

CURRICULUM Goal: Expressive Art and Design

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.

About Goodway

Goodway Nursery School is located in the Perry Barr district of Birmingham. The level of deprivation is growing in our district, we see a rise in families accessing free school meals and a drop in families able to access 30 hour funding. This limits the wider experiences of our children, such as going to play groups, buying resources to do arts and crafts at home, accessing music groups. Our children come to school with a range of 'cultural awareness and cultural capital' as well as a range of experience in arts and design.

EDUCATIONAL PROGRAMMES EYFS 2021

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.

First Milestone- What we would like our children to know and be able to do by the end of Daisies. (Aged 2-3)	Second Milestone- What we would like our children to know and do throughout Sunflowers. (Aged 3-4)	Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. (Aged 4-5)
<p>Creating with Materials 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>	<p>Creating with Materials 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>	<p>Creating with Materials 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>
<p>Being Imaginative and Expressive 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>	<p>Being Imaginative and Expressive 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.</p>	<p>Being Imaginative and Expressive 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.</p>

	Uses movement and sound to express experiences, expertise, ideas and feelings.	
<p>What does this look like? Children use arts and crafts resources with the help of their key worker. Children begin to learn daily routine songs and by the end of the year, will have built up a small repertoire of known songs.</p>	<p>What does this look like? Children begin to use the nursery resources to be creative, using prompts to help. Children can concentrate and begin to join in with circle games and songs. They learn and begin to enjoy repeating known songs and games.</p>	<p>What does this look like? Measure...Children are independent in their choices, can find and use the resources they need when being artistic. They sometimes make things to use in their play. Children join in readily with singing and circle games that they have learnt at nursery.</p>
<p>Final Milestone: Children are independent in their choices, can find and use the resources they need when being artistic. They sometimes make things to use in their play. Children join in readily with singing and circle games that they have learnt at nursery.</p>		