



Expressive Arts and Design Overview		
	Creating with Materials	Being Imaginative and Expressive
Nursery 2	<ul style="list-style-type: none">Make rhythmical and repetitive sounds.Explore a range of sound-makers and instruments and play them in different ways.Start to make marks intentionally.Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.Explore different materials, using all their senses to investigate them.Manipulate and play with different materials.Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	<ul style="list-style-type: none">Explore their voices and enjoy making sounds.Show attention to sounds and music.Respond emotionally and physically to music when it changes.Move and dance to music.Anticipate phrases and actions in rhymes and songs, like 'Peepo'.Join in with songs and rhymes, making some sounds.Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.Use their imagination as they consider what they can do with different materials.
Nursery 3/4	<ul style="list-style-type: none">Explore different materials freely, in order to develop their ideas about how to use them and what to make.Create closed shapes with continuous lines, and begin to use these shapes to represent objects.Use drawing to represent ideas like movement or loud noises.Begin to draw with some detail, such as representing a face with a circle and including details.Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.Explore colour.Begin to play instruments to express their feelings and ideas.	<ul style="list-style-type: none">Take part in simple pretend play, using an object to represent something else even though they are not similar.Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.Develop their own ideas and then decide which materials to use to express them.Listen with increased attention to sounds.Respond to what they have heard, expressing their thoughts and feelings.Remember and sing entire songs.
Reception	<ul style="list-style-type: none">Create collaboratively sharing ideas, resources and skills.Sing in a group or on their own, increasingly matching the pitch and following the melody.Join different materials and explore different textures.Draw with increasing complexity and detail, such as representing a face with a circle and including details.Explore colour and colour mixing.Create their own songs, or improvise a song around one they know.Play instruments with increasing control to express their feelings and ideas.	<ul style="list-style-type: none">Explore, use and refine a variety of artistic effects to express their ideas and feelings.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.Develop storylines in their pretend play.Explore and engage in music making and dance, performing solo or in groups.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.
ELG	<ul style="list-style-type: none">ELG: Creating with MaterialsSafely 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.	<ul style="list-style-type: none">ELG: Being Imaginative and ExpressiveInvent, 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.





Art & Design		
	Drawing and Painting	Media and Materials
Nursery 2	<ul style="list-style-type: none">Start to show an interest in making marks.Sometimes give meaning to the marks they make.Experiment with paint using fingers and other parts of their bodies.Start to use tools such as wide brushes to explore paint.Mark make with 'found objects', e.g.: a stick in the mud.	<ul style="list-style-type: none">Shows an interest in modelling.Explores different materials ('junk' as well as blocks, clay, fabric).Use imagination to decide what they can do with different materials.Enjoy feeling materials with different textures.Can attempt to join two different materials together when offered appropriate tools and joining methods.
Nursery 3/4	<ul style="list-style-type: none">Use pre-made paints and names colours.Represent familiar objects through independent drawing and painting.Draw circles and lines.Create closed shapes using horizontal and vertical lines.Draw simple faces with features.Show different emotions in their pictures.Represent movement and sounds in their pictures.	<ul style="list-style-type: none">Explore printing using different objects.Join different materials using glue.Talk about what the materials look and feel like.Use junk modelling to create own representations of objects/people.Choose different materials for different effects.Use different cut materials to make a simple image.Use objects or tools to print a pattern or image with support.
Reception	<ul style="list-style-type: none">Select colours appropriately for a task.Know how to mix primary colours to make secondary colours.Add detail to drawings and paintings.Produce paintings and drawings that include detail and effective use of colour.Share their creations, talking about how they have created effects.	<ul style="list-style-type: none">Print or collage independently to create a pattern or image.Make props to use in their role-play and small world play.Combine different techniques to create a picture.Explain how they created something, talking about the materials and techniques they have used.Confidently select and use materials, tools and techniques independently, explain choices, and evaluate work.





Music, Movement & Pretend Play		
	Music and Movement	Pretend Play
Nursery 2	<ul style="list-style-type: none">• Show attention to sounds and music• Respond emotionally and physically when music changes.• Sing some songs and rhymes.• Explore a range of instruments and play them in different ways.• Create noises with 'found objects' e.g.: a stick on the fence.• Recognise songs for key parts of the daily routine.• Take part in actions during familiar rhymes and songs.	<ul style="list-style-type: none">• Begin to explore the difference between pretend and real.• Will engage in pretend play when modelled by practitioners.
Nursery 3/4	<ul style="list-style-type: none">• Respond to music with movement.• Join in with some nursery rhymes or favourite songs and poems.• Sing nursery rhymes and simple songs from memory.• Explore the sounds made by different instruments.• Sing in a loud or quiet voice.• Recognise high and low pitch and match the pitch sung by another.• Sing their own songs or improvise a song around one they know.• Play instruments with increasing control.	<ul style="list-style-type: none">• Play with small world toys.• Join in role-play based on their own experiences.• Introduce simple narrative to their small world and role-play.
Reception	<ul style="list-style-type: none">• Suggest a movement to match a piece of music.• Perform songs as part of a group.• Perform songs, music and dance in groups and on their own.• Play an instrument along to a song,• Listen attentively, move in time to and talk about music they hear.• Watch and talk about dance, expressing their feelings and responses.• Sing a range of songs from memory, increasingly matching the pitch and following the melody.• Create simple sequences of movement in response to music.	<ul style="list-style-type: none">• Retell parts of a familiar story using of puppets, toys, small-world or role-play.• Create their own small worlds.• Use experiences, imagination and stories to develop storylines.• Take on different roles in pretend play.• Take part in a simple role play 'acting out' of a known story.• Create more complex narratives in their pretend play, building on the contributions of their peers.• Use their imagination and draw on their experiences of narrative to create stories in their pretend play in collaboration with others.

