

EYFS Statutory Framework – Expressive Art and Design

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.

Links to Art Curriculum

Creating with Materials	Additional Benedict Biscop stepping stones to challenge:
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;	-Use and explore techniques, beginning to select the best one for an intended purpose -Begin to use colour, design, form, function and texture to create an intended effect. -Specifically select props and appropriate materials that support with role-play. -Use small tools with more precision and with purpose.

	Autumn Term	Spring Term	Summer Term
Nursery	<b>LINE, SHAPE, FORM</b>  -To begin creating lines, shapes/forms i.e. drawing a circle for a face.  -To create drawings that show their emotions  <b>COLOUR</b>  -To be introduced to the mixing of primary colours to understand that colours change when mixed.  -To notice that white paint when added will lighten colours.  -To describe why they are selecting colours [for purpose].  <b>USE OF TOOLS</b>  -To select materials from a range provided	<b>LINE, SHAPE, FORM</b>  -To create lines and simple shapes to create more recognisable forms e.g. vehicles/homes  <b>COLOUR</b>  -To use materials and colours to represent different parts of the form.  -To mix primary colours  -To know materials have different textures  -To identify and use different patterns and textures are combined for purpose  <b>USE OF TOOLS</b>  -To select materials for design purposes [to represent specific items]	<b>LINE, SHAPE, FORM</b>  -To create lines and simple shapes to create more recognisable forms e.g. bodies  <b>COLOUR</b>  -To mix colours for different purposes  -To know how to hold scissors and use appropriately  -To join materials using different methods  <b>USE OF TOOLS</b>  -To select materials for design purposes [to represent specific items], beginning to use finer manipulatives
Reception	<b>LINE, SHAPE, FORM</b>  -To create lines and simple shapes to create more recognisable forms e.g. ovals for faces  <b>COLOUR</b>  -To explore using different paint types  -To begin to add detail with paint i.e. for features of face.  -To create secondary colours  -To begin creating shades of brown and green  <b>CULTURAL INFLUENCES</b>  -To explore and create from imagination and real-life experiences  <b>USE OF TOOLS</b>  -Use brushes of varying thickness  -Use different media to create texture	<b>LINE, SHAPE, FORM</b>  -To create lines and simple shapes to create more recognisable forms  <b>COLOUR</b>  -To begin creating shades of brown and green  -To use brushes of varying thickness [ particularly fine brushes for detail]  -To use different media to create pattern and texture for specific detail e.g. patterns in leaves.  -To start combining colours in different ways – creating shades.  <b>CULTURAL INFLUENCES</b>  -To explore and create from imagination and real-life experiences  <b>USE OF TOOLS</b>  -To select varying media for drawing, painting, printing and sculpting [with prompting] e.g. oil pastels, clay	<b>LINE, SHAPE, FORM</b>  -To create lines and simple shapes to create more recognisable forms e.g. begin to add detail to recognisable forms e.g bodies and animals  <b>COLOUR</b>  -To use bright/dull colours  -To create a range of shades  <b>CULTURAL INFLUENCES</b>  -To recognise some cultural influences and use as inspiration for their art e.g. famous artists – widening personal knowledge [taking inspiration from children’s interests – looking more closely at shapes and form]  <b>USE OF TOOLS</b>  -To select varying media for drawing, painting, printing and sculpting e.g. oil pastels, clay

Links to DT Curriculum

Creating with Materials	Additional Benedict Biscop stepping stones to challenge:
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;	-Use and explore techniques, beginning to select the best one for an intended purpose -Begin to use colour, design, form, function and texture to create an intended effect. -Specifically select props and appropriate materials that support with role-play. -Use small tools with more precision and with purpose.

Birth to Three	Three to Four	Reception
<b>Expressive Art and Design</b> -Explore different materials, using all their senses to investigate them. -Manipulate and play with different materials. -Use their imagination as they consider what they can do with different materials. -Make simple models, which express their ideas.  <b>Physical</b> -Build independently with a range of appropriate resources. -Develop manipulation and control. -Explore different materials and tools.	<b>Expressive Art and Design</b> -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. -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.  <b>Physical</b> -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Show a preference for a dominant hand.	<b>Expressive Art and Design</b> -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources, and skills.  <b>Physical</b> -Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.

	Autumn Term	Spring Term	Summer Term
Nursery	Each term focuses on a different focus area/material, however staff may change order based on pupil interest. <b>DESIGN</b> -To select ingredients <b>MAKE</b> - To transform materials - To mix ingredients using bowl and spoon <b>TECHNICAL KNOWLEDGE</b> - To describe product made using technical vocabulary e.g. sweet, sour <b>EVALUATE</b> - To observe changes in ingredients when mixed	Each term focuses on a different focus area/material, however staff may change order based on pupil interest. <b>DESIGN</b> -Choose colours and shapes to make objects <b>MAKE</b> -Make 2D and 3D models -Use a range of joining materials <b>TECHNICAL KNOWLEDGE</b> -To know properties of different joining materials <b>EVALUATE</b> -Describe if they are happy with their product	Each term focuses on a different focus area/material, however staff may change order based on pupil interest. <b>DESIGN</b> To plan the shape of finished item <b>MAKE</b> -Add colour to mouldable materials -Use tools to sculpt <b>TECHNICAL KNOWLEDGE</b> -Know some materials can be moulded <b>EVALUATE</b> -Describe if they are happy with their product
Reception	Each term focuses on a different focus area/material, however staff may change order based on pupil interest. <b>DESIGN</b> -To decide what ingredients they will use for a specific product <b>MAKE</b> -To combine flavours/ingredients to make a baked item <b>TECHNICAL KNOWLEDGE</b> -To begin to know how to use a vary of cooking utensils -To learn different skills including: chopping, cutting and baking skills <b>EVALUATE</b> -To know that their design may need to change	Each term focuses on a different focus area/material, however staff may change order based on pupil interest. <b>DESIGN</b> -To design a product based on inspiration from real life <b>MAKE</b> - To select colours to represent different parts of a product - To use joining materials of different strengths <b>TECHNICAL KNOWLEDGE</b> -To know how to combine different materials <b>EVALUATE</b> -Evaluate their product using words such as strong and weak	Each term focuses on a different focus area/material, however staff may change order based on pupil interest. <b>DESIGN</b> -To design a product based on inspiration from real life or imagination <b>MAKE</b> -To mould materials into different shapes -To add colour to mouldable materials <b>TECHNICAL KNOWLEDGE</b> -To know tools that are used to sculpt <b>EVALUATE</b> -Change designs to improve them

Links to Music Curriculum

Being Imaginative and Expressive	Additional Benedict Biscop stepping stones to challenge:
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.	Children will begin to: - take part in singing, accurately following the melody. - follow instructions on how and when to sing or play an instrument. - make and control long and short sounds, using voice and instruments - create a sequence of long and short sounds. - clap rhythms. - create a mixture of different sounds (long and short, loud and quiet, high and low). - choose sounds to create an effect. - sequence sounds to create an overall effect. - create short, musical patterns and rhythmic phrases.

Birth to Three	Three to Four	Reception
<b>Expressive arts and design</b> -Show attention to sounds and music. -Respond emotionally and physically to music when it changes. -Move and dance to music. Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. -Explore their voices and enjoy making sounds. -Join in with songs and rhymes, making some sounds. -Make rhythmical and repetitive sounds. -Explore a range of sound makers and instruments and play them in different ways. -Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.	<b>Expressive arts and design</b> -Use drawing to represent ideas like movement or loud noises. -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 tune 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. -Play instruments with increasing control to express their feelings and ideas.	<b>Expressive arts and design</b> -Listen attentively, move to, and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -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.

	Autumn Term	Spring Term	Summer Term
Nursery	<b>Listen and respond</b> -Listen to sounds in the local school environment <b>Perform</b> -Join in with familiar songs -Perform in worships and celebrations e.g. Harvest, Nativity <b>Explore and create/compose</b> -Use voice to create different sounds -Gain sounds from untuned percussions instruments	<b>Listen and respond</b> -Listen to sounds in the local school environment <b>Perform</b> -Join in with familiar songs -Perform in worships and celebrations <b>Explore and create/compose</b> -Use voice to create different sounds -Use untuned percussion to keep a rhythm -Used tuned percussion to produce sounds and keep a beat -Use signals to start and stop	<b>Listen and respond</b> -Listen to sounds in the local school environment -Sing familiar songs from memory -Know the names of some percussion instruments. <b>Perform</b> -Perform in worships and celebrations <b>Explore and create/compose</b> -Use voice to create sounds and rhythms -Use untuned and tuned percussion to keep rhythm
Reception	<b>Listen and respond</b> -To make movements in response to music -To listen to sounds in the wider school environment and comparing high and low sounds <b>Perform</b> -To sing songs to retell stories -Perform in worships and celebrations e.g. Harvest, Nativity <b>Explore and create/compose</b> -Use untuned percussion to produce sounds -Use voice to produce a number of different sounds	<b>Listen and respond</b> -To notice changes of tempo <b>Perform</b> -Perform in worships and celebrations <b>Explore and create/compose</b> -Use body percussion to accompany a rhythm and keep the beat e.g. clap -To experiment with sounds -To represent feelings using tuned percussion	<b>Listen and respond</b> -To notice changes of tempo <b>Perform</b> -Perform in worships and celebrations -To build a full repertoire of songs <b>Explore and create/compose</b> -Use body percussion to accompany a rhythm and keep the beat e.g. clap -Use untuned percussion to play songs we sing