



Expressive Arts and Design: Art/Design & Technology

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, **the Prime Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

Expressive Arts and Design: EYFS Statutory 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.

EYFS Creating with Materials and Being Imaginative & Expressive– Development Matters (non statutory)

Children aged 3 and 4 will be learning to (preschool):

Explore different materials freely, 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.

Examples of this: long strips of wallpaper, child size boxes, different surfaces to work on e.g., paving, floor, table top or easel, listen and understand what children want to create before offering suggestions, invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.

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.

Examples of this: Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”

Introduce children to the work of artists from across times and cultures

Children in Reception will be learning to:

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

Examples of this: Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate, teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue, visit galleries and museums to generate inspiration and conversation about art and artists

Expressive Arts and Design: Art/Design & Technology

ELG: Creating with Materials

End of Reception: 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 & Expressive (Statutory)

End of Reception: 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

Key Vocabulary:

Art, make, create, design, materials, paint, collage, print, pastels, crayons, pens, chalk, tools, paintbrush, colour, mix, primary colour, secondary colour, texture, line, shape, connect, join, glue,