

Early Years at Malmesbury C of E Primary School

Expressive Arts & Design

Intent, Implementation, and Impact

with Progression of Skills and Cross Curriculum Links





Malmesbury
Church of England Primary School

Expressive Arts and Design Intent Statement

Overview

In the Early Years at Malmesbury C of E Primary School, we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings by:

- Providing children with the opportunity to explore and experiment with different media and materials
- Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
- Providing children with a purpose to design, make and evaluate functional products
- Encourage children to investigate and explore a wide range of materials and tools
- Supporting children to find original solutions using resources in unique ways
- Nurturing children's confidence to try new things
- Providing freedom for children to be curious, experimenting with and creating their own music
- Reinforcing children's responses to sounds and encouraging composition and performance
- Providing freedom for children to be expressive, experimenting with and creating their own series of movements



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Expressive Arts and Design Intent Statement continued

Statutory Framework

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..

Expressive Arts and Design Intent Statement

Creating with Materials/Being Imaginative and Expressive

Knowledge

I know...

- How to share
- Which resources work in different situations
- How to use a range of media to achieve a desired effect
- How to hold and control a tool (e.g. scissors/paintbrush) to achieve a desired effect
- How to use a tool safely
- How to use a prop in a narrative (and have it represent something else)
- How to use my voice in different ways (e.g. intonation, volume, projection, pitch and character)
- Storytelling vocabulary
- How to sequence a story
- About musical dimensions such as pulse, pitch and rhythm

Skills

I am learning to...

- Explore
- Express
- Create
- Sustain attention
- Refine
- Use a variety of artistic effects
- Collaborate
- Offer an opinion
- Share ideas
- Share creations
- Remember
- Take turns
- Be resilient
- Use tools
- Invent
- Adapt
- Retell
- Narrate
- Gesture
- Sing
- Perform
- Recount
- Sequence
- Follow instructions
- Respond
- Articulate
- Vocalise
- Imitate
- Repeat
- Process information
- Predict
- Connect ideas
- Discuss
- Represent



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Expressive Arts & Design Implementation Statement

Implementation

At Malmesbury C of E Primary School, our topics, discrete lessons and learning environment give our children a variety of new and familiar experiences within the arts. They have a wealth of opportunities to observe and experiment with different materials, tools, techniques, music and movements. The emphasis is firmly placed on the process they go through rather than on the finished product. In creating, designing and making, our pupils investigate and use a variety of materials and techniques and explore colour, line, shape, space, function, form, texture and pattern in two and three dimensions. They develop their visual, spatial and tactile awareness and use marks, picture drawings, paintings and constructions to create products. Meanwhile, through music, pupils express feelings and emotions.

They play instruments, use everyday objects to make music, sing, and move rhythmically and expressively to music, listened to music and created their own. Children are supported to develop their confidence and pride in their creative achievements. Children's multi-disciplinary artistic creativity is inspired and engaged through direct adult-led activities such as dance, role-play, stories (including Helicopter Stories and Poetry Basket), art, ICT and music lessons. In harmony with this are the provision and child-led activities, through which children can further explore, consolidate and develop their burgeoning creative and expressive visions. We use practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.

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Expressive Arts and Design Impact Statement

Impact

Children's expressive arts and design skills will have been carefully monitored and supported. By the end of the Foundation Stage most children will be able to:

Explain their process	Give reasons
Express their opinions, feelings and ideas	Experiment with colour, design, texture, form and function
Invent, adapt and recount	Make use of props when playing characters
Retell in sequence	Perform
Share their creations	Move in time to music
Manipulate tools and materials	Sing

Expressive Arts and Design Progression of Skills

Creating with Materials

In Nursery, children learn to...

- explore materials freely
- develop their own ideas
- 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
- use drawing to represent ideas
- explore colour and colour-mixing

In Reception, children are learning to...

- explore, use and refine a variety of artistic effects
- express their ideas and feelings
- create collaboratively
- share ideas, resources and skills

End of Foundation Stage Checkpoint

Early Learning Goal: **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

Expressive Arts and Design Progression of Skills

Being Imaginative and Expressive

In Nursery, children learn to...

- make imaginative and complex 'small worlds' with blocks and construction
- show different emotions in their drawings and paintings
- listen with increased attention to sound
- 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 around one they know
- play instruments with increasing control to express their feelings and ideas

In Reception, children are learning to...

- listen attentively, move to and talk about music
- 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
- develop storylines in their pretend play
- explore and engage in music making and dance, performing solo or in groups

End of Foundation Stage Checkpoint

Early Learning Goal:

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.

Expressive Arts and Design – Cross-Curricular Links

Literacy

Creating with Materials

Reception

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills
- Make use of props and materials when role playing characters in narratives and stories
- Share their creations, explaining the process they have used.

Literacy

Being Imaginative and Expressive

Nursery

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls' houses etc
- Respond to what they have heard, expressing their thoughts and feelings.

Reception

- Invent, adapt and recount narratives and stories with peers and their teacher
- Perform songs, rhymes, poems and stories with others
- Develop storylines in their pretend play
- Express their feelings and responses

Expressive Arts and Design – Cross-Curricular Links

Personal, Social and Emotional Development

Creating with Materials

Nursery	<ul style="list-style-type: none">• Explore different materials freely, in order to develop their own ideas about how to use them and what to make• Develop their own ideas and then decide which materials to use to make them
Reception	<ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings• Create collaboratively, sharing ideas, resources and skills• Share their creations, explaining the process they have used

Personal, Social and Emotional Development

Being Imaginative and Expressive

Nursery	<ul style="list-style-type: none">• Show different emotions in their drawings and painting, like happiness, sadness, fear etc• Develop their own ideas and then decide which materials to use to make them• Respond to what they have heard, expressing their thoughts and feelings
Reception	<ul style="list-style-type: none">• Watch and talk about dance and performance art, expressing their feelings and responses• Sing in a group• Invent, adapt and recount narratives with peers and their teacher• Perform songs, rhymes, poems and stories with others

Expressive Arts and Design – Cross-Curricular Links

Communication and Language

Creating with Materials

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|-----------|--|
| Nursery | <ul style="list-style-type: none">• Use drawing to represent ideas |
| Reception | <ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings• Create collaboratively, sharing ideas, resources and skills• Share their creations, explaining the process they have used |

Communication and Language

Being Imaginative and Expressive

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|-----------|---|
| Nursery | <ul style="list-style-type: none">• Take part in imaginative play, using an object to represent something else, even though they are not similar• Begin to develop complex stories• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc• Listen with increased attention to sounds• Respond to what they have heard, expressing their thoughts and feelings• Play instruments with increasing control to express their feelings and ideas |
| Reception | <ul style="list-style-type: none">• 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• Develop storylines in their pretend play• Invent, adapt and recount narratives and stories with peers and their teachers• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time to the music• Sing a range of well-known nursery rhymes and songs |

Expressive Arts and Design – Cross-Curricular Links

Mathematics

Creating with Materials/Being Imaginative and Expressive

Nursery	<ul style="list-style-type: none">• 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
Reception	<ul style="list-style-type: none">• Return to and build on their previous learning• Perform songs (with its metres, repetitions, patterns and structures, music is ‘maths with melody’ and also an invaluable source of mnemonics for the early acquisition of mathematical principles)

Expressive Arts and Design – Cross-Curricular Links

Physical Development

Creating with Materials

Nursery	<ul style="list-style-type: none">• Draw with increasing complexity and detail (fine motor and manipulation of tools)
Reception	<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

Physical Development

Being Imaginative and Expressive

Reception	<ul style="list-style-type: none">• Move to music• Watch and talk about dance• Explore and engage in music-making and dance• Move in time with music
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