

Ticket to: a journey from novice to expert (Early Years Foundation Stage)



Expressive Arts- Music

Our early years singers, performers & musicians, develop a love of the 'Expressive Arts' through daily engagement with rhymes, songs & a range of music. Music interweaves through all areas of learning. Music can change the world and is the strongest form of magic.

I can show an interest in the way musical instruments sound by banging, shaking, tapping or blowing.

I can join in singing favourite songs and make up simple songs of my own.



I can explore and use a range of percussion instruments, including my body, to create different sounds.

I can talk about and describe, sounds I hear, using increasing musical vocabulary.

I can describe the sounds of different instruments.

I can move my body in response to music and express how it makes me feel.



I can perform and sing a variety of songs.

I can create music based on a theme and use my body to respond to different musical styles.



I can control musical instruments and use them to play loudly/softly. Fast/ slow (tempo)

I can identify and match an instrumental sound.



I can keep a steady beat and copy, simple rhythmic patterns.



Lower Foundation



Upper Foundation













Expressive Arts- Music

We acknowledge the importance and power of music to change lives. High quality music education is vital for all. Our children will sing a range of well known songs and nursery rhymes, perform songs, rhymes, poems and stories with others and move in time with music. We provide opportunities for spontaneous and planned music making. Such opportunities contribute to the unique child's development. For example, dancing and moving to music, teaches balance, strength and co-ordination. Music also develops listening skills which are vital for literacy and communication. We create a musical environment where children are exposed to a range of musical genres, and styles.

In The Expressive Arts and Design - Music, we;

-  Are imaginative and expressive, singing a range of well known nursery rhymes and songs. Regularly engage in singing, move to music and see singing and music as part of our daily routines, enthusiastically singing the good morning and tidy up songs.
-  Perform songs, rhymes poems and stories with others.
-  Move in time with music.
-  Inspire our mini musicians through live performances.
-  Access a range of percussion instruments indoors and outdoors, and learn their names.
-  Explore how sounds can be changed and learn the related vocabulary e.g. loud/quiet, fast/slow.
-  Build up a repertoire of songs and rhymes through opportunities to sing on a regular basis.
-  Listen to a range of music and genres from around the world, explore stories with sound effects and create sound effects to retell stories.





ESSENTIAL SKILLS

In the Early Years, we develop essential skills which will enable our mini musicians to progress on their journey from novice to expert. These enable our learners to become lost in the magic of music.

Exploration and Discovery



Creativity



Composing (Making Music)



Performing



Listening



Our mini musicians are encouraged to experiment with sounds, instruments and explore a diverse range of genres and styles.

We use music in our role play and story telling. We communicate with music and sounds, moving to music in a variety of ways.

We use tuned and untuned instruments, use our voice as an instrument and make music with pots and pans.

We develop the confidence to perform to our friends, parents and wider school family.

We develop our listening skills, describing the tempo of a wide range of musical genres and styles.

Children in the Early Years learn best through play and practical application of skills.

Our small step progressive music curriculum has been designed to align with cutting-edge Early Years pedagogy to ensure that not only are children accessing relevant areas of the curriculum but that they remain highly involved and engaged while doing so. Play-based lessons focus on developing a wide range of musical skills, as well as developing an awareness and appreciation of different genres of music from around the world. Together, the sessions build a strong foundation of knowledge which will ensure that our novice musicians are well prepared for the next stages of their learning journey as they progress along the 'Lennon Line'.





The very best way to ensure that children maintain and retain key skills is through repetition and revisiting concepts.

We do not underestimate the power of music in the Early Years! Setting aside specific time to explore musical concepts and develop familiarity with the vocabulary will set children on the path to becoming confident and competent musicians. The concepts we explore in Early Years enable us to progress on our journey to becoming expert musicians.



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Expressive Arts & Design - Art & Design



Frida Fields

On our journey to becoming accomplished artists and dynamic designers, our children are immersed in creative and imaginative activities which encourage exploration and experimentation with a range of media and materials. We inspire curious learners to express themselves, enabling them to make their mark and direct their own learning to produce unique and marvellous masterpieces. "Life is the canvas, you are the paint, make your mark".

By the end of Foundation Stage learners:

Painting

- Recognise and name the primary and secondary colours (red blue, green, yellow orange purple) and brown, black white

Techniques

- Explore a range of ways to transfer paint to a surface e.g. finger, brush, sticks, sponge, printing, potatoes, etc

Colour theory

- Select colours for a purpose to create an accurate visual representation of a given object e.g.-red or green

Mixed Media

- Know that any media can be combined to create a new effect.
- Play with combinations of materials to create simple, collage effects
- Use natural found materials to combine a range of media e.g. journey sticks

Evaluating

- Know that I can improve my own work through discussions with others.
- Discuss what I like/don't like about my own work.

Digital Media

- Know that technology can be used to produce artwork.
- Use the iPad to capture a digital image.
- Begin to experiment with digital drawing apps to draw and create images.

Knowledge of artists

- Describe simple observations
- Make simple reference to colour and shape

Specialisms

- Understand that, as an artist, we can use a variety of materials to make marks which can represent objects, feelings and emotions in a creative and expressive way

Sculpture

- Construct using a range of media.
- Cut shapes and use modelling tools in a safe way
- Build and construct using a variety of objects
- Work in a playful, exploratory way, using a variety of media to build in three dimension





It is essential that our novice artists are fully immersed and engaged in an arts rich environment which encourages them to explore, play and access a wide and diverse range of media and materials. Expressive Arts and Design builds 'cultural capital'. Our curriculum design and enabling environments inspire our artists as they practice their super power of looking through a diverse lens. Early years arts experiences impact positively on children's confidence, self-esteem, personal, social, emotional development. They have the power to break down language barriers, cultural prejudices or societal differences, and as a result, reduce inequality, increasing creativity, curiosity, confidence, innovation, imagination, empathy and resilience and imagination. 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. Early years arts and cultural activities can help children make sense of their cognitive, physical, emotional, spiritual, linguistic, and moral development by enhancing the whole curriculum. It is an essential step in the development of reading and writing for children. Mark making is the route through which children come to understand words can have meaning, while the act of making art enables children to develop the fine motor control needed to form letters and words.

Expressive arts enrich lives.

In The Expressive Arts and Design (Art and Design) We:

Engage in open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build our artists confidence in their ability to make a personal, creative response to a stimuli. Together these opportunities provide a foundation for pupils to develop skills further.

Use our Super Power of Looking.

Enabling children to look is an essential foundation skill. Through looking we nurture curiosity, build knowledge, and make the world our own through active exploration. This empowers our novice artists by building confidence in their abilities to make a creative response, developing dexterity skills along the way.

Explore colour gives us a great opportunity to interact with the world through our senses. In addition to developing our early knowledge of colour and colour mixing, we also approach colour in an intuitive way, enjoying and exploring the way colour makes us feel.

Build Worlds

Manipulating the materials of the world and transforming them into something new is an empowering process. Imagination is the stimulus for much making, and through enabling children to build and expand the worlds around them, we empower children to affect their own environments for the better.



Explore materials and marks.

We don't just have to paint on paper – the world is full of textures and materials which we can use as surfaces for artwork! We explore how can we transform the surfaces around us by using line, colour and shape, and how can we make the objects we decorate reflect our personality? The world is full of materials, waiting to be transformed by our hands, hearts and heads. Giving children plenty of opportunity to explore materials through free exploration, ungoverned by our expectations of “outcome”, is vital if we are to help build experience of what it is possible to create.



Use our bodies to make art.

We often assume we make art using our hands and eyes, but we can use all our senses to inform our exploration.



Use our imaginations.

Most very young children find it easy to use their imagination to help invent a world around them. Through art we can encourage children to nurture their imaginations, building confidence in their instinct, intuition, sense of self and ability, to give an outward form to inner ideas.



Love Creating with Materials

- 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.



Enjoy Being Imaginative and Expressive


- 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.






Our youngest artists are exposed to our big ideas and key concepts at the very beginning of their journey along Kahlo Close. These are experienced through play and exploration and empower our little people, enriching their lives through their experiences of the expressive arts.

Think, communicate, be an artist.




Curiosity




Big Ideas


Creativity




Expression




Line




Colour




Shape




Form




Texture




Space



Tone



Pattern




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Expressive Arts & Design (D&T)



Dyson District

Dynamic designers prepare to navigate our rapidly changing world. Through the study of Expressive Arts and Design our little learners develop as individual, creative problem solvers and thinkers. Purposeful making involves creativity, imagination and fun, as well as building resilience through making marvellous mistakes. Our designers and crafters construct with a purpose, safely using and exploring a variety of materials, tools and techniques.

By the end of Foundation Stage learners:

Designers can choose the resources they need for their chosen activities.

Know how to handle equipment and tools effectively.
Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Designers use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Designers represent their own ideas, thoughts and feelings through design and technology.

Designers know the importance for good health and of a healthy diet.

Characteristics of effective learning-

Designers show curiosity about objects, events and people.

Designers find ways to solve problems / find new ways to do things / test their ideas.

Designers check how well their activities are progressing and change strategy as needed.
Designers review how well the approach worked.

Designers create simple representations of events, people and objects
Designers plan & make decisions about how to approach a task, solve a problem and reach a goal.

Designers questions why things happen
Designers engage in open-ended activity.
Designers think of ideas.

Designers use senses to explore the world around them.





There are many opportunities across all seven areas of learning to engage our youngest designers and makers in developing the essential knowledge, skills and understanding that they will require along their journey on Dyson District to become expert designers. Design and Technology forms part of the learning with **Understanding the World** as well as **Expressive Arts & Design** (ELG ; Creating with Materials). Design and technology in EYFS enables learners to **make sense of the 'made world' in which they live** (Understanding The World). By making, changing and modifying (or designing) things for themselves, learners come not simply to a greater understanding of their world, but to a sense of agency - of being able to change and modify their environment (UTW/PSED). Design and Technology enables learners to gain knowledge and understanding of their world (UTW/PSED). Design is not just about drawing, but about thinking, involving some experience, some imagination and a willingness to change and modify ideas (C&L/EAD). Technology, on the other hand, is about doing - making **something for a purpose**, involving putting ideas into practice and having an awareness of the possibilities and limitations of different materials, including making mistakes (PD/PSED). Design and technology is ultimately about people and making things better for people. As a result there are many issues to explore, empathy, values and the needs of users. Design and technology also provides unique opportunities for children to develop their self confidence and self awareness, manage their feelings and make relationships. Our young designers learning is planned, purposeful and play based. We aim for children to be encourage to **'learn to think'** creatively to solve practical problems, both independently and as part of a team. We recognise the significance of Design and Technology in an ever-changing world, and enable our designers to be aware, and conscious of the decisions they are making as explorers, testers, designers, makers and evaluators.

In Understanding The World and The Expressive Arts and Design (Design Technology) We:

- ⚙️ Begin to develop a **Designers Toolkit of Technical Terms**. Designers learn how to express their ideas, explaining what they want to design and make.
- ⚙️ Explore how things work, observe, solve problems, think critically, make decisions and talk about why they have made decisions.
- ⚙️ Develop self regulation and executive function, planning and adapting their designs and models as they encounter and solve challenges.
- ⚙️ Consider different users, the purpose of products and how they work (function), designing **something for someone for some purpose**.
- ⚙️ Explore different materials freely, in order to develop their ideas about how to use them and what to make, learning through first-hand experiences.

Design:

- ⚙️ Develop their own ideas.
- ⚙️ Choose the right resources to carry out their own plan.

Make:

- ⚙️ Develop attentive listening skills, accurately following instructions when using tools and practising techniques.
- ⚙️ Create collaboratively, sharing ideas, resources and skills.



- Develop their fine and gross motor skills and co-ordination so that they can use a range of tools competently, safely and confidently.
- Develop a risk-taking approach to develop a growth mindset as demonstrated by Dyson.
- Develop proficiency, control and confidence. We ensure our youngest designers have access to a range of tools as they employ muscles in different ways (twisting, pushing and pulling) and can develop gross motor skills such as hammering and sawing.
- Explore a variety of materials, tools and techniques.
- Explore and further develop designers understanding of shapes, spatial awareness and measure.

Evaluate:

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Provide numerous opportunities for children to discuss their creations and those made by other people. Discussion throughout the process of creation allows early opportunities for an iterative approach and analytical thinking.
- Explain how their own and others products work, say who they believe their products are for and what purposes they fulfill.
- Share their creations, explaining the process they have used

Our youngest designers, inspired by Dyson develop resilience and understand that the most successful designer make many ‘marvellous mistakes’. These important foundations enable our learners to recognise that within us all is the power to understand and change the world. Creativity and curiosity drive our designers and they begin to develop competence and confidence to explore and utilise materials and tools to create purposeful products for a diverse range of users.

“Learning by trial and error, or experimentation, can be exciting, the lessons learned deeply engrained. Learning by failure is a remarkably good way of gaining knowledge. Failure is to be welcomed rather than avoided. It is a part of learning. It should not be feared by the engineer or scientist or indeed by anyone else.”

