

**EXPLORING EXPRESSIVE ART AND DESIGN IN NURSERY - EYFS**

How do we provide a foundation of musical skills and knowledge in the Nursery?

The Early Learning Goals (linked to Music)	Specific learning to Leintwardine Endowed CE School	How might this look like in our Early Years provision?
<p><b>Expressive Arts and Design</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p><b>Expressive Arts and Design by the time children are 3 year old</b></p> <p>Show attention to sounds and music.</p> <ul style="list-style-type: none"> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• Explore their voices and enjoy making sounds.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>- Singing nursery rhymes and songs- puppets and nursery rhyme spoons available in provision.</li> <li>- Singing in groups, nativity performance, Christingle, etc.</li> <li>- Music basket in provision for children to explore sound and rhythm.</li> <li>- Moving in time with music, e.g. through dance sessions and supermovers, KooKoo Kangaroo, Sticky kids.</li> <li>- Creation station available for children to access, child led craft</li> <li>- Adult led crafting sessions</li> <li>- Writing station with pens, pencils, colours available at all times</li> </ul>
	<p>Join in with songs and rhymes, making some sounds.</p> <ul style="list-style-type: none"> <li>• Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways</li> </ul>	
	<ul style="list-style-type: none"> <li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</li> </ul>	
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas</li> </ul>	
	<p><b>Expressive Arts and Design by the time children are 4 year old</b></p>	
	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Explore colour and colour-mixing.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	