



## 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					
	Autumn	Spring	Summer	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Art</b> <b>Core skills</b> <b>(ongoing)</b>	<b>Core skills:</b> Explore and experiment freely with different materials and colour Plan what to create and select			<b>Core skills:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.					

<p><b>ELG: Creating with Materials</b>  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;</p>	<p>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>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>					
<p>Art - specific skills</p>	<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.  Use drawing to represent ideas like movement or loud noises.  Show different emotions in their drawings and paintings like</p>	<p><b>Drawing -</b>  Enjoy using a variety of media such as pencils, pens, crayons, chalk and pastels</p>	<p><b>Drawing -</b>  Draw on different surfaces and coloured paper with variety of media</p> <p><b>Painting -</b>  Recognise</p>	<p><b>Drawing -</b>  Produce lines of different thickness and tone using a pencil.  Learn how to hold a</p>	<p><b>Drawing -</b>  Start to produce observational drawings using graphite and pastels</p> <p><b>Painting -</b>  Recognise and name</p>	<p><b>Drawing -</b>  start to produce different patterns and textures</p> <p><b>Painting -</b>  explore working</p>	<p><b>Drawing -</b>  Start to produce different patterns and textures from observations, imagination</p>

	<p>happiness, sadness, fear etc</p> <p><b>Painting:</b> Explore freely colour and colour mixing using ready mixed poster paints</p> <p><b>Printing:</b> Explore making marks with objects to print: sponges, rollers, stampers etc</p> <p><b>Sculpture</b> Join different materials through junk modelling Explore different textures with collage Explore and create with malleable such as clay and playdough</p>	<p><b>Painting -</b> Enjoy using a variety of tools including different sized brushes and watercolours and ready mixed paints</p> <p><b>Printing -</b> Develop simple patterns by using objects to print</p> <p><b>Sculpture -</b> Enjoy a range of malleable media including clay and play/salt dough</p>	<p>and name the primary colours being used. Mix colours using a palette.</p> <p><b>Printing -</b> Enjoy taking rubbings.</p> <p><b>Sculpture -</b> impress and apply simple decoration.</p> <p>Join and assemble with boxes and tubes using tape</p>	<p>pencil for drawing</p> <p><b>Painting -</b> Enjoy using a variety of tools including different sized brushes and tools. Introduce powder paints.</p> <p><b>Printing -</b> Create simple pictures by printing objects.</p> <p><b>Sculpture -</b> Build a construction/sculpture</p>	<p>the primary and secondary colours being used. Mix colours and match to different objects.</p> <p><b>Printing -</b> Develop simple patterns by using objects</p> <p><b>Sculpture -</b> cut shapes using scissors/ other modelling tools</p>	<p>with paint on different surfaces and in different ways. Explore adding white.</p> <p><b>Printing -</b> Enjoy using stencils to create a picture</p> <p><b>Sculpture -</b> cut shapes using scissors and other modelling tools</p>	<p><b>Painting -</b> explore working with paint on different surfaces and in different ways including observation paintings and still life</p> <p><b>Printing -</b> Enjoy using stencils to create a picture</p> <p><b>Sculpture -</b> Build a construction/sculpture</p>
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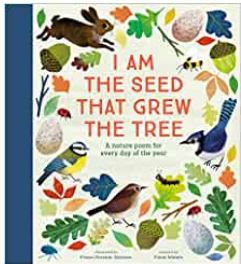
<p>Art - books and artists</p> <p>See - Access art resource  <a href="https://www.accessart.org.uk/">https://www.accessart.org.uk/</a></p>	<p><b>Illustrators - Eric Carle Axel Sheffler</b></p>	<p><b>Let's make Faces - Hanoch Piven</b></p> <p><b>The Colour Monster - Anna Llenas</b></p>	<p><b>Jackson Pollock (fireworks)</b></p> <p><b>Mix it Up Herve Tullet</b></p>	<p><b>Da Vinci - vehicle design</b></p> <p><b>Kandinsky - circles</b></p> <p><b>'The Dot' by Peter H Reynolds</b></p>	<p><b>Spring colours, blossom</b></p> <p><b>Vincent Van Gogh, Almond Blossom, 1890</b></p> <p><b>Damien Hirst, Renewal Blossom, 2018</b></p> <p><b>Vase with a design of birds on a blossoming cherry tree by Namikawa Yasuyuki</b></p>	<p><b>Cezanne - still life</b></p> <p><b>Matisse - leaf shapes</b></p>	<p><b>'The Very Hungry Caterpillar' and any other text by Eric Carle</b></p> <p><b>Eric Carle - illustration/collage</b></p> <p><b>Matisse - "Painting with Scissors"</b></p> <p><b>Snail Trail - A Journey Through Modern Art</b></p>
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**Music**

**ELG**

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



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.

**Celebrate 'National Nursery Rhyme Week'**

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

Enjoy joining in with singing a range of well known nursery rhymes and action songs. (Autumn term: a rhyme a week)

Begins to build a repertoire of songs they can sing on their own.

Enjoy performing songs eg Christmas songs/ poems

Move in time to music and dance with actions.

Explores the different sounds of instruments

Enjoy learning rhymes and songs linked to topics - On the Move and The Gruffalo/Traditional tales)

Children play instruments independently, including in the garden.


Invite musicians in to play music and talk about it??

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. - Record different music and play new genre each

Learning songs from In My Little Garden topic and Minibeasts. (There's a tiny caterpillar. Incy wincy spider, there's a big black spider)

Performing own songs, with dance and instruments.

Children create shows with songs, instruments playing and dance.

	 <p><b>'10 Core Rhymes' Resources</b></p>			week	
Dance	<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.sanskrti.org.uk/">http://www.sanskrti.org.uk/</a> (Indian dance company - Cambridge)</p>				
<p><b>Role play</b></p> <p>ELG: - Make use of props and materials when role playing characters in narratives and stories.</p>	<p><b>Core Opportunities - Immersion in a world of storytelling, language and story play</b>          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.</p>				
	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc</p>	<p>Home corner play</p> <p>Talk4Writing - Imitation stage</p> <p>Introduce story map and learn story together</p> <p>Use actions to retell story</p>	<p>Retell a range of stories</p> <p>Draw own story-map</p> <p>Innovation stage Class/group</p> <p><b><u>Talk4Writing Text:</u></b></p>	<p>Innovate- change main character etc</p> <p>Use imagination to re-create the story</p> <p>Invention stage</p>	

<p>ELG - Invent, adapt and recount narratives and stories with peers and their teacher;</p>	<p><b><u>Talk4Writing Texts:</u></b>          Use Talk for writing actions for daily routines.</p> <p>Retell familiar stories:          Dear Zoo          Goldilocks and the 3 Bears</p>	<p><b><u>Talk4Writing Text:</u></b>          The Gingerbread man          The Enormous Turnip          Little Red Hen</p>	<p>Mr Gumpy's Outing</p>	<p><b><u>Talk4Writing Text:</u></b>          Jack and the Beanstalk          Superworm</p>
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