

EYFS Expressive Art and Design Curriculum

<p>Over Arching Principles</p>	<ul style="list-style-type: none"> • A unique child: Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured. • Positive relationships: Highlights that children learn to be strong and independent through positive relationships with adults and their peers. • Enabling environments: Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs. • Learning and development: Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning. 			
<p>Characteristics of Effective Learning</p>	<p>Playing and exploring</p> <ul style="list-style-type: none"> • Finding out and exploring: Children are curious about people, their environment, and events. • Playing with what they know: They use their experiences to create pretend scenarios and take on roles. • Being willing to have a go: They are motivated to start activities, take risks, and are not afraid of making mistakes. <p>Active learning</p> <ul style="list-style-type: none"> • Being involved and concentrating: They stay focused on a task and are engaged in the activity. • Persevering: They keep trying when faced with difficulties and don't give up easily. • Enjoying achievements: They feel a sense of accomplishment when they succeed. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> • Having their own ideas: They develop their own thoughts and concepts. • Making links: They connect ideas and see relationships between different things. • Choosing ways to do things: They develop and use their own strategies to achieve a goal. 			
<p>Core Vocabulary</p>	<p>Storytelling & Imaginative Play Story Sequence Character Retell Role play Small world Nativity Narrative Imagination Drawing Illustration Recycled materials Prop</p>	<p>Art & Creative Techniques Print Stamper Block Negative space Colour Hot Cold Wax Watery paint Pattern Symmetry Trace Media Effect Decoration Shape 2D shape Mix Blend</p>	<p>Music & Performance Beat Rhythm Tap Strike Instrument Melody Pitch Song Repertoire Perform Action song Choreograph Dance Movement Ribbon Fabric Group Pair</p>	<p>▫ Community & Social Understanding Community Job Role Visitor Vocabulary Helper Important Adult Profession Explain Apply</p>

AUTUMN TERM - Link to NC: Art Design Technology Music PE (Dance)

ELG
AT THE END
OF THE YEAR

Creating with Materials ELG:

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.

Being Imaginative and Expressive ELG:

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.

What we want the children to KNOW

Creating with
Materials

1. Drawing Familiar People

- Begin to draw people they know, focusing on basic features (e.g., head, arms, legs).
- Add details to drawings that reflect personal knowledge (e.g., hair style, glasses, clothing).
- Use memory and observation to improve accuracy and expression in their artwork.

2. Creating Props from Recycled Materials

- Use recycled materials to make props for play (e.g., cardboard homes, paper fireworks, pretend food).
- Begin to select materials based on purpose and function.
- Talk about what they've made and how it relates to their play or environment.

3. Building Independent Play Skills

- Learn techniques from adults (e.g., cutting, folding, joining) during guided activities.
- Begin to apply these techniques independently in creative play.

1. Exploring Printing Methods

- Begin to explore printing using stampers, blocks, and textured surfaces.
- Learn how negative space printing works and experiment with simple designs.
- Use printing techniques to create patterns, decorations, and themed artwork.

2. Using Colour Expressively

- Recognise that colours can represent different ideas or feelings (e.g., red for hot, blue for cold).
- Begin to choose colours purposefully in their artwork.
- Talk about their colour choices and what they represent.

3. Creating with Shapes

- Use 2D shapes to design and make seasonal decorations (e.g., snowflakes, lanterns, trees).
- Begin to combine shapes to create recognisable forms.
- Talk about the shapes they use and what they've made.

4. Building Independent Play Skills

	<p>Show increasing confidence in using tools and materials safely and effectively.</p>	<ul style="list-style-type: none"> • Learn techniques from adults (e.g., cutting, joining, folding) during guided activities. • Begin to apply these techniques independently in creative and imaginative play. • Show increasing confidence in using tools and materials safely.
<p>Being imaginative and Expressive Dance and Roleplay</p>	<p>1. Enacting Family Life</p> <ul style="list-style-type: none"> • Use props to act out familiar domestic routines (e.g., cooking, cleaning, bedtime). • Begin to create simple family narratives through role play. • Use imagination and personal experience to develop characters and scenarios. <p>2. Performing Hand-Action Songs</p> <ul style="list-style-type: none"> • Copy and join in with simple hand-action songs (e.g., “Wind the Bobbin Up,” “Heads, Shoulders, Knees and Toes”). • Memorise and perform a small repertoire of songs with actions. • Begin to coordinate movement with rhythm and lyrics. 	<p>1. Telling Stories with Props</p> <ul style="list-style-type: none"> • Use small world figures (e.g., nativity characters) to tell simple stories. • Begin to sequence events and characters in their storytelling. • Use voice, movement, and props to bring stories to life.
<p>Being imaginative and Expressive Music</p>	<p>1. Exploring Beat and Rhythm</p> <ul style="list-style-type: none"> • Mark the beat using tapping, clapping, or striking instruments. • Imitate simple rhythms and patterns with increasing accuracy. • Begin to coordinate movement and sound in group music activities. <p>2. Performing Songs</p> <ul style="list-style-type: none"> • Learn and perform a small repertoire of short, repetitive songs. • Join in with actions and lyrics confidently. • Begin to sing with others and follow musical cues. 	

SPRING TERM - Link to Art

Design Technology

Music

PE (Dance)

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- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG:

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.

What we want the children to KNOW

Creating
with
Materials

1. Creating Effects with Mixed Media

- Use a combination of materials (e.g., wax and watery paint) to create visual effects.
- Explore how different tools and textures can be used to make patterns or messages.
- Talk about the techniques used and the effects they create.

2. Tracing and Pattern Work

- Learn how to trace pictures or patterns using guided techniques.
- Use tracing to support fine motor control and shape recognition.
- Begin to trace independently with increasing accuracy and confidence.

1. Drawing to Illustrate Stories

- Begin to draw single images from imagination to represent parts of a story.
- Progress to creating a sequence of images that show events or characters in order.
- Use drawing to express ideas, emotions, and narrative structure.
- Talk about what their drawings represent and how they relate to the story.

2. Exploring Symmetry and Pattern

- Begin to notice and describe patterns in the environment and in artwork.
- Explore symmetry through folding, printing, and drawing activities.
- Create their own patterns using colour, shape, and arrangement.
- Talk about what makes something symmetrical or patterned

<p>Being imaginative and Expressive Dance and Movement</p>	<p>1. Retelling Stories Through Play</p> <ul style="list-style-type: none"> • Retell familiar stories using small world figures or role play. • Sequence key events from a known story through actions and dialogue. • Use voice, props, and movement to bring characters and events to life. <p>2. Dancing with Props</p> <ul style="list-style-type: none"> • Use large arm movements to express music and mood. • Dance using props such as ribbons and fabric to enhance movement. <p>Begin to coordinate movement with rhythm and space.</p>
<p>Being imaginative and Expressive Music</p>	<p>1. Pitch Matching in Songs</p> <ul style="list-style-type: none"> • Join in with familiar four-line songs, matching pitch in short sections. • Begin to sing whole melodies with increasing accuracy. • Show awareness of high and low sounds through voice and gesture. <p>2. Exploring Rhythm with Instruments</p> <ul style="list-style-type: none"> • Imitate simple rhythm patterns using tapping or striking instruments. • Progress to copying more complex rhythmic sequences. <p>Begin to maintain a steady beat during group music activities.</p>

SUMMER TERM - Link to Art

Design Technology

Music

PE (Dance)

ELG
AT THE END OF THE
YEAR

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

Being Imaginative and Expressive ELG:

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
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- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

What we want the children to KNOW

Creating with Materials

1. Observational Drawing and Painting

- Make increasingly detailed drawings and paintings of natural objects and living things.
- Use observation to capture shape, texture, and colour with growing accuracy.
- Begin to talk about what they notice and include in their artwork.

2. Drawing from Memory

- Draw familiar landmarks from memory, including key features and details.
- Use personal experience and imagination to inform their drawings.
- Begin to explain what they've drawn and why.

3. Exploring Colour Relationships

- Explore how colours relate to one another (e.g., warm vs cool, complementary colours).
- Begin to choose colours purposefully in their artwork.
- Talk about how colour choices affect mood and meaning.

1. Creating with Natural Materials

- Create transient 2D or 3D designs and sculptures using natural materials found outdoors.
- Describe what they've made and explain their design choices.
- Begin to explore texture, shape, and form in outdoor environments.

2. Observational Drawing

- Make detailed and accurate drawings of natural objects and living things.
- Match colours carefully using pencils, crayons, or paint.
- Use observation to improve accuracy and detail in their artwork.

3. Shaping with Sand and Clay

- Shape and mould wet sand or clay using hand tools.
- Create specific effects (e.g., patterns, textures, forms) through manipulation.
- Begin to talk about the tools and techniques they use.

4. Exploring Colour Independently

	<p>4. Printing with Purpose</p> <ul style="list-style-type: none"> • Print accurately using paint and tools such as blocks or textured surfaces. • Experiment with printing techniques to achieve specific effects. • Describe their design choices and the outcomes. <p>5. Collage and Construction</p> <ul style="list-style-type: none"> • Select reclaimed materials to create collages with a design idea or representation. • Explain their material choices and what they are trying to show. <p>6. Sculpture and 3D Art</p> <ul style="list-style-type: none"> • Make sculptures using clay, junk modelling, or natural objects. • Explore form, texture, and balance in their creations. • Begin to describe what their sculpture represents. <p>7. Fixing and Joining Independently</p> <ul style="list-style-type: none"> • Use age-appropriate techniques such as threading, sticking, and tying to join materials. • Show increasing independence and confidence in construction activities. • Begin to select tools and methods based on purpose. <p>8. Reflecting on Creative Work</p> <ul style="list-style-type: none"> • Reflect on their own projects and group work. • Begin to talk about what they liked, what they found challenging, and what they might change. • Show pride in their creative achievements. 	<ul style="list-style-type: none"> • Mix primary and secondary colours with increasing independence. • Begin to explore tones and shades using black and white. • Use colour purposefully to express ideas and mood.
<p>Being imaginative and Expressive Dance and Movement</p>	<p>1. Generating Narratives</p> <ul style="list-style-type: none"> • Create simple oral stories using props or small world play. • Act out familiar or imagined narratives with increasing confidence. • Use voice, movement, and expression to bring stories to life. <p>2. Telling Stories Through Dance</p> <ul style="list-style-type: none"> • Use gestures and movements to express story elements. • Add body percussion and instrumental sound effects to enhance storytelling. • Join in with simple sea shanties and movement-based songs. 	

	<p>3. Developing Fluid Movement</p> <ul style="list-style-type: none"> • Show improved control and spatial awareness in dance. • Use materials or apparatus (e.g., scarves, hoops) to enhance movement. <p>Represent different types of movement in time with music.</p>	
<p>Being imaginative and Expressive Music</p>	<p>1. Moving to the Beat</p> <ul style="list-style-type: none"> • Move rhythmically on the spot and while travelling. • Use hands or feet to mark the beat in music and movement activities. • Begin to coordinate movement with rhythm. <p>2. Exploring Percussion</p> <ul style="list-style-type: none"> • Echo short rhythmic phrases using untuned percussion instruments. • Begin to explore pitch contrasts using tuned percussion (e.g., high vs low sounds). • Talk about how different instruments sound and how they are played. <p>3. Singing and Creating Music</p> <ul style="list-style-type: none"> • Join in with call-and-response songs and simple melodies. • Begin to enjoy playing musical resonating bells with increasing accuracy. <p>Make up their own songs and perform with growing confidence.</p>	<p>1. Performing Music</p> <ul style="list-style-type: none"> • Use percussion instruments to perform music with tone and rhythm. • Begin to understand how rhythm and dynamics affect musical expression. • Join in with group performances and respond to musical cues.