



Sequence of Learning for Expressive Arts and Design

<p>Intent for Expressive Arts and Design - The development of children’s artistic and cultural awareness supports their imagination and creativity. Children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</p>						
	Painting	Music	Dance	Drama and Role Play	Model Making	Playdough
Early Stages- Stage 1	<ul style="list-style-type: none"> To play, investigate and explore the painting area. 	<ul style="list-style-type: none"> To play with instruments to explore the different sounds they make. 	<ul style="list-style-type: none"> To stop and recognise when music is being played. 	<ul style="list-style-type: none"> To play and experiment in the role play area of Nursery. 	<ul style="list-style-type: none"> To play and explore in the creative area, investigating all of the different resources and materials. 	<ul style="list-style-type: none"> To play, investigate and explore the Playdough.
Implementation	<ul style="list-style-type: none"> Staff to provide a variety of paint on small and large scale. 	<ul style="list-style-type: none"> Music instruments to be in Provision. Daily singing time/ nursery rhymes. 	<ul style="list-style-type: none"> Staff using CD’s/ interactive whiteboard for dance activities at key worker times. 	<ul style="list-style-type: none"> Home corner / role play resources are always accessible by children. 	<ul style="list-style-type: none"> Staff to provide a range of materials throughout the year for children to investigate and explore. 	<ul style="list-style-type: none"> Available daily, staff to enhance playdough with a range of tools and added resources.

	<ul style="list-style-type: none"> • Encouraging the children to have a go themselves, it's not to be adults work. • Ensure the children that there is no right or wrong way to do anything, putting no pressure on the children to produce a finished product in a certain way. • Staff to provide open ended resources, scaffolding and support the children to experiment and explore the variety of materials on offer. • Staff to model new vocabulary related to the media, encourage the children to copy, and use the new words appropriately. • Staff to model new skills relating to the media, encouraging children to have a go, and join in experiencing the range of media. E.g. to encourage children to put their hands in sensory materials such as gloop, slime and feel the texture of sticky things. • Staff to ask questions about what the children are feeling and what they have made. Asking questions to encourage the children to talk about their work and why they have made it, with limited adult input.
Impact	<ul style="list-style-type: none"> • Children will begin to have the confidence to explore and experiment using the media and materials around them. • They will be developing their imagination and creativity, starting to manipulate the materials with some interest. • Children will begin to explore a range of different materials using all of their senses to investigate them.

	Painting	Music	Dance	Drama and Role Play	Model Making / Collage/ Workshop	Playdough
Early Stages - Stage 2	<ul style="list-style-type: none"> • To experiment with different painting materials and equipment. 	<ul style="list-style-type: none"> • To recognise that different instruments can make different sounds and play some of them correctly. For example, banging a drum or shaking a tambourine. 	<ul style="list-style-type: none"> • To move their bodies when music is played. 	<ul style="list-style-type: none"> • To role play familiar experiences from home either independently or with an adult to support their work. 	<ul style="list-style-type: none"> • To experiment with the resources in the creative area, finding out about the different materials. E.g. that glue is sticky or pens can make a mark. 	<ul style="list-style-type: none"> • To experiment with the playdough finding out how to mould the playdough or noticing what happened when different textures area added to the dough.
Implementation	<ul style="list-style-type: none"> • Staff to provide different sized brushes, different types of paper and tools. 	<ul style="list-style-type: none"> • Daily singing time, nursery rhymes. • Providing access to different instruments throughout the term. 	<ul style="list-style-type: none"> • Staff model how to move to music. • Provide resources that encourage movement, silk scarves, ribbons on sticks etc. 	<ul style="list-style-type: none"> • Staff to play alongside children in the home corner, encouraging children to join in appropriately. 	<ul style="list-style-type: none"> • Staff model how to use specific resources, e.g. glue spreaders, paint brushes, and encourage children to put resources away when they have finished with them. 	<ul style="list-style-type: none"> • Staff introduce new words to describe textures and techniques, e.g., rolling, squashing, pushing, puling etc.

	<ul style="list-style-type: none"> • Encouraging the children to have a go themselves, it's not to be adults work. • Ensure the children that there is no right or wrong way to do anything, putting no pressure on the children to produce a finished product in a certain way. • Staff to provide open ended resources, scaffolding and support the children to experiment and explore the variety of materials on offer. • Staff to model new vocabulary related to the media and encourage the children to copy and use the new words appropriately. • Staff to model new skills relating to the media, encouraging children to have a go, and join in experiencing the range of media. E.g. to encourage children to put their hands in sensory materials such as gloop, slime and feel the texture of sticky things. • Staff to ask questions about what the children are feeling and what they have made. Asking questions to encourage the children to talk about their work and why they have made it, with limited adult input.
Impact	<ul style="list-style-type: none"> • Children will be developing their imagination and creativity, learning to manipulate the materials with interest and increasing control. • Children will begin to explore a range of different materials using all of their senses to investigate them. • Children will be beginning to learn new words and vocabulary to describe the media they are using and they will be learning new techniques. • Children will be having an increased sense of pride in their work, progressing at their own speed. • Children will be increasing their coordination and gross motor skills when dancing and moving in different ways. • Children's confidence will be increasing to have a go and try some activities.

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Developing -Stage 3	<ul style="list-style-type: none"> • To experiment with the sequence of painting in a meaningful way. 	<ul style="list-style-type: none"> • To join in with simple rhythms and know when to play an instrument and when to stop. 	<ul style="list-style-type: none"> • To copy actions when dancing. 	<ul style="list-style-type: none"> • To use their imagination to role play in different areas of the Nursery, following their own interests or themes. E.g. roleplaying a superhero when playing outside. 	<ul style="list-style-type: none"> • To recognise that different materials, have a purpose. E.g. glue is for sticking or paint is for painting. 	<ul style="list-style-type: none"> • To manipulate the playdough in different ways and find out how this changes the shape and appearance of the dough. Children will squeeze, pinch, smooth and roll the dough.

Implementation	<ul style="list-style-type: none"> • Staff to introduce painting techniques, e.g., printing, folding paper, bubble printing etc, allowing children to do it themselves. 	<ul style="list-style-type: none"> • Allowing children to access music through playing CDs themselves, providing musical toys and books to play with. • Singing songs as a whole class together learning new songs. 	<ul style="list-style-type: none"> • Dancing along with music Cd's, listening and following the instructions e.g. Sticky Kids. 	<ul style="list-style-type: none"> • Provide a range of enhancements / interest boxes containing various role play items such as costumes, hats, bags etc. 	<ul style="list-style-type: none"> • Providing a range of construction kits to play with and explore, Duplo, wooden blocks, Mobilo etc. 	<ul style="list-style-type: none"> • Available daily, staff to enhance playdough with a range of different tools and added resources. • Dough Disco to extend the children's movements with the dough.
	<ul style="list-style-type: none"> • Encouraging the children to have a go themselves, it's not to be adults work. • Ensure the children that there is no right or wrong way to do anything, putting no pressure on the children to produce a finished product in a certain way. • Staff to provide open ended resources, scaffolding and support the children to experiment and explore the variety of materials on offer. • Staff to model new vocabulary related to the media, encourage the children to copy, and use the new words appropriately. • Staff to model new skills relating to the media, encouraging children to have a go, and join in experiencing the range of media. E.g. to encourage children to put their hands in sensory materials such as gloop, slime and feel the texture of sticky things. • Staff to ask questions about what the children are feeling and what they have made. Asking questions to encourage the children to talk about their work and why they have made it, with limited adult input. 					
Impact	<ul style="list-style-type: none"> • Children will have an increasing ability to move to music, to make a range of different sounds using musical instruments and use new techniques in their creative work. • Children will be learning new songs and can sing along with their favourite songs. • Children will have increased self-confidence and self-awareness. • Children will make progress as they become deeply engaged in their own interests, planning in the moment. Staff will provide resources and enhancements to areas as and when needed following the children's interests to extend their learning. • Children will have increased strength in their fingers, developing their fine motor control. 					

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Embedding - Stage 4	<ul style="list-style-type: none"> To experience and experiment with mixing a range of different colours using powder paint. To investigate different thicknesses of paint. 	<ul style="list-style-type: none"> To know that you can change the sound an instrument makes by controlling the way it is played, e.g. quiet and loud, fast and slow. 	<ul style="list-style-type: none"> To move with coordination and create their own dance moves in response to different pieces of music. 	<ul style="list-style-type: none"> To introduce a storyline in their role play, which could include copying actions or repeating, words which a character from a story or the television may say. 	<ul style="list-style-type: none"> To use different materials such as glue and sticky tape appropriately. 	<ul style="list-style-type: none"> To use tools to learn how these can add patterns and different texture to their pieces of work. Find out what happens when playdough is left to dry.
Implementation	<ul style="list-style-type: none"> Introduce powder paints for the children to create their own paints, experiment with colour mixing, secondary colours and shades. 	<ul style="list-style-type: none"> Look how sounds change and play games, start/ stop, fast/slow. Listen to different types of music and using different types of media encourage children to express their emotions. 	<ul style="list-style-type: none"> Invite outside visitors to teach children different dances from different cultures. Watch you tube videos of the dances and talk about them. Encourage children to have a go and copy some of the movements. 	<ul style="list-style-type: none"> Story time daily, encourage children to act out the different stories. Using helicopter stories encourage children to make their own stories up through drama. 	<ul style="list-style-type: none"> Encourage children to label their own work with their name, using their name card. 	<ul style="list-style-type: none"> Talk to children as they play about the texture and how to manipulate the dough to different appearances. Encourage children to use their hands as well as tools to make patterns and marks eventually leading to model with a purpose.
<ul style="list-style-type: none"> Encouraging the children to have a go themselves, it's not to be adults work. Ensure the children that there is no right or wrong way to do anything, putting no pressure on the children to produce a finished product in a certain way. Staff to provide open ended resources, scaffolding and support the children to experiment and explore the variety of materials on offer. Staff to model new vocabulary related to the media, encourage the children to copy, and use the new words appropriately. Introduce new words - squashed, squeezed, rolled, flattened, chopped, cut, scored, raked, punctured, poked and shredded. 						

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Understanding and Applying - Stage 5	<ul style="list-style-type: none"> To mix particular secondary colours to match and intended purpose. To mix different shades of a colour by adding different quantities. 	<ul style="list-style-type: none"> To discuss a familiar piece of music expressing their likes or dislikes. To copy simple rhythms and beats. 	<ul style="list-style-type: none"> To dance in a larger group and learn dances from different cultures. To respond to different pieces of music, using their imagination to represent different elements of the music or to follow a particular theme e.g. a breeze turning into a storm. 	<ul style="list-style-type: none"> To role play in a group responding appropriately to what others have said, continuing a theme or narrative. 	<ul style="list-style-type: none"> To create a model or collage using a variety of different materials, joining them together appropriately. 	<ul style="list-style-type: none"> To model the playdough with a purpose in mind. E.g. to make a hedgehog, or a playdough diva lamp for Diwali.
Implementation	<ul style="list-style-type: none"> Encourage children to begin to think about and form the shapes that actually look like what they are painting. 	<ul style="list-style-type: none"> Model to children how to find music on the internet in a safe manner. Help and support children to search for a particular type of music. 	<ul style="list-style-type: none"> Use a range of creative movements cd's and DVD's to encourage expressive dancing. 	<ul style="list-style-type: none"> Encourage the children to think of their own stories and mix characters from different stories when role playing. Use a range of costumes and props to enhance. 	<ul style="list-style-type: none"> Encourage children to label their work with their name independently. 	<ul style="list-style-type: none"> Introduce different mediums that can dry, e.g. salt dough, paper clay, clay, and paper Mache.
	<ul style="list-style-type: none"> Encourage children to use their fine motor muscles by manipulating tools themselves and practice skills they find hard or challenging e.g. using glue sticks, glue spreaders, mixing paint, building models using sticky tape, masking tape etc. Provide boxes and containers of different sizes and shapes that can lead to cooking, sorting, matching, ordering and counting. Provide a range of natural objects with a wide range of textures and shapes, colours and smells, add to playdough so children can enjoy from multi-sensory experiences. 					
Impact	<ul style="list-style-type: none"> Children will see their work displayed on the wall for everyone to see which will develop a sense of pride. Group activities, music making, role play and drama all promotes group learning, practicing social skills such as turn taking and cooperation. Children will be able to follow instructions and listen with intent. Children will be developing an awareness of other cultures and ways of life. Children will build relationships with adults and peers, sharing, communicating and co-operating with each other, sharing ideas and talking through their own thought processes. 					

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Secure Confident - Stage 6	<ul style="list-style-type: none"> To paint independently with more detail either using their imagination or using the work of different artists to influence their own particular painting style. 	<ul style="list-style-type: none"> To copy and create simple rhythms and beats. To understand that different music can link to different cultures and times of the year. 	<ul style="list-style-type: none"> To practise and remember different dances and link different dance moves together. To make up their own dances and perform them to others. 	<ul style="list-style-type: none"> To play a particular character within their play. 	<ul style="list-style-type: none"> To create a model or piece of work using a variety of different techniques, evaluating and modifying their work when needed. Sometimes with an adult supporting, show an awareness of adding a finish to their work such as painting a model or adding different materials to add layers to a picture. 	<ul style="list-style-type: none"> To create a model of their choice adding a finishing touch, such as paint or glitter to their model once it has dried.
Implementation	<ul style="list-style-type: none"> Encourage representational painting, focussing on using their imagination, thought processes and giving lots of praise and encouragement. 	<ul style="list-style-type: none"> Encourage children to have fun and enjoy singing, listening to a range of different music from different cultures. 	<ul style="list-style-type: none"> Encourage children to join in, expressing their feelings and emotions. 	<ul style="list-style-type: none"> Encourage children to make up their own stories, with friends. Each child having a different job / role. 	<ul style="list-style-type: none"> Children to label their work. Encourage children to plan what resources they need. Children can record their own work through drawing, photographs etc. 	<ul style="list-style-type: none"> Encourage the children to create models with a specific purpose in mind.
	<ul style="list-style-type: none"> Staff to offer positive role models, scaffolding and encouraging the children in every way. Staff to link in maths and literacy skills when planning enhancements to creative areas. 					
Impact	<ul style="list-style-type: none"> Children will have the opportunity to explore sound at their own pace. Music can bring joy, awe and wonder to children. Children will begin to use letters, sounds and numbers through physical movement and use them in their work. Children will be confident to take the lead, ask friends to play and build their own friendships. Children can build their confidence and ability to label their own work - name writing or simple words. Children will find being creative helps control their emotions and wellbeing, as it can be calming and soothing. Children will be learning about science through hands on experience by observing, thinking, talking about materials and how they feel, how materials change and questioning. 					