



Curriculum Sequence

Expressive Arts and Design

Expressive Arts and Design is a Specific Area in the Early Years Foundation Stage Curriculum.

At Marsh Hill Nursery we highly value creativity and we understand and respect the contribution which creative thinking makes to society. We motivate our children to have their own thoughts, ideas and approaches and to be confident to share these with others, especially when they think differently and 'outside the box.'

Our learning environment provides a vast range of open ended and multi-sensory creative experiences. We celebrate curiosity, innovation, and the use of imagination. Children are taught to learn from and appreciate the process rather than the end product. Practitioners support this process with the use of sustained shared thinking and ongoing reflection.

Our creative areas are especially popular. The children's creative work is sometimes collaborative as children bring together a range of ideas and approaches. At other times, this can be individual as children sit with watercolours and small palettes.

Role play areas can be found throughout the environment and are always open ended and exciting. Scarves, cloaks, shoes, and bangles turn children into a variety of characters with different roles and personas. There are many opportunities for children to make up their own stories using small world characters and other role play materials. The possibilities are endless!

At Marsh Hill Nursery our music specialist gives our children an endless amount of opportunity and experiences. The children show enthusiasm and enjoyment to take part in the weekly activities while developing a range of skills and attributes.

We pride ourselves on the range of experiences we give our children to develop the children's expressive arts and design skills. These include; theatre visits, visits from the 'Playhouse Theatre' and 'Café Ceramics'



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Expressive Arts and Design: Creating with Materials			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p>Two Year Old end point</p> <p>Vocabulary: draw, paint, make marks</p>	<ul style="list-style-type: none"> I join in with songs and rhymes by showing that I am listening. I explore creative experiences such as painting and gluing with support from my key person. I use chunky paintbrushes, and can print and make marks with blocks, sponges etc. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> A range of opportunities within the environment support children to enjoy and explore moving to music, for e.g., wake and shake. Lots of large-scale opportunities for making marks and being creative can be found throughout the indoor and outdoor environments. 	
<p>"I am active and curious"</p> <p>Rising Three end point</p> <p>Vocabulary: circles lines, have a go, persevere,</p>	<ul style="list-style-type: none"> I am beginning to spend more time when creating and making showing some attention to detail. I join in with musical experiences with encouragement from my key person. I can manipulate play dough in different ways (e.g., rolls, cuts, squashes, pinches). I can experiment with blocks I use tools with purpose to effect changes and make marks in media and materials. 	<ul style="list-style-type: none"> More opportunities for mark making on smaller scales are provided throughout the environment both indoors and outdoors. Different resources provide more intricate patterns and marks, such as cotton buds in the painting area. Sensory exploration – shaving foam, cornflour etc. Modelling – clay, salt dough etc Weaving – using different materials. 	
<p>"I am capable and confident"</p> <p>Pre-School end point</p> <p>Vocabulary: I am creative, follow own ideas, opinions, discuss, colour, texture, equipment names</p>	<ul style="list-style-type: none"> I use my imagination in often repetitive approaches, for example pouring tea in the role play kitchen. I begin to be more specific in my approach to creative tasks. I build stories around the resources which I am playing with. I introduce a simple story line to my play. I explore different materials freely, to develop their ideas about how to use them and what to make. I develop my own ideas and then decide which materials to use to express them. I join different materials and explore different textures. I create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> Continuous provision supports the skill development for new approaches and techniques., for example, folding, cutting, attaching. The curiosity approach ensures children are exposed to a range of natural and authentic learning materials. 	



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	<ul style="list-style-type: none">• I draw with increasing complexity and detail, such as representing a face with a circle and including details.• I use drawings to represent ideas like movement or loud noises.• I show different emotions in my drawings and paintings, like happiness, sadness, fear etc.• I explore colour and colour-mixing	
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Expressive Art and Design: Being Imaginative & Expressive				
		Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>Vocabulary: Pretend, watch, stories, vocabulary linked to experiences</p>		<ul style="list-style-type: none"> • I engage in large scale collaborative creative experiences. • I watch my key person closely and may copy what they do, for example rocking a baby in the role play area. • I play with what I know, I imitate what I have seen and experienced. • I show attention to sounds and music. • I respond emotionally and physically to music when it changes. • I move and dance to music. • I anticipate phrases and actions in rhymes and songs, like ‘Peepo’. • I explore their voices and enjoy making sounds. • I join in with songs and rhymes, making some sounds. • I make rhythmical and repetitive sounds. • I explore a range of sound-makers and instruments and play them in different ways. • I enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. • I 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. 	<ul style="list-style-type: none"> • Role play opportunities are provided on a small and specific scale, with lots of time and space for repetition. • There is a range of learning experiences which support children to be creative and to explore their ideas in their own unique way. • Children’s experiences are shared through Tapestry from key worker-parent, and parent-key worker. 	
<p>“I am active and curious”</p> <p>Rising Three end point</p> <p>Vocabulary: explore, story, model, build,</p>		<ul style="list-style-type: none"> • I explore different materials, using all my senses to investigate them. • I manipulate and play with different materials. • I use my imagination as I consider what I can do with different materials. • I make simple models which express my ideas. 	<ul style="list-style-type: none"> • Children are encouraged to enjoy and learn from the process of creativity, rather than the end product. • In the moment planning and teaching supports children to explore their own metacognition as they trust and explore their ideas in more depth. • Practitioners provide running commentaries for children to hear as they play in the role play areas. 	



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<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>Vocabulary: imagine, imagination, fantasy, make believe</p>	<ul style="list-style-type: none"> • I explore using my imagination in a variety of ways as I develop storylines, play with familiar resources and use my own experiences, such as going on a car ride. • I participate in small world play which is related to rhymes, stories or television programmes. • I learn a range of skills and approaches which I test, revisit and extend as necessary. • I play with other children who are engaged in the same theme and contribute to a shared narrative. • I take part in simple pretend play, using an object to represent something else even though they are not similar. • I begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • I make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • I listen with increased attention to sounds. • I respond to what I have heard, expressing my thoughts and feelings. • I remember and sing entire songs. • I sing the pitch of a tone sung by another person (‘pitch match’). • I sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • I create my own songs or improvise a song around one I know. • I play instruments with increasing control to express my feelings and ideas. 	<ul style="list-style-type: none"> • Practitioners engage with children in sustained shared thinking to extend and consolidate their thinking and creative ideas • A wide range of learning experiences are available to challenge and stimulate children's creative ability and understanding. • Small pockets of role play can be found throughout the environment to provide variety and curiosity.
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