

**The Sue Hedley Nursery School**

**Curriculum Sequence**

**Expressive Arts and Design**

Expressive Arts and Design is a specific area in the Early Years Foundation Stage curriculum.

The Sue Hedley Nursery School practises the HighScope Philosophy across all areas of learning incorporating the Birth to 5 Matters, this is how it looks within Expressive Arts and Design.

Our environment both indoors and outdoors provides a wide range of multi-sensory and open-ended experiences which children can choose to explore. We value curiosity, innovation and the use of imagination. This allows children to have individual expression.

Art begins with exploration, and this enables children to focus on processes rather than the final product. Giving children the freedom to make their own choices and test their ideas allows them to be confident and independent learners. Incorporating materials and resources that will evoke excitement and enthusiasm will provide children with deeper learning and motivation.

Through our daily routine, which is one of the key aspects of the HighScope Philosophy children feel safe and secure where artistic expression can then occur in a trusting, supportive and non-competitive environment. This also includes small group times and large group times where children can learn, explore and investigate through new and familiar experiences.

Using Expressive Arts and Design encompasses many other prime areas of learning such as manipulating art materials and tools enhances large and fine motor development. It also encourages social cooperation as children share materials, collaborate on a project or simply talk with one another.

As practitioners we support the children by encouraging them to use all of their senses to explore Expressive Arts and Design and be a partner in their play whilst scaffolding their learning. The use of sustained shared thinking and ongoing reflection enables the children’s interests to be included in planning of activities.

Role play and copying learned experiences are an important part of Expressive Arts and Design where children work with what they know. Cultural links are incorporated including special events i.e., Christmas, Eid, Chinese new year etc. Children also learn about people who help us and can act out their roles i.e., fireman and pretend hoses.

**“*I found I could say things with colour and shapes that I couldn’t say any other way- things I had no words for”.***

***Georgia O’Keeffe.***

**Curriculum Sequence**

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| **Expressive Arts and Design: Creating with Materials**  |
|  | **Our Sequence of Learning** | **Our Unique Approach**  |
| “I am a keen explorer”***Two Year Old end point*** ***…………………………………******Vocabulary:*** ***Colour, sounds, mix, bumpy, loud, quiet.***  | * I can start to join in with familiar songs, show an interest in making sounds and experimenting with using them, i.e., shaking, tapping, banging.
* I enjoy exploring colour and beginning to mix them.
* I can experiment with various types of 2D and 3D resources and models to begin to express my ideas
 | * Children to continue to explore through their daily routine and begin to plan experiences from their own choices to build on previous knowledge. Offer experiences such as nature walks listening to environmental sounds.
* Provide a wide range of materials that encourage opportunities for colour exploration and mixing.
* Provide various sizes materials such as blocks, shapes, junk modelling etc. for children to experiment and create with from their own ideas.
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| “I am active and curious”***Nursery One end point*** ***…………………………….******Vocabulary:*** ***Rhyme, equipment names, creative, texture, I think…., explore.*** | * I can sing familiar songs and rhymes, explore and learn how sounds can be changed. I enjoy moving in a range of ways joining in with dancing and ring games.
* I can use tools for a purpose, i.e., scissors, pencils, pens, glue etc. I am interested on how colours can be changed and enjoy experimenting with them.
* I am beginning to understand the use of lines and enclosing spaces for a purpose within drawing and within my play, I.e., blocks, creative materials, outdoor crates and planks.
 | * Children to continue to explore through their daily routine, small group times and large group times. Children explore instrumental sounds, body percussion and initial letter sounds.
* Continue to provide materials and resources that will support children’s curiosity, problem solving and carrying out a plan for a purpose.
* Provide children with a range of objects and materials in the indoor and outdoor environment that offer opportunities for children to explore and manipulate whilst working.
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| “I am capable and confident”***Nursery Two end point*** ***………………………………….******Vocabulary:*** ***Understanding, expressing, dance, I plan to…., experiment, instrument names.***  | * I confidently know a collection of songs, movements and dances. I can make music in a range of ways such as using instruments or tapping out a beat.
* I can use the visual arts as a form of expressing and communicating my working theories. For example, using light, powder paints, water colours etc.
* I can use my knowledge and understanding of tools and materials to explore my ideas and thinking.
 | * Continue to provide opportunities for children to explore movement and music incorporate their interests. Using opportunities within small groups to clap/mirror beats.
* Providing resources and opportunities for children to access during child-initiated learning extending from their interests. Giving children opportunities to explore resources they may not be familiar with. i.e., water colours, powder paint or canvases.
* Support children by using their knowledge and interests through daily planning and plan-do-review.
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| “I am a critical thinker and resilient” ***Early Learning Goals*** ***…………………………..******Vocabulary:*** ***I think, I have an idea, my plan, I plan, I need, I know, this is how, expression, texture.*** | * I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* I can share my creations, explaining the process I have used.
* I can make use of props and materials when role playing characters in narratives and stories.
 | * Support children through sustained shared thinking to help children to explore ideas and make links. Follow children’s lead in conversation and think about things together. This will also encourage critical thinking through planning, making decisions about how to approach a task, solve a problem and reach a goal.
* Encourage children to choose personally meaningful ways to represent and clarify their thinking.
* Always respect children’s efforts and ideas, so they feel safe to take a risk with a new idea and feel comfortable with mistakes.
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| **Expressive Arts and Design: Being Imaginative and Expressive**  |
|  | **Our Sequence of Learning** | **Our Unique Approach**  |
| “I am a keen explorer”***Two Year Old end point*** ***…………………………………******Vocabulary:*** *Sounds, explore, sing dance, playing, pretend.*  | * I can explore everyday materials that show my understanding that represent my world. (My ideas, and interests).
* I can begin to play make believe around my interests to support my understanding.
* I can create rhythmic sounds and movements.
 | * Provide role play opportunities are provided with lots of time and space for repetition.
* Adults to scaffold children’s learning through supporting their ideas and modelling language.
* Provide experiences through small and large group times where children can explore various sounds and movements, e.g., Chinese new year, rhythmic dancing with ribbons.
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| “I am active and curious”***Nursery One end point*** ***…………………………….******Vocabulary:*** *Imaginative, copy, I’m a ……, experiment, This is like…….* | * I can experiment and create movements, sounds in response to stories, music and ideas.
* I can sing songs and make up simple songs.
* I can engage in imaginative play based on my own ideas or first-hand experiences. I can play alongside other children who are engaged in the same things.
* I can observe and mirror what other children and adults do. I can also use available resources to support my ideas and thinking.
 | * Support children’s imagination and creativity through exposing them to a variety of songs, stories and music. Allowing children to share their ideas and thinking allowing them to be proud of their achievements.
* Provide familiar resources including familiar cultural objects to support children in their role play.
* Support children who are interested in playing the same thing as others with problem solving.
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| “I am capable and confident”***Nursery Two end point*** ***………………………………….******Vocabulary:*** *I can……, emotions, This makes me feel……, sounds/looks/feels like…., express.* | * I can create representations from my real-life experiences within my play. I can introduce a storyline into my play and play cooperatively with my peers in role play.
* I can initiate new combinations of movement to express my feelings and experiences. I can use different art forms e.g., moving, singing, dramatic play and construction. I can choose particular movements, instruments, colours and materials for imaginative purposes.
* I can respond imaginatively to art works and objects e.g., this music sounds like dinosaurs.
 | * Enriching the environment with curious materials and resources that require investigation and stimulate their imagination.
* Support children to understand and express their feelings through various art forms, exposing children to a wide variety of music for example relaxing music, classical music and dramatic music.
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| “I am a critical thinker and resilient” ***Early Learning Goals*** ***…………………………..******Vocabulary:*** **I think, I’ve got an idea, perform, I remember, I know ….** | * I can invent, adapt and recount narratives and stories with peers and my teacher.
* I can sing a range of well-known nursery rhymes and songs.
* I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
 | * Support children by using language of thinking and learning: think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.
* Scaffold by modelling being a thinker, showing that you don’t always know, are curious and sometimes puzzled, and can think and find out. I wonder?
* Give children time to talk and think. Make time to actively listen to children’s ideas.
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