



Curriculum Overview and Progression for Expressive Arts and Design

Creating with Materials and Being Imaginative & Expressive

Early Years Curriculum

Key Concepts / Progression of Skills

Prior Learning

Creating with Materials	Being Imaginative and Expressive
<ul style="list-style-type: none"> I can join in singing favourite songs. I can create sounds by banging, shaking, tapping or blowing. I can show an interest in the way musical instruments sound. I can experiment with blocks, colours and marks . 	<ul style="list-style-type: none"> I can begin to use representation to communicate (e.g. drawing a line and saying ‘That’s me.’). I can begin to make-believe by pretending.

Nursery

Creating with Materials	Being Imaginative and Expressive
<p>During Nursery (Autumn Spring)</p> <ul style="list-style-type: none"> I can join in singing favourite songs. I can create sounds by banging, shaking, tapping or blowing. I can show an interest in the way musical instruments sound. I can experiment with blocks, colours and marks Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 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 happiness, sadness, fear etc. Explore colour and colour-mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Play instruments with increasing control to express their feelings and ideas. 	<p>During Nursery (Autumn Spring)</p> <ul style="list-style-type: none"> I can begin to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’ I can begin to make-believe by pretending 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. Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings. 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, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.

Early Years Curriculum – Expressive Arts and Design

End of Nursery

- I can enjoy joining in with dancing and ring games.
- I can sing a few familiar songs.
- I can begin to move rhythmically.
- I can imitate movement in response to music.
- I can tap out simple repeated rhythms.
- I can explore and learn how sounds can be changed.
- I can explore colour and how colours can be changed.
- I can understand that I can use lines to enclose a space and then begin to use these shapes to represent objects.
- I can show interest in and describe the texture of things.
- I can use various construction materials.
- I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.
- I can join construction pieces together to build and balance.

End of Nursery

- I can develop preferences for forms of expression.
- I can use movement to express feelings.
- I can create movement in response to music.
- I can sing to myself and makes up simple songs.
- I can notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.
- I can engage in imaginative role-play based on own first-hand experiences.
- I can build stories around toys, e.g. farm animals needing rescue from an chair 'cliff'.
- I can use available resources to create props to support role-play.

Reception

Creating with Materials	Being Imaginative and Expressive
<p>(Autumn Spring)</p> <ul style="list-style-type: none"> • I can enjoy joining in with dancing and ring games. I can sing a few familiar songs. • I can begin to move rhythmically. • I can imitate movement in response to music. I can tap out simple repeated rhythms. • I can explore colour and how colours can be changed. • I can explore and learn how sounds can be changed. • I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. • I can show interest in and describe the texture of things. • I can use various construction materials. • I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • I can join construction pieces together to build and balance. • 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. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Play pitch-matching games, humming or singing short <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>(Autumn Spring)</p> <ul style="list-style-type: none"> • I can sing to myself and makes up simple songs. • I can engage in imaginative role-play based on own first-hand experiences. • I can develop preferences for forms of expression. • I can use movement to express feelings. • I can create movement in response to music. • I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • I can build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. • I can use available resources to create props to support role-play. • Watch and talk about dance and performance art, expressing their feelings and responses. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

