



The

Early Years

Team

Expressive Arts and Design



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Nottingham
City Council

EYFS Framework

- The EYFS framework sets the standards to make sure children aged from birth to five learn and develop well and are kept healthy and safe.
- Changes to the framework, coming into force September 2021, are being made to:
 - ❖ Improve outcomes at age 5, particularly early language and literacy
 - ❖ Reduce workload , such as unnecessary paperwork so practitioners can spend more time with children in their care

Educational Programmes

2017

Expressive Arts and design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

2021

Expressive Arts and Design

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 reputation and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals

2017

Exploring and using Media and Materials ELG

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore materials, tools and techniques experimenting with colour, design, texture, form and function.

Being Imaginative ELG

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.

2021

Creating with Materials ELG

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 ELG

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



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Characteristics of effective learning

2017



2021

Playing and exploring – Engagement

Finding out and exploring

Playing with what they know

Being willing to have a go

Active learning – Motivation

Being involved and concentrating

Keep trying

Enjoying achieving what they set out to do

Creating and thinking – Critically thinking

Having their own ideas

Making links

Choosing ways to do things

Playing and exploring – Children investigate and experience things and ‘have a go’

Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements

Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things

SEND/Safeguarding

Be aware of children who are very quiet and don't add to discussions or join in with activities. Children with EAL, communication difficulties or lack of environmental opportunities need more real, actual hands on experiences with extra communication and language added.



You will need to work closely with parents and other agencies to find out more about these development difficulties and incorporate some 1:1 time for catching up and building up their confidence to take part.



Role of the Adults 0-3

- Provide babies and toddlers with a range of different types of singing, musical games, sounds and music from diverse cultures. Music and singing can be live or pre-recorded.
- Provide children with instruments and encourage them to experiment with different ways of playing using different tempo, pitch, rhythms and dynamics (loud and soft)
- Provide different objects, materials, textures, patterns, colours and tones and encourage children to create in different ways such as with their fingers, hands, feet, and bodies, on computers, creating from junk, clay, wood and provide appropriate tools and joining methods to stimulate their interest in modelling.
- Help children to develop their pretend play by joining in and helping them to elaborate and use their imagination.

Role of the Adult 3-4

Provide lots of flexible and open ended resources for children's imaginative play.

Encourage them to develop their own ideas and drawing and model making skills by providing different surfaces to work on and opportunities to explore scale and different joining materials such as tape, glue, glue guns, nails, paperclips and hammers.



Encourage them to draw from their imagination and invite artists in and musicians from across different times and cultures offering a wide range of instruments and music from different cultures.

Play sound matching games using their voices and instruments and encourage them to develop their singing voices and controlling sounds, sing slowly so they can hear the words. Tap and clap to the pulse of songs.

Role of the Adult 'children in Reception'

Provide opportunities to work together and realize creative ideas. Teach them to develop colour mixing techniques and joining materials using a wide range of tools and materials to construct and create with.



Promote independence by teaching how to use tools safely with care and precision and using different techniques.

Encourage them to notice the natural world and to define colours, shapes, sizes, smells and to describe them in their own words.

Encourage children to listen alternatively to music and discuss the changes and patterns with it. Sing call and response songs so they can echo phrases and gradually repeat them and create their own music.



Provide play props to encourage imagination and allow them to create their own stories, dances and games.



Checkpoints

There are no checkpoints in the specific areas of learning.

Practitioners need to provide children with a range of personal experiences to increase their knowledge of the world around them to foster their understanding of the culturally, socially, technologically and ecologically diverse world.

Reflecting on your practice

Consider what things you might want to look out for to prevent children failing behind in their development?

What support can we offer to parents/carers?

How do you work in partnership with other agencies?

How do you support children to be creative and to explore music imaginatively, and arts and design techniques?

How do we promote inclusivity and ensure all children make progress?

Useful links

www.nottinghamcity.gov.uk/earlyyears/early-years/eyfs/about-the-eyfs/useful-websites

www.family.co/blog/inspiration/eyfs-focus-9-activities-to-help-kids-in-understanding-the-world/

 www.family.co/blog/the-environment/eyfs-outdoors-38-activities/

www.earlyyearsmatters.co.uk/

www.earlylearninghq.org.uk/earlylearninghq-blog/the-leuven-well-being-and-involvement-scales/

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