



GOLDEN VALLEY PRIMARY SCHOOL

EYFS Curriculum Overview – Expressive Arts and Design

Educational Programme

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.

In Nursery, children will have learnt to:		
<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. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • 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. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

<p>In Reception, children will learn to:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • 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. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<p>At Golden Valley we will teach these objectives using:</p> <p><u>Art/DT</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #f4a460; padding: 5px 10px; border: 1px solid black;">Art</div> <div style="background-color: #008000; color: white; padding: 5px 10px; border: 1px solid black;">DT</div> </div> <ul style="list-style-type: none"> • A dedicated art and craft area with an easel and free access to crafting materials and tools • Planned adult-led sessions • Playdoh and Dough Disco • Clay and salt dough activities • Junk Modelling • A variety of media including pencils, felt tips, pastels, paint, crayons, chalk and charcoal • A variety of tools and equipment to produce effects including scissors and glue, paintbrushes, hole-punches, stampers etc. • Producing individual, group and class pictures • Printing activities • Photography with Kiddi-zoom Cameras and iPads • Observational drawing • Transient Art • Focusing on the art of famous artists <p><u>Music</u></p> <div style="background-color: #ff00ff; padding: 5px 10px; border: 1px solid black; display: inline-block; margin-bottom: 10px;">Music</div> <ul style="list-style-type: none"> • Listening to the music of composers 	<p>By the end of the Reception year, children at the expected level of development will:</p> <p><u>ELG: Creating with Materials</u></p> <ul style="list-style-type: none"> • 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. <p><u>ELG: Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • 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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- Music and Movement
- Music Express activities
- Singing practice
- Nursery Rhymes
- Daily songs
- Nativity performance
- Accompanying songs using instruments
- Exploring sounds made by instruments

Drama/Dance

English

PE

- PE sessions dedicated to dance and moving to music
- Learning and performing traditional dances such as Divali dances and Chinese Dragon dances
- Acting out well-known stories
- Learning and performing stories
- Creating stories using small world toys
- Puppet theatres
- Story Square