



Fairfield Nursery School



**Expressive Arts and Design:
Exploring and using Media and Materials
Curriculum**

The Hundred Languages

The child is made of one **hundred**.

The child has
a **hundred** languages
a **hundred** hands
a **hundred** thoughts
a **hundred** ways of thinking
of playing, of speaking.

A **hundred**.

Always a **hundred**
ways of listening
of marveling, of loving
a **hundred** joys
for singing and understanding
a **hundred** worlds
to discover
a **hundred** worlds
to invent
a **hundred** worlds
to dream.

The child has
a **hundred** languages
(and a **hundred hundred hundred** more)
but they steal ninety-nine.

The school and the culture
separate the head from the body.

They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.

They tell the child:
to discover the world already there
and of the **hundred**
they steal ninety-nine.

They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things

that do not belong together.
And thus they tell the child
that the **hundred** is not there.

The child says:
No way. The **hundred** is there.

-Loris Malaguzzi
Founder of the Reggio Emilia Approach



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.

We understand that expressive arts and design is one of the seven areas of the early years foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

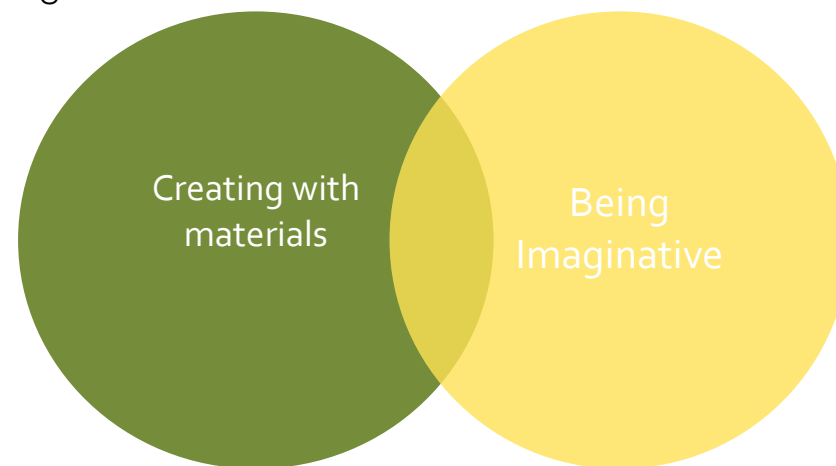
In the EYFS framework, Expressive Arts and Design is made up of two aspects:

Creating with materials covers previous aspects of 'Being Creative – Responding to Experiences, Expressing and Communicating Ideas', 'Exploring Media and Materials and Creating Music and Dance', and 'Designing and Making'.

Children's learning and development in this area will be enhanced as they sing songs, make music and dance, and experiment with different ways of doing these activities. As they develop they will use and explore a variety of materials, experimenting with colour, design, texture, shape, and form.

Children need the following to be able to develop effectively:

Time



Children need time to explore, experiment and play with the resources around them. They need support in being able to understand what you can do with the different media and they may require trial and error before they feel satisfied with their efforts.

It is important to recognise that children need uninterrupted time. Only then can young children become truly involved, absorbed and inspired. If the session/day is constantly interrupted by adult-directed activities and routines - phonics time, snack time, group time - children will quickly learn that it is not worth becoming involved, as they will soon have to stop. Constant interruptions limit the possibilities for children to explore, use media and materials and be imaginative and creative.

Space

Having too much or too little space can make creative possibilities a challenge. A large space may be intimidating for one child but inviting for another, while a small area can be frustrating when you want to paint on a large scale but other children may need a small space to feel comfortable. So it is important to consider a variety of different sized areas for children to access.

As practitioners, we need to find ways round any limitations on the space we have available. For example, creating something on a small scale with junk materials inside and then recreating it on a large scale outside with natural materials such as stones, conkers, fir cones, canes, tent pegs and ropes can be exciting for children. It also enables the children to work collaboratively, exchanging ideas and helping each other.

Likewise, having the space to paint on an easel as well as on a flat surface (floor, table or outside) provides the scope for children to work alone or collaboratively, express themselves on a small or large scale, and explore 'big' ideas and experiment with more delicate techniques.

Pushing back the furniture to make space or ridding the room of some tables can often lead to inspirational, creative experiences, including dancing and singing. And always make the most of the outdoors.

Materials

The kind of resources offered to young children greatly affects the development of their imagination and the opportunities they have to explore, be inquisitive and learn about the properties of materials and how to use them to express their ideas.

By offering children open-ended materials it provides them with many possibilities that can be used in all sorts of inventive ways. For example, a basket of silk scarves can become flags, fairy ribbons, a secret path to the magic cave and a magic potion in a big pot; a collection of stones, shells and leaves can be turned into patterns or used to recreate and personalise the story We're Going on a Bear Hunt.

The materials we provide need to be of a high quality - for example, a range of paints that are well mixed and powder paints that children have to mix themselves, includes sharp colours and a variety of shades, alongside good-quality brushes and paper in varying sizes and shapes. It is then the practitioner's responsibility to provide knowledge and understanding in how to create paint that doesn't drip and run.

Opportunities

We need to be sure that children are given as many opportunities to experience all aspects of creativity and imaginative play. Providing opportunities also means following children's interests and taking them as the starting point for learning, rather than always planning an adult-directed activity. Expressive Arts and Design is an area of learning where children's imaginations, ideas and fascinations can come to life and they are able to recreate them in all kinds of ways with adult support and encouragement. It is important to find a balance between child-initiated play and learning and adult - directed activities.

Language and talking

Creative experiences are full of opportunities to talk and develop language. They enable children to communicate their ideas in many ways, from singing and dancing to painting and modeling 'One Hundred Languages (Loris Malaguzzi)'. Tina Bruce expresses this well by saying, 'Creativity is part of the process through which children begin to find out they have something unique to 'say' in words or dance, music, or hatching out their theory'.

The Principles for Exploring and using Media and Materials Curriculum

- To develop children's experiences and engagement with a variety of media and materials
- To develop children's skills in using tools and different techniques.
- To encourage children to share their thought, ideas and feelings through a variety of activities in art, music and design and technology.

EYFS Statutory Framework 2021 - Early Learning Goals:

Creating with Materials Children at the expected level of development will:

- 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.

Being Imaginative and Expressive Children at the expected level of development will:

- 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.

Key principles of intent linked to Art

- **OBSERVATION**- look closely at the world through real experiences, objects and artifacts, in natural and made environments
- **COMMUNICATION**- talk about what they are doing and talk about colours, patterns, textures and shapes, in what they see, touch and feel
- **AESTHETIC AWARENESS**: respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli
- **PHYSICAL SKILL**-manipulate and control a range of tools and equipment for different purposes
- **ART PROCESSES AND TECHNIQUES**- use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.
- **EVALUATION**- talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.

When assessing children we use the following statements linked to the 4 different areas of Art we have explore: Paint, drawing, collage and sculpture.

Paint	I am exploring paint, understanding the texture and that we can use it to make marks on paper.	I am investigating mixing paint and I am able to mix it to the correct consistency creating a range of colours.	I am beginning to apply the skills I have learnt and use these to create my own paintings and do observational painting of the things around me.	I am able to express my ideas using a range of painting skills, selecting my tools appropriately and explain the process I used to make my creation.
Drawing	I am able to make connections between the marks I make and share these with others.	I am able to use a range of drawing materials effectively.		I am able to use a range of different drawing tools and select these appropriately, discussing the reasons behind using the medial.
Collage	I am exploring different materials and thinking of ways I can arrange them.	I am investigating different materials and finding out how to use them effectivity and safely.	I am sharing my ideas and arranging materials to form my own collage.	I am confident in explaining what a collage is and I am able to create my own using a range of materials and share the process with others.
Sculpture	I am exploring clay and understand my hands are tools and the different marks they can make.	I am investigating what things do, how to mould the clay into different shapes and beginning to create my ideas in clay.	I am able to use a range of techniques and tools effectively and beginning to carefully select these when planning my sculpture.	I am able to create my own 2D and 3D structures out of clay and share the process of my journey to achieving my goal.

ART

INTENT

		I am exploring using my senses.	I am investigating what things are and how to use them safely.	I am beginning to apply the skills I have learnt and making connections	I am able to express my ideas using a range of skills and explain the process I used to make my creation.
	Observation	Explore the world through all the senses	Engage in explorations of different media and materials	Show a deeper involvement and interest in their observations and explorations	Use their observations to help develop and form own ideas
	Communication	Communicate explorations through physical expression, sound and emotion.	Begins to communicate what they observe through different 'languages' and develop vocabulary	Notice features and communicates the detail about what can be seen	Begin to communicate their emotions through their explorations and work. Begin to reflect on their experiences and share ideas. Make connections to their work and the work of other artist
	Aesthetic Awareness	Engage in sensory explorations of different materials and media, exploring colour, texture and pattern	Show emotional responses to different stimuli and creative experience	Communicate awareness through emotions, speech and other 'languages'	Become more detailed in describing and communicating what they can see. Reflect on their work and the work of others
	Physical Skill	Explore tools such as paint brushes	Begin to understand that	Gain control of tools when exploring different	Use tools competently and safely

		and scissors Explore materials and media with whole body	tools can be used for a purpose. Start to manipulate and handle materials with increasing control	techniques for different purposes Use different media and materials with control and skill	and appropriate to the task Use tools to enhance creations by considering texture, shade, line and form
Art Processes and Technique	Explores art forms such as drawing, painting, collage, sculpture at an exploratory and sensory level.	Begins to explore different techniques within these art forms such as mixing paint, exploring colour and color mixing, experimenting with line, shape, form and texture.	Understand that different media and techniques can be combined. Begins to represent ideas using a variety of techniques and media. Selects resources needed.	Shows competence in art processes and techniques. Creates texture, combines media in creative and imaginative ways, draws using line and shape and shows development of form through sculpture. Mixes colour with purpose. Develops reflection and returns to work as needed.	
Evaluation	Show others their work and enjoy the acknowledgement of their efforts.	Communicates their ideas about what has been created.	Shares work with others, talking about what they have done and what they like/don't like.	Discuss the creative process, thinking about 'how' and 'why'. Make suggestions about how they might do things differently next time.	

ART

IMPLEMENTATION

The Key principles of Implementation linked to Art

At Fairfield, we place a high focus on engagement in and delivery of our Arts Curriculum. Whilst we value children's final art work, we are in fact most encouraging of engagement in the creative process. We do not offer ready mixed paint and instead, encourage children to engage with the process of mixing paint from the youngest age. Clay and clay tools are accessible at all times.

We have a spare arts space, our Atelier, where children are introduced to a variety of adult led provocations and activities in order to extend and deepen their knowledge and understanding of different media and materials.

Following participation in the SLiCE (Specialist Leader in Cultural Education) Fellowship in 2018-2019 through Curious Minds and the Arts Council England, we now offer Arts Award 'Discover' to a select group of children in their final nursery year.

ART

IMPLEMENTATION

	<p>I am exploring using my senses.</p>	<p>I am investigating what things are and how to use them safely.</p>	<p>I am beginning to apply the skills I have learnt and make connections.</p>	<p>I am able to express my ideas using a range of skills and explain the process I used to make my creation.</p>
	<p>Observation Children need opportunities to explore the world through real life experiences. They should spend time in both indoor and outdoor spaces as well as places away from the nursery setting. Children should be offered interesting and inspiring objects and artifacts to observe. Adults should model their own observations of the world around them.</p>			
	<p>PAINT Supporting children to understand that they can use all of their senses to observe with such as; looking at colour indoors and outdoors, touching and feeling paint, smelling and hearing the sound of</p>	<p>PAINT Invite children outdoors to observe the natural colours around them. To introduce cameras to capture images.</p>	<p>PAINT Support children in understanding how they can make connections with the colours around them. Bring into the classroom grass, flowers, sticks etc to closely observe.</p>	<p>PAINT Encourage children to apply their observations to their own creativity by drawing on their own observations.</p>

		<p>dripping or squelching paint.</p> <p>DRAWING</p> <p>Encourage children to observe images that have been drawn, photographed or painted.</p> <p>COLLAGE</p> <p>Provide children with collage materials such as; paper, card, material, natural resources e.g. bark etc. give children the opportunity to use their natural desire to explore the world through their sense of touch.</p> <p>SCULPTURE</p> <p>Provide children with a variety of different clay; white, brown,</p>	<p>DRAWING</p> <p>Through observations of drawings help children to see the differences and to notice what tools might have been used to create them.</p> <p>COLLAGE</p> <p>Encourage children to observe. Support them in beginning to look closer and notice texture and form out in the world. This will allow them to see the beauty in ordinary things and can support them to appreciate the possibilities of</p>	<p>DRAWING</p> <p>Supporting children to look more carefully at the shapes, the patterns, the perspective, the colors, the shadows, the contours, and how all of the details interact.</p> <p>COLLAGE</p> <p>Support children to make decisions about which materials to use and how they can then manipulate these shapes of various textures, forms and color until they are satisfied with their arrangement.</p> <p>SCULPTURE</p> <p>Introduce torches; cameras, lenses and microscopes for observing clay close</p>	<p>DRAWING</p> <p>Supporting children in starting to plan what they want to draw from their observations. Encourage them to think about what their drawing might look like. Allow children to tell their story.</p> <p>COLLAGE</p> <p>Guide children towards symbolic representation by asking, "How would you use these materials to make a person or an animal?"</p>
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		<p>grey clay to observe the textures and differences. Support children in enjoying interchanges with adults as they use it.</p>	<p>everyday objects.</p> <p>SCULPTURE</p> <p>Sharing with children shapes of sculptures. Showing them how they could have the ability to make something solid that has a 'back', 'sides', 'front', 'underneath' or an 'inside.' Help children to observe the use of clay to create objects that interest them.</p>	<p>up.</p> <p>Explore sculptures against various light sources.</p>	<p>Support children to experiment with abstract designs and compositions to create with collage.</p> <p>SCULPTURE</p> <p>Support children to notice the properties of clay throughout its 'phases of life' by offering it damp to dry, including powdered, meeting with water, coming back to life and returning to its capacity for plasticity</p>
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	Communication	Through their open-ended access to media and materials, children will have the freedom to communicate their ideas through the 100 languages. Adults will offer new vocabulary and opportunities to express themselves through a variety of media.			
		<p>PAINT</p> <p>Talk with the children about the shapes of objects, using nouns and verbs. Providing the vocabulary for the children to copy and use.</p> <p>DRAWING</p> <p>Encourage language related to shape and lines when observing shape in the environment. E.g concepts such as size, naming basic shapes.</p> <p>COLLAGE</p> <p>Provide children</p>	<p>PAINT</p> <p>To help children understand that painting can be a social experience, giving children an opportunity to connect through a shared interest. Observing their peers involved in the process of painting, children are often inspired by the techniques, color choices, lines, shapes and symbols of others.</p> <p>DRAWING</p> <p>Talk to children about shape and detail. Explain what they are seeing around them and</p>	<p>PAINT</p> <p>Provide children with the opportunity to express their feelings and emotions through paint with or without speech. Adults to tune into children's communications through paint.</p> <p>DRAWING</p> <p>Support children using fine arts experiences to develop their ability to draw and create drawings to look more like their representations. Which further lead to storytelling –</p>	<p>PAINT</p> <p>Provide open ended opportunities for children to create their own paintings. Support children in talking about what they have created and encourage reflection so that they are able to their work.</p> <p>DRAWING</p> <p>Support children in understanding that drawings can act as an anchor for their ideas as they begin to experiment with letters and engage in emergent writing</p>

		<p>with the language to question, compare and describe the collage materials that they explore.</p> <p>SCULPTURE</p> <p>Support children by giving them the opportunity to communicate with their peers and near by adults of their findings whilst exploring the clay.</p>	<p>how they might translate these from three-dimensional forms in space to a two-dimensional drawing on paper. Offer children opportunity to communicate the meaning of their marks.</p> <p>COLLAGE</p> <p>Adult to use describing language to describe textures of collage materials such as; bumpy, soft, rough, prickly, sheer, fluffy, silky etc. This will provide children with the opportunity to copy and use this knowledge within their experiences.</p>	<p>using writing alongside drawings.</p> <p>COLLAGE</p> <p>Adult to guide children towards symbolic representation by asking "How would you use these materials to create a person, animal or object?" Pose questions to inspire thought.</p> <p>SCULPTURE</p> <p>Support children by helping them to understand that by using clay it gives them another language for expressing their thoughts, ideas and emerging working theories about their world.</p>	<p>activities</p> <p>COLLAGE</p> <p>Encourage children to discuss and share their own ideas with others, providing opportunities to expand on thoughts and to possibly create a group project that children support one another and can return to.</p> <p>SCULPTURE</p> <p>Support children to work to solve technical problems with clay they often collaborate, sharing their skills and knowledge with each other. Adults to work alongside children in order to scaffold some of these</p>
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			<p>SCULPTURE</p> <p>Adults to support children by commenting on specific elements of clay - such as form, texture, colour, or line, and use technical terms - such as: modeling, sculpting, wedging, pinching, poking. Providing that language for children to use.</p>		<p>developing skills. Thinking about their next steps.</p>
	<p>Aesthetic Awareness</p>	<p>Children are supported to notice the world around them, through all senses and adults will draw their attention to details. They are encouraged to comment on the work of others, comment and share thoughts and use what they see to inspire their own work. Children will be introduced to the work of artists from other cultures and with different crafts.</p> <p>What they like about the work of others including peers and works of different artists and craft relating to pats and different cultures.</p>			
		<p>PAINT</p> <p>Provide children with different materials such as: live plants, these</p>	<p>PAINT</p> <p>Work with children to encourage them to look closely at shape,</p>	<p>PAINT</p> <p>Invite children to use magnifying glasses to look closely and focus</p>	<p>PAINT</p> <p>Support children to understand their artistic preferences and unique style,</p>

		<p>lend beauty, colour, and fragrance for children to explore further.</p> <p>Support children in discovering and understanding their likes and dislikes.</p> <p>DRAWING</p> <p>Provide a stimulating environment for children surrounded by drawings and artwork including cultural art for children to see, touch and explore.</p> <p>COLLAGE</p> <p>Invite children to explore different types of collage materials, to look at the colour, explore texture and to give children time to</p>	<p>size, pattern and design.</p> <p>DRAWING</p> <p>Encourage children to look closely at colour, to find out more about the different shades of colour. To think about how they can relate to the colour that they see around them.</p> <p>COLLAGE</p> <p>Adult to provide children with the opportunity to use the indoor and outdoor provision to collect and use materials of different textures, colours and patterns to help children to become the kind of adults who</p>	<p>on the fine detail such as; the veins of leaves, the petals of flowers, the pattern of tiles.</p> <p>DRAWING</p> <p>Supporting children in understanding some concepts of drawing, such as distance, size comparison and textural differences. Adult to show children how to draw big, small, rough. Smooth far and near.</p> <p>COLLAGE</p> <p>Support children to see more than just a building; to be aware that besides a structure they see complex relationships of rough, smooth, and</p>	<p>and develop confidence and pride in their work</p> <p>Work with children to explore colours and how different colours go together.</p> <p>DRAWING</p> <p>Introduce children to the work of artists from other cultures and with different crafts. Encourage them to think carefully about what they like about the cultural work</p> <p>COLLAGE</p> <p>The adult will help children to see beauty in ordinary things and will support them in growing in resourcefulness by appreciating the</p>
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		<p>think about which they like and don't like.</p> <p>SCULPTURE</p> <p>Provide children with photos of clay sculptures to explore and to look at in detail. Showing them how clay can be created into different things.</p>	<p>respond sensitively to their surroundings.</p> <p>SCULPTURE</p> <p>Provide open-ended loose parts and small world objects to trigger imaginative play and also engage children who aren't confident with the texture of the clay.</p>	<p>shiny surfaces. They may realize that a tree has a relationship of textures; the rough indented bark and the hard branches contrasting with the smooth or soft leaves. Support children in implementing this into their own work.</p> <p>SCULPTURE</p> <p>Support children in understanding that loose parts can be added to the clay to bring sculptures alive. For example; using sticks for a persons arms, lentils for the scales of snake or feathers for birds etc.</p>	<p>possibilities of using simple materials for art expression. Selecting materials for collage will support children in having the opportunity to make independent choices throughout their collage work.</p> <p>SCULPTURE</p> <p>Support children by helping them to make their thinking and learning visible. By adding fine detail to their clay sculptures, thinking of new ideas and what they can do next as an extension on their work.</p>
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	Physical Skill	Children will be taught how to use specific tools, the purpose of their use and how they should be used safely. This will include work in 2D and 3D.			
		<p>PAINT</p> <p>Supporting children to develop their hand muscles and to understand that they can use their whole bodies to discover and learn about paint through movement.</p> <p>DRAWING</p> <p>Support children in exploring dry media; pencils, chalk, crayons, charcoals. Wet media; ink, textas.</p> <p>COLLAGE</p> <p>Encourage children to feel and manipulate the textures of the</p>	<p>PAINT</p> <p>Work with children in helping them to paint with long handled brushes and make sweeping arm movements across their paper, to gain grip, strength and balance.</p> <p>This will help children create shapes and lines, which will help them to discover that they are often able to use them to represent something.</p> <p>DRAWING</p> <p>Provide children with the tools and materials to draw</p>	<p>PAINT</p> <p>Support children in making sure that hand movements are on par with their vision. This will help when refining and combining lines and circles to create other geometric shapes like squares, triangles and rectangles. These shapes can then be used to create familiar objects and symbols: a house made from a square with a triangle roof</p> <p>DRAWING</p> <p>Supporting children to recognise that they can draw lines</p>	<p>PAINT</p> <p>Support children in understanding that painting involves concentration, planning, making choices, problem-solving, evaluating, executing, reworking and persistence.</p> <p>DRAWING</p> <p>To support children in practicing getting shapes and proportion right when drawing 2D and 3D objects. Support them in learning how to show depth with shading, and we try</p>

		<p>collage materials in their hands. Provide them with glue and tools to explore also.</p> <p>SCULPTURE</p> <p>Supporting children to understand that their hands are tools and how they can be used in the exploration of clay by offering free exploration of it in different states</p>	<p>with and encourage them to experiment in mark making.</p> <p>COLLAGE</p> <p>Support children in gaining good control of their fine motor skills when using tools that are needed to assemble their collage ideas.</p> <p>SCULPTURE</p> <p>Work with children to notice the effect of using different parts of their hands , for example; fist, palm and fingertips.</p>	<p>to enclose a space, and to begin to use shapes to represent objects.</p> <p>COLLAGE</p> <p>Adult to model how to use the tools, glue and collage materials to create a composition or design. Giving children the opportunity to copy or to think of their own way in using the equipment.</p> <p>SCULPTURE</p> <p>Invite children to use other tools for experimenting with texture, cutting, rolling</p>	<p>different technique for showing texture and detail.</p> <p>COLLAGE</p> <p>Support children in experimenting with abstract designs. Explain to children what abstract is and what it might look like. Children to then use this knowledge when thinking about how they can manipulate tools and materials to create collage.</p> <p>SCULPTURE</p> <p>Support children by working with specific tools and looking at the effects of these tools on the clay and how they can be used to support children in their</p>
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					creations. A variety of bases can be used to support new textures.
Art Processes and Technique	<p>Children are taught to engage with art process from an early age. They are encouraged to mix paint to the desired colour, consistency and develop their skill in understanding different shades. Children have open access to clay and staff have attended training to support them through the 4 stages of working with clay.</p> <p>Children are offered extended periods of time in order to have the space and time to develop and explore new ideas across various media and materials, in different contexts and on different scales, in groups and individually. They are encouraged to make plans prior to engaging in creative activities (e.g where they will work and what they need including what they are hoping to achieve.)</p>				
	<p>PAINT</p> <p>Work with children to explore powder paint and water and what happens when the two are mixed. Painting allows children to explore colours and colour mixing, and use this medium to create meaningful artworks that engage their</p>	<p>PAINT</p> <p>Support children in mixing water and paint in sequence – working towards desired effect.</p> <p>DRAWING</p> <p>Support children in understanding that they need to learn through practice and repetition. This will enable their fine motor skills to</p>	<p>PAINT</p> <p>Supporting children to competently mix water and power paint in sequence to create desired colour/texture. Support children to plan what they are going to paint, naming their painting and the objects in it before their brush even touches the paper</p>	<p>PAINT</p> <p>Encourage children to mix paint with appropriate tools competently using the correct sequence to achieve desired effect. For children to show creative ways of achieving this, for example; trying out different quantities of paint</p>	

		<p>senses.</p> <p>DRAWING</p> <p>Work with children to explore what type of tool/material creates marks and what the marks look like and how they can be changed. Such as smudging charcoal.</p> <p>COLLAGE</p> <p>Support children to become fluent in exploring without the pressure of the product. Adult to expose children to different collage materials time and time again so they can gain mastery over them. Allow children to explore the tools needed such as; glue,</p>	<p>develop further.</p> <p>COLLAGE</p> <p>Work with children to help them to understand that collage is the gluing of materials to a flat surface. Show children that they can first lay out their collage idea before gluing down each individual piece.</p> <p>SCULPTURE</p> <p>Show children how to knead the clay with their fists, palms and fingertips. Explore how to roll the clay and twist and push it in different ways by hand or by using everyday objects such as; rolling pins. Explore different ways of</p>	<p>DRAWING</p> <p>Supporting children's understanding of shades by showing them how to create lighter and darker shades of a colour by the pressure that you apply on the tool.</p> <p>COLLAGE</p> <p>Support children in laying out their collage art piece, allow children to think of their own ideas, to add to their ideas or to change something if they are not happy with it.</p> <p>Adult to work with children to understand how much glue is needed to secure</p>	<p>using different thicknesses of brushes and to reflect on their work.</p> <p>DRAWING</p> <p>Support children in understanding which tool they need to use to create the effect that they desire. Encourage children to use their knowledge and understanding of the tools that they have explored.</p> <p>COLLAGE</p> <p>Encourage children to plan ahead. To think of ideas of what their collage piece might consist of such as; colours that they would like to use, textures for</p>
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		<p>materials, glue brush and paper.</p> <p>SCULPTURE</p> <p>Support children in exploring the clay. Feeling it on their hands and between their fingers.</p> <p>Provide children with soft and hard clay to explore.</p>	<p>moving the clay such as; squishing it with your fingers then rolling it on the table.</p>	<p>the collage pieces, how shape can create an aspect of their design and to use mathematic such as 3D collage pieces or to make their collage piece symmetric using number.</p> <p>SCULPTURE</p> <p>Encourage children to understand that our hands can manipulate the clay into different shapes. Encourage children to question; what does it look like when it's rolled? A snake, a twig, a worm? Provide children with tools to sculpt with.</p>	<p>a purpose, where they can find what they want may it be materials provided or in the natural environment outdoors etc.</p> <p>SCULPTURE</p> <p>Support children in understanding that you can create 2D and 3D shapes with the clay. Adults to model how to score the clay before using water to then connect parts of clay.</p> <p>Encourage children to think purposely and begin to create the ideas that they come up with.</p>
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The principles and intent of linked to Designing and Making

- EXPLORE- experiment and build with a range of construction resources, find out about the properties and functions of different construction materials
- DESIGN-talk about ideas, choose resources, tools and techniques with a purpose in mind
- MAKE- make models using different construction materials, e.g construction kits, reclaimed materials, experiment with different ways to build, construct and join resources.
- EVALUATE- talk about what they like/dislike about their models/constructions, say why and how they could change them
- TOOLS AND EQUIPMENT- use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation
- SAFETY- handle and use equipment appropriately and safely

DESIGNING AND MAKING

INTENT

		I am exploring materials and beginning to experiment in constructing them together.	I am investigating different ways to fix things together and use tools appropriately and safely.	I am able to follow a simple plan to create a model using tools and resources effectively.	I am confident in creating models, selecting my resources appropriately and able to amend and adapt my plan as challenges arise.
	Explore	<p>Explores construction kits and resources through experimentation and 'having a go'.</p> <p>Explore how objects are made and work by interacting with the parts.</p>	<p>Explore ways that construction kits join by connecting and disconnecting and trying to connect with different methods and materials.</p> <p>Explore objects and parts in more detail</p>	<p>Use resources purposefully and makes connections between materials and how they can be used to build and join.</p> <p>Begin to understand how things are made and constructed</p>	<p>Think how materials could be used for certain tasks and understand which materials would suit the purpose. Considers why things work and how they could be done differently.</p> <p>Offer ideas about why things are constructed in a certain way.</p>
	Design	Explore maps and instructions	Begin to share ideas and communicate	Experiment with drawing plans or sharing ideas with	Try out ideas for which material would be best and

			these.	others Draw pictures of their models. Talk about key features Talk about what they need to make their model	Create own plans Design and construct a simple model.
Make	Explore materials used for constructing and resources used to construct	Start to connect pieces together and try different ways that this may work.	Make models Follow simple plan to make a model Play with models they have made	Amend or alter models where necessary Share models with others and incorporate into group play Construct with a purpose in mind Work collaboratively in pairs or a group	
Evaluate	Share their work by showing others	Communicate feelings of how they feel about their construction through facial expressions and emotions.	Talk about what they liked/disliked	Say what hoped to happen and reflect on how they could change it next time.	

	Tools and Equipment	Explore tools such as scissors, modeling tools , food preparation tools through open ended activities in the environment.	Try different tool use	Safely use tools	Choose tools correct for job and use safely.
	Safety	Handle tools safely with full support.	Begin to use tools independently with guidance	Use tools safely and for the correct purpose	Considers which tools would be best to use and shared understanding of how to use them safely.

DESIGNING AND MAKING

IMPLEMENTATION

	<p>I am exploring materials and beginning to experiment in constructing them together.</p>	<p>I am investigating different ways to fix things together and use tools appropriately and safely.</p>	<p>I am able to follow a simple plan to create a model using tools and resources effectively.</p>	<p>I am confident in creating models, selecting my resources appropriately and able to amend and adapt my plan as challenges arise.</p>
<p>Explore</p>	<p>Opportunity to explore and investigate a range of construction kits/materials which include resources which allow children to explore, pull apart, build, connect, assemble and dis-assemble.</p> <p>Experience, explore and investigate other objects to look closely at how they have been made, e.g watches, cereal packets etc</p>			
	<p>For children to explore resources such as ribbon, glue, string sellotape etc.</p>	<p>Adult to encourage the children to use their senses in order to explore how these resources can be used and manipulated. For example; how different resources can be joined.</p>	<p>Encourage children to observe the properties of different materials whilst exploring. Support them in beginning to look closer and notice textures of the resources and for them to understand how</p>	<p>Adult to encourage children to plan ahead by thinking of what materials they need to use to create their desired effect. Encourage children to use resources purposefully to join</p>

				they can be used.	and to amend.
Design	Make choices and select own materials and resources				
	<p>Support children to develop imaginative thinking to enable them to talk about what they like and dislike when designing.</p> <p>Support children in becoming more discovering.</p>	<p>Adult to provide maps and instructions and designs for children to explore in more depth.</p> <p>Adult to model how maps and designs can be read.</p>	<p>Encourage children to open up their minds to anything, such as; going to the cinema, films, parks, zoo's etc. Support children with interaction between their head and their hand.</p> <p>Encourage children to talk about how things work, what they need to make their model and to attempt to draw pictures/plans that model their ideas discussing key features.</p>	<p>Adult to support children in creating their own plans. Helping children understand the tools needed to do this such as a ruler, pencil and mathematical skills. Encourage children to then try out their ideas created in the plans adjusting where needed.</p>	
Make	To use materials to construct, amend and alter models using own ideas.				
	<p>Provide children with the opportunities and the chance to explore make links</p>	<p>Adult to provide a wide range of open-ended resources for children to use,</p>	<p>Encourage children to select appropriate tools and techniques for making a product,</p>	<p>Support children in developing precision in their construction techniques and to</p>	

		and create.	including; recycled materials and loose parts.	whilst following safe procedures; using the tool correctly. Encourage children to use their models in group play.	use adventurous materials as they share and develop their ideas. Encourage children to share their models with others.
Evaluate	Encourage children to share their work with their peers by showing them what they have done. Provide a space for children to leave their work, a safe place where they can collect it if they wish to return to it.	To foster enjoyment, satisfaction and purpose in designing and making. Support children in communicating how they feel their project went using emotions.	Support children in sharing with others their likes and dislikes. Encourage reflection.	Encourage children to think about what they could possibly do next time. Allow them time to think of new solutions to problems that occurred the first time.	
Tools and Equipment	To use tools and equipment for a safely and for a purpose.				
	Introduce children to different tools used in design and making such as; - Scissors	Allow children the time to explore the tools in order to become familiar with the tools. Allow the children	Support children in learning about how they can cut and join materials, and to recognise and decide whether or not	Encourage children to choose certain tools needed for a particular effect. Provide scissors	

		<ul style="list-style-type: none"> - Glue - Inks/ watercolours/acrylics/paints - Sellotape - Modelling tools <p>Hole puncher</p>	<p>to create what they want by using the tools provided.</p> <p>Use open-ended questions to encourage them, such as, "What would happen if...?"</p>	<p>different materials are fit for their purpose.</p> <p>Encourage tool safety. Support children in understanding that tools should be used safely such as; when using scissors to have a clear direction it where the scissors are cutting and making sure they are cutting away from their fingers.</p>	<p>and resources to fix items together, such as tape, glue, string, ribbon, and perhaps malleable materials such as clay or playdough.</p> <p>Adult to consider other tools that could be introduced to the children to enable them to engineer their designs</p>
	Safety	Recognise and implement how equipment is used safely.			
		Support children in learning the necessary skills to handle tools, equipment and materials safely and effectively.	Provide children with junk-modelling resources that are clean, not toxic, or sharp to enable safe exploration.	Support children in beginning to recognise how some objects can be sharper than others such as the rim of a tin or how wood can have splinters.	Encourage children to support one another when using the tools and materials.

Key principles and intent linked to Music

- LISTEN TO- sounds in the environment, vocal sounds, instrumental sounds, matching, sorting and reproducing sounds
- RHYTHM- follow steady beat or pulse, follow rhythm and patterns
- MOVEMENT- in response to music, beat, rhythm
- SINGING-familiar songs, chants, activities which develop the voice as a sound maker
- MAKING MUSIC- using voice, objects, home made and real musical instruments and a range of ICT

MUSIC

INTENT

		I am exploring different sounds within my environment and experimenting using my whole body to create new sounds.	I am exploring the beat of music and learning how to play different instruments. I have some favourite songs and like to share these with others.	I am able to identify and tap to rhythms I hear, I can use instruments appropriately and know their names and show awareness of songs and instruments from different cultures.	I am able to differentiate between different sounds and how they differ. I can create and record my own music, sounds and songs.
	Listen to	Explore sounds within the environment.	Engage in listening to how different musical instruments sound.	Identify the difference between vocal and instruments sounds.	To listen carefully to how sounds can differ and change.
	Rhythm	Explore rhythm, discover what it is and how it can be changed and altered.	Begins to understand what a 'beat' is and how to follow it.	To tap out a simple repeated rhythm. To use 'beats' and 'tempo' purposefully.	Create rhythm through patterns in art. Interlink sounds with art.
	Movement	Engage in understanding how to move whole body.	To explore and join in with creative	Begin to understand different ways of movement.	Shows competence in moving in time

			movement.		to music creating rhythm whilst sharing experiences with others.
Singing	Explore singing familiar songs such as; nursery rhymes.	Recognise songs and begin to join in with verses of familiar rhymes.	Build a repertoire of songs. Show awareness and appreciation for music, songs, and rhymes from different cultures.	Creates and record own music, sounds and voices. Begin to perform with others.	
Making Music	Begin to explore sounds by using instruments and voices and share and talk about sounds that they have made.	Discover how by using tools and equipment music can be made.	Allow children to become creative in exploring making music. Experiment with sound and how it can be changed.	Become involved in making music and performing with others.	

MUSIC

IMPLEMENTATION

	<p>I am exploring different sounds within my environment and experimenting using my whole body to create new sounds.</p>	<p>I am exploring the beat of music and learning how to play different instruments. I have some favourite songs and like to share these with others.</p>	<p>I am able to identify and tap to rhythms I hear, I can use instruments appropriately and know their names and show awareness of songs and instruments from different cultures.</p>	<p>I am able to differentiate between different sounds and how they differ. I can create and record my own music, sounds and songs.</p>
<p>Listen to</p>	<p>Sounds in the environment, vocal sounds, instrumental sounds, matching, sorting and reproducing sounds</p>			
	<p>Provide children with the opportunity to listen to the natural sounds within their environment indoors and outdoors.</p>	<p>Provide children with different musical instruments to explore and make connections with different sounds such as:</p> <ul style="list-style-type: none"> - Shakers - Drum - Rainmaker - Hand bells - Claves 	<p>Support children in experimenting with vocal and instrumental sounds by showing them how to create and explore vocal effects such as growling, squeaking, whispering etc.</p> <p>Whilst also using tools such as a wooden spoon to</p>	<p>Widen children's knowledge by encouraging language such as;</p> <ul style="list-style-type: none"> - That was a long sound, lets see if we can hear a short sound. - Is that a wooden or metallic sound? - Does it sound loud or is it a

			As well as music to listen to with different tempo and speed.	bang on different surface materials such as ; wood, plastic and metal to explore sound differences.	quiet sound? - Listen to how the sound is fast and how some sounds are slow. - Is it a high or low pitch sound?
Rhythm	Follow steady beat or pulse, follow rhythm and pattern.				
	Explore movements and actions. Adult to demonstrate how to synchronise with music such as: - Clapping hands - Stomping feet - Beating objects Talk about how rhythm is in the environment such as; the sound of a clock ticking. Explore language such as; beat, tempo, notes etc.	Adult to demonstrate how to maintain a beat such as clapping out syllables in names to enable children to develop a good sense of rhythm which serves as basic pillar in learning to play piano or any other instrument. Beat in accurate terms is the pulse of any music.	Support children in beginning to understand that 'tempo' is the speed at which a particular music needs to be placed. Encourage children to understand that rhythm is how beats are played, what notes are played and at what speed.	Adult to provide drawings or pictures with patterns that are used repeatedly. This is known as rhythm patterns in art. Adult to discuss how shapes, stripes, and colours repeat in the art. Encourage children to create rhythmic art whilst also thinking about the sound they are creating.	
Movement	In response to music, beat, rhythm.				
	Encourage children to explore movement with	Allow children to explore movement with tools using	Support children in Initiating and creating	Encourage children to share their experiences	

	<p>their whole bodies:</p> <ul style="list-style-type: none"> - Moving from side to side - Jumping up and down - Spinning around - Reaching high and crouching low - Moving forwards and backwards <p>Discover language of movement.</p>	<p>them purposefully. Provide long and short ribbon. Adult to demonstrate how the ribbon can be moved; waving it from side to side, spinning it around in circles, creating wiggly motions etc.</p>	<p>movement independently in response to different tempo's of music. Encourage them to move rhythmically and in time with the beat or motion of the music.</p> <p>Encourage children to observe and participate in dance with others, in pairs and as a group, with both adults and peers.</p>	<p>with others, collaborating their ideas using movement and music in unison.</p> <p>Help children to think more deeply about their experience and response to music. Encourage them to reflect different moods and begin to express moods and feelings through dance.</p>
Singing	Familiar songs, chants, activities which develop the voice as a sound make.			
	<p>Provide children with opportunities to cooperate in familiar singing games, action songs, and movement to music. Adult to model singing for children to enable them to see how the mouth moves, the way</p>	<p>Support children in learning new songs and remembering familiar songs.</p> <p>Adult to introduce changing familiar songs to create new songs by changing the lyrics. Talk about how their voice is a musical instrument.</p>	<p>Encourage children to play around with words that rhyme and how they can use those words to create their own song.</p> <p>Introduce concepts such as fast and slow, loud and quiet to high and low.</p>	<p>Continue to repeat familiar songs to strengthen the memory.</p> <p>Support children in developing patience as they devote time getting to grips with a tune and lyrics. Adult to support children in</p>

		the adult breathes and to listen to pitch and tone of songs.		Give children time to practice different sounds and pitches so that they can discover.	performing together others in a variety of musical ways and develop awareness of having an audience.
Making Music	Using voice, objects, home made and real musical instruments and a range of ICT.				
	<p>Begin to explore sounds by using instruments and voices and share and talk about sounds that they have made.</p> <p>Support children in understanding how to handle and play musical instruments.</p>	<p>Support children in discovering how by using tools and equipment music can be made. For example:</p> <p>Using tissue boxes, shoe boxes without the lids or fruit punnets to create a string-type instrument. Use the box for the base of the instrument and take four to six rubber bands. Wrap the rubber bands around the base, the long way, and make sure there is space between the rubber bands.</p>	<p>Encourage children to use their imagination and creativity when thinking about the instrument to make. Adult to demonstrate artistry and storytelling through music and instruments. Allow children to become creative making their own links to sounds, music and instruments.</p> <p>Adult to provide ICT equipment such as; CD players, I-pad's, microphones and</p>	<p>Support children in becoming involved in making music and performing with others. The sense of achievement that comes from performing a song brings a sense of self-worth and satisfaction. Anticipation can be a key aspect of music, for example; listening to hear what is going to happen next as a piece of music builds. Encourage children to think how they can add their own music.</p>	

			Experiment with ways of making sounds with the bands.	computer software to record their own music.	
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