

Expressive Arts & Design

INTENTION – In their Expressive Arts and Design our intention is for children to learn to:

- be confident to take part in imaginative play including singing songs and telling stories
- enjoy singing a range of nursery rhymes with their peers
- be able to use movement and sounds to express ideas and feelings
- to confidently explore a range of materials to support their developing ideas
- to begin to use tools appropriately

We intend to nurture and develop the skills and creativity that our children bring to nursery.

CONTEXT

High levels of deprivation

Large majority of attendance live in Ladywood district with high level of dep,

Children have range of experiences – parents have high aspirations but parents face challenges, high levels of dep limit opportunities that families can when it comes to enriching activities.

Children come to Nursery with a range of cultural capital but we want to build on this throughout curriculum – ensuring children consolidate learning

CITY & LADYWOD DISTRICT DATA

Ladywood is the most deprived ward in the city. **Removing this inequality is a priority for us.** 74.71% of children in Ladywood achieved a GLD in Expressive Arts and Design. (data from BEYN District Profiles)

EDUCATIONAL PROGRAMMES

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.

EARLY LEARNING GOALS

ELG : Creating with Materials

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 and Expressive

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.

<https://help-for-early-years-providers.education.gov.uk/expressive-arts-and-design>

Autumn	Spring The World Around us.	Summer Growing & The Great Outdoors
Events	Events	Events
Leadership roles Learning to say 'Hello' in Makaton Core books – Owl babies So Much Full full full of love Whatever Next The Gruffalo Stick Man Core rhymes/songs Introduction to expectations/charters Black History week Diwali Bonfire night Parent Workshops: Communication & language development Christmas	Leadership roles Learning to say 'Hello' in community languages Core books – The Tiger Who Came to Tea The Gingerbread Man The Little Red Hen Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed Wait and See Core Rhymes Chinese New Year celebrations Safety week Reading week/World Book Day Literacy & World Book Day workshops Mothers' Day Easter celebrations	Leadership roles Learning to say 'Hello' in community languages Core books – The Hungry Caterpillar Mad about Minibeast Goldilocks and the Three Bears The Three Billy Goats Gruff Colour Monster goes to school Blue Kangaroo goes to school Core Rhymes Parent Workshops: Maths Parent workshops: Learning Outdoors & Forest School Walk to school week Eid al-Fitr celebrations Summer Carnival Caterpillars

	Vaisakhi	Fathers' Day Transition day Summer trip Graduation celebration
Attainment/Targets	Attainment/Targets	Attainment/Targets
<p>Creating with Materials</p> <ul style="list-style-type: none"> • Begin to demonstrate an emerging preference for a dominant hand • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiment with ways of playing them <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Creates sound effect and movements • Enjoys joining in with moving, dancing and ring games • Begins to make believe by pretending using sounds, movements, words and objects • Beginning to describe sound and music imaginatively. • Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Explore colour and colour mixing • Explore different materials freely, to develop their ideas about how to use them and what to make • Use drawing to represent ideas like movement or loud noise • Create closed shapes with continuous lines and begin to use these shapes to represent objects <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Listens with increased attention to sounds • Play instruments with increasing control to express their feelings and ideas • Take part in simple pretend play, using an objects to represent something else even though they are not similar. • Creates rhythmic sounds and movements • Uses movement and sound to express experiences, expertise, ideas and feelings 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Uses resources to create props • Explore colour and colour mixing • Use drawing to represent ideas like movement or loud noises • Draw with increasing complexity and detail, such as representing a face with a circle and including detail • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Explores how sound and movement can be changed • Develop an understanding of how to create sounds using tools for a purpose • Engage in imaginative play • Remember and sing entire songs • Create their own songs or improvise a song around one they know

