

Curriculum Coherence - EYFS Prime Area of Learning: Expressive Art and Design		
<p>Previous Learning: During their time in Nursery, most children will be able to:</p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Representations and responses show understanding that different media , music or materials will support the expression of their own ideas. • Construct with a purpose in mind using a variety of resources to create a model, dance or composition. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Create or builds new ‘worlds’, stories or scenarios. • Use a resource or material in a different or unusual way, showing intent as they do so. 		
<p>INTENT</p> <p><u>To provide children with opportunities within our provision to develop on their stage of learning in order to meet or exceed the Early Learning Goal.</u></p> <p><u>Development Matters Statements</u></p> <ul style="list-style-type: none"> • 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. • 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. • Explore and engage in music making and dance, performing solo or in groups. 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Role play areas, small world areas, loose parts, large and small scale construction, mark making, wood work, sewing, playdough, stage area, junk modelling, painting area, messy play, technology. • A range of tools and techniques are explicitly modelled to support children’s safe, independent use within their free flow play. • A range of materials are provided throughout the provision to enable children to explore colour, design, texture, form and function. • Ideas booklets and joining techniques to support them in planning and designing. • Storytelling is explicitly modelled. • Ensuring opportunities for children to achieve EYFS UTW outcomes are promoted as much as possible in all learning areas and planning in the moment to address areas of development within EAD. • Continuous assessments to identify children making the slowest progress and those needing additional support with EAD. • Adult interactions are ensuring children are supported in making progress in their next stage of development within EAD. Children 	<p>IMPACT</p> <p><u>Children meet the Early Learning Goals in Understanding of the world</u></p> <p><u>Expressive Arts and Design Creating with Materials</u></p> <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. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • 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

	<p>are encouraged to think about how they might adapt and improve on their designs.</p> <ul style="list-style-type: none"> • Music- stage area, nursery rhymes, topic songs, signing songs. 	
<p>Links Communication and Language- role play, small world, storytelling. Sign4story, feelings. PD: Use of tools and equipment. Reading: Books linked to art and design. Writing: mark making, recording and planning of designs. Maths: pattern, shapes used within art and design. UTW: Art, design, song and dance linked to events, festivals. Use of programs such as Purple Mash, 2simple to explore art and design features.</p>		
<p><u>Next Steps in Learning:</u> Those working beyond the ELGs may:</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Year 1 National Curriculum: Art and Design, Design Technology, Drama</p>		