georges Seurat - Pointillism          Kandinsky - Circles study          ‘The Dot’ by Peter H Reynolds          Matisse - collage and colour</p>	<p><b>Books</b>          The Colour Monster - Anna Llenas          Mix it Up - Herve Tullet</p> <p><b>Illustrators</b>          Eric Carle ‘The Very Hungry Caterpillar’          Axel Sheffler</p> <p><b>Suggested Artists</b>          Jackson Pollock (fireworks)          Hancock Piven - Let’s make Faces          Vincent Van Gogh, Almond Blossom, 1890, sunflowers          Damien Hirst, Renewal Blossom, 2018          Giuseppe Arcimboldo (Portrait in vegetables)          Matisse - leaf shapes, “Painting with Scissors”          Snail Trail - A Journey Through Modern Art          Andy Goldsworthy - transient art</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="text-align: right; margin-top: 20px;">  </div> <div style="background-color: #fff9c4; padding: 5px; margin-top: 10px; text-align: center;"> <p>Spotlight artist in continuous provision as inspiration. Changed weekly to enhance provision.</p> </div>

## End of Reception 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;

## Music and Dance

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Guess tunes when humming and play call-and-response songs

Choose favourite songs and rhymes - show preferences

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 and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

### Music skills to be taught throughout the year:

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performing art, expressing their feelings and responses.

Guess tunes when humming, play call-and-response songs, play pitch games.

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 solo or in groups.

Continuous provision - music making/ exploring sound/ listening to music

### Poetry books from Federation Reading Spine:



	<p><b>Celebrate 'National Nursery Rhyme Week'</b></p>  <p><b>'10 Core Rhymes' Resources</b></p>	<p>Enjoy joining in with singing a range of well-known nursery rhymes and action songs. (Autumn term: a rhyme a week to support transition)</p> <p>Begins to build a repertoire of songs they can sing on their own.</p> <p>Enjoy performing songs eg Christmas songs/ poems</p> <p>Move in time to music and dance with actions.</p> <p>Explores the different sounds of instruments.</p>	<p>Enjoy learning rhymes and songs linked to topics</p> <p>Children play instruments independently, including in the garden.</p> <p>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.</p>	<p>Learning songs from In My Little Garden topic and Minibeasts. (There's a tiny caterpillar. Incy wincy spider, there's a big black spider)</p> <p>Performing own songs, with dance and instruments.</p> <p>Children create shows with songs, instruments playing and dance.</p>
<p><b>Dance</b></p>	<p>Respond to what they've heard expressing their thoughts and feelings.</p> <p>Play music in the environment and encourage children to respond to what they hear - offer opportunities to enjoy and engage with different types of music.</p>	<p>See Physical Development Progression Grid</p> <p>Continuous provision opportunities - dance scarves, music, instruments, space to move, watching performances online or live.</p> <p><b>Reception</b>  Diwali - Stick Dances  Chinese New Year - Dragon Dancing  Cambridge PE Curriculum</p> <p>Invite visitors when possible - <a href="http://www.sanskriti.org.uk/">http://www.sanskriti.org.uk/</a> (Indian dance company - Cambridge)</p>		

## End of Reception ELG: Music and Dance

Children at the expected level of development will:

- 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

## Role Play

### Role Play

#### Core Opportunities - Immersion in a world of storytelling, language and story play

Daily story time, home corner play, puppets, availability of core texts for children to use in play, costumes and props, lengths of material, inside and outside.

Take part in simple pretend play, using an object to represent something else even though they are not similar

Begin to develop stories using small world equipment like animal sets, dolls and dolls' houses etc

#### Talk4Writing Texts:

Use Talk for writing actions for daily routines and rhymes

Retell familiar stories like Goldilocks and the 3 Bears

Explore different versions of familiar stories

Home corner play

Talk4Writing - Imitation stage

Introduce story map and learn story together.  
Use actions to retell story.

#### Talk4Writing Text:

Rama and Sita

Mr Gumpy's Outing

The Three Billy Goats Gruff

Jack and the Beanstalk

The Great Race - Lunar New Year

Retell and Innovate- change main character etc

## End of Reception ELG: Role Play

ELG: - Make use of props and materials when role playing characters in narratives and stories.

ELG - Invent, adapt and recount narratives and stories with peers and their teacher;