



Eastwood Village Primary School

FS – Expressive Arts and Design



Being Imaginative

(22-36 months)

- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Beginning to make-believe by pretending.

(30-50 Months)

- Developing preferences for forms of expression.
- Uses movement to express feelings.
 - Creates movement in response to music.
 - Sings to self and makes up simple songs.
 - Makes up rhythms.
 - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
 - Engages in imaginative role-play based on own first-hand experiences.
 - Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
 - Uses available resources to create props to support role-play.
 - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.








(40-60 months)

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
 - Chooses particular colours to use for a purpose.
 - Introduces a storyline or narrative into their play.
 - Plays alongside other children who are engaged in the same theme.
 - Plays cooperatively as part of a group to develop and act out a narrative.

(Early Learning Goals)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Exploring and using media and materials

Drawing	Painting	Printing	Textiles	Collage	Construction	Sound and movement
						
<p>Mark marking</p> <p>Understand that they can use lines to enclose a space</p> <p>Use shape</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Experiment with colour, design, texture, form and function.</p>	<p>Experiment with colours</p> <p>Explore colours and how they change</p> <p>Explores what happens when they mix colours</p> <p>Selects appropriate resources and adapts work where necessary</p> <p>Explore a variety of tools and techniques, experimenting with colour</p>	<p>Experiments with colour and marks</p> <p>Realises tools can be used for a purpose.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>They safely use and explore a variety of materials, tools and techniques</p>	<p>Beginning to be interested in and describe the texture of things.</p> <p>Realises tools can be used for a purpose.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Experiments with colour and marks.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>They safely use and explore a variety of materials and techniques</p>	<p>Experiments with blocks</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>They safely use and explore a variety of tools and techniques, experimenting with texture, form and function.</p>	<p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p>

						Children sing songs, make music and dance, and experiment with ways of changing them
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