Expressive Arts and Design in the EYFS

In the EYFS at Springvale we aim to support everyone to reach their potential by living out our ethos of PLAY TOGETHER LEARN TOGETHER ACHIEVE TOGETHER. We deliver our curriculum through themes, and use a core text as a ‘hook’ to introduce our learning for that term. We plan six topics each year, on a two-year cycle, through which the children learn skills from many areas of the curriculum; PSHE, literacy, mathematics, science, history, geography, physical education, art and design and R.E.

The development of children’s artistic and cultural awareness supports **their imagination and creativity**. We feel 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.

SPRINGVALE PRIMARY SCHOOL EYFS LONG TERM CURRICULUM PLAN - CYCLE A

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| CYCLE A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| TOPIC\*Themes are to be flexible to give freedom to follow children’s interests. | ALL ABOUT ME | TRADITIONAL STORIES & SPECIAL TIMES | CHANGE  | PEOPLE WHO HELP US | LIFE-CYCLESPlant and animal life-cyclesPlanting a beanEgg to ButterflyMarvellous Minibeasts | WE’RE OFFCelebratingsimilarities and differences between people and places around the world, including space! |
| TOPIC **LED** BY | PSHEUnderstanding the World (Past & Present) | Literacy Understanding the World (People, Culture & Communities) | Understanding the World (The Natural World) | Understanding the World (People, Culture & Communities/Past and Present) | Understanding the World (The Natural World) | Understanding the World (People, Culture and Communities) |
| CREATING SKILLSFS1 | Explores different materials freely, in order to develop his/her ideas about how to use them and what to makeIs developing his/her own ideas and is then able to decide which materials to use to express themCan join different materials and explore different texturesCan create closed shapes with continuous lines and is beginning to use these shapes to represent objectsIs drawing with increasing complexity and detail, such as representing a face with a circle and including detailsUsing drawing to represent ideas like movement or loud noisesExplores colour and colour mixing | Colour - red, blue, yellow, green, orange, pink, purple, black, white, brown, share, discuss. Collage- texture (feel), feel, say, rough, smooth, bumpy, soft, hard, share, discuss, tools, scissors, snip, smooth, bumpy, soft, hard, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins,Drawing- line, shape, big, small, straight, zig-zag, wavy, thin, thick, pencil, shape, line, mark, object, picture, colour, hold, grip, crayon, space Painting - tools, brush, finger, cotton buds, sticks, size, big, small, line, scribble, fill, share, discus, talk about paint, straight, curved, long, short, colour, picture, mix, Sculpture - build, make, stack, join, glue, stick. Printing – pattern, print, paint, shape Textiles – texture, feel, say, rough, smooth, bumpy, soft, hard, |
| CREATING SKILLS FS2 | Explores uses and refines a variety of artistic effects to express his/her ideas and feelingsIs able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent themCreates collaboratively, sharing ideas, resources and skills |
| IMAGINATIVE & EXPRESSIVE SKILLS FS1 | Takes part in simple pretend play, using an object to represent something else even if they are not similarIs beginning to develop complex stories using small world equipment like animal sets, dolls and doll housesMakes imaginative and complex ‘small worlds’ with blocks and construction kitsShows different emotions in his/her drawings and paintingsListens with increased attention to soundsResponds to what he/she has heard, expressing his/her thoughts and feelingsIs able to remember entire songsCan ‘pitch match’Can sing the melodic shape of familiar songsIs able to create his/her own songs, or improvise a song around one he/she knowsPlays instruments with increasing control to express his/her feelings and ideas | Vocabulary\*imagine \*pretend \*happy \*sad \*angry \*sleepy \*quiet \*energetic \*loud \*noisy\*Once upon a time \*One day \*then \*nextconstruction, resources, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, stack, up, across, next to, space, create, join, build, upright, share, discuss\*pulse \*beat \*rhythm \*pitch (high/low) \*dynamics (loud/quiet) \*perform\*claves \*drum \*triangle \*tambourine \*bells \*guiro (for FS2) \*chime bars \*boom wackers |
| IMAGINATIVE & EXPRESSIVE SKILLS FS2 | Listens attentively, moves to and talks about music, expressing his/her feelings and responsesWatches and talks about dance and performance art, expressing his/her feelings and responsesSings in a group or on his/her own, increasingly matching pitch and following the melodyIs able to develop storylines in pretend playExplores and engages in music making and dance, performing solo or in groups. |
| CONTINUOUS PROVISION | Daily opportunities within provision for children to paint, make 3D models, join messy play, explore collage, cutting, engage with drama and role play, move to music, make sculptures out of dough or clay, use instruments and sing songs linked to topic. |
| CYCLE ATOPIC | Autumn 1 Topic: All About MeSelf-portraits*Mona Lisa Leonardo da Vinci**Piet Mondrain Self-Portrait*Explore colour and colour mixing. Link colours to music and feelings.**Music**Charanga Unit Me! | Autumn 2 Traditional Stories & Special Times**Halloween**Kandinsky inspired Spooky Tree – collage/printingMake a magic wand**Bonfire Night**Firework splatters in the style of *Jackson Pollock*Bonfire prints using hands/fingersFirework models**Diwali**Clay Diva’s**Christmas** decorations using card, clay, salt doughChristmas cardscalendarsSing Christmas songs/poems‘Celebrations’ Role PlayThe Nativity – role-play in classNativity Performance for parents**Music**Charanga Unit My StorieS | Spring 1 Topic Change**CNY** Focus on *The Willow Pattern*Make lanterns. Explore Chinese writing. Make shadow puppets. Listen to Chinese music and make movements in response. Watch traditional Chinese dragon dancing. Provide props for children to explore creating their own dragon dances.Role-play based on CNY theme**Music**Charanga Unit Everyone | Spring 2 Topic: Go OutsideLand Art Explore the work of *Andy Goldsworthy* & create a sculpture using natural materialsExplore ways to protect the growing of plants by designing scarecrows.*Georgia O Keefe* Drawings of flowersMother’s Day craftsEaster crafts – explore printing and pattern on eggsMusicCharanga Unit Our World | Summer 1 Topic: People Who Help UsProvide a wide range of props for play which encourage imagination, eg emergency servicesBox model post van police cars, fire-engines etc MusicCharanga UnitBig Bear Funk | Summer 2 Topic: We’re Off!Design and make rockets/an object they may need in space, thinking about form and function. Learn a traditional song from another country MusicCharanga Unit Reflect Rewind & Replay |

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