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-CYCLES  Plant and animal life-  cycles  Planting a bean  Egg to Butterfly  Marvellous Minibeasts | WE’RE OFF  Celebrating  similarities and differences between people and places around the world, including space! |
| TOPIC **LED** BY | PSHE  Understanding 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 SKILLS  FS1 | Explores different materials freely, in order to develop his/her ideas about how to use them and what to make  Is developing his/her own ideas and is then able to decide which materials to use to express them  Can join different materials and explore different textures  Can create closed shapes with continuous lines and is beginning to use these shapes to represent objects  Is drawing with increasing complexity and detail, such as representing a face with a circle and including details  Using drawing to represent ideas like movement or loud noises  Explores 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 feelings  Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them  Creates 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 similar  Is beginning to develop complex stories using small world equipment like animal sets, dolls and doll houses  Makes imaginative and complex ‘small worlds’ with blocks and construction kits  Shows different emotions in his/her drawings and paintings  Listens with increased attention to sounds  Responds to what he/she has heard, expressing his/her thoughts and feelings  Is able to remember entire songs  Can ‘pitch match’  Can sing the melodic shape of familiar songs  Is able to create his/her own songs, or improvise a song around one he/she knows  Plays 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 \*next  construction, 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 responses  Watches and talks about dance and performance art, expressing his/her feelings and responses  Sings in a group or on his/her own, increasingly matching pitch and following the melody  Is able to develop storylines in pretend play  Explores 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 A  TOPIC | Autumn 1 Topic: All About Me  Self-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/printing  Make a magic wand  **Bonfire Night**  Firework splatters in the style of *Jackson Pollock*  Bonfire prints using hands/fingers  Firework models  **Diwali**  Clay Diva’s  **Christmas**  decorations using card, clay, salt dough  Christmas cards  calendars  Sing Christmas songs/poems  ‘Celebrations’ Role Play  The Nativity – role-play in class  Nativity 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 Outside  Land Art  Explore the work of *Andy Goldsworthy* & create a sculpture using natural materials  Explore ways to protect the growing of plants by designing scarecrows.  *Georgia O Keefe* Drawings of flowers  Mother’s Day crafts  Easter crafts – explore printing and pattern on eggs  Music  Charanga Unit  Our World | | Summer 1 Topic: People Who Help Us  Provide a wide range of props for play which encourage imagination, eg emergency services  Box model post van police cars, fire-engines etc  Music  Charanga Unit  Big 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  Music  Charanga Unit  Reflect Rewind & Replay |

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