**Intent:**

Our children will leave the Foundation Stage at Tarporley CE Primary School having had a wide variety of experiences within the Arts, where all their senses have been engaged and stimulated, and many other skills (such as language and team work) developed. At Tarporley CE Primary, Expressive Arts allows the children to revisit interested areas through many different media to gain multiple perspectives and a higher level of understanding. Due to our curriculum promoting and valuing creativity, originality, expressiveness and individuality, pupils are confident in sharing their own preferences and making choices about different ways they can express themselves.

**Implementation:**

Our topics, lessons and learning environment give our children new, and varied experiences within the arts. They will have had ample opportunities to observe and experiment with different materials, tools, techniques, music and movements. For our pupils, emphasis is put on the process they go through rather than on the finished product. In creating, designing and making children have investigated and used a variety of materials and techniques and explored colour, line, shape, space, form, texture and pattern in two and three dimensions. They have developed their visual, spatial and tactile awareness and used marks, picture drawings, paintings and constructions to create products. Through Charanga lessons pupils’ express feelings and emotions about music. They will have participated in playing instruments, using everyday objects to make music, singing, moving rhythmically and expressively to music, listened to music and created their own, often applying their ICT skills to enhance or record their work. Children are supported to develop their confidence and pride in their creative achievements. Direct adult led activities such as dance, role-play, stories, art, ICT and music lessons, ignite children’s creativity which they further explore through provision and child-led activities. We use practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection. We build confidence in their performance through the Harvest service, Nativity performance, a class assembly play and an End of Year show.

Below shows the progression of skills that build towards the Expressive Art and Design Early Learning Goals.

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|  | **Creating with Materials** | | |
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| **Baseline**  - Explores materials freely  - Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes, fingers, hands  - Drawings have some resemblance to people, objects  - Makes simple marks based on own experiences  - Form prints with simple objects – leaf, hand  **On Track Check Point 1**  - Knows primary colours  - Chooses colour for a purpose  - Makes marks using shape and pattern on a range of surfaces  - Develops simple patterns by printing with objects using range of materials  - Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy  **On Track Check Point 2**  - Draws with precision around the outline of shapes  - Develops language of colour (secondary colours) and mix colours to make new colours  - Create a simple collage  - Can use fabrics to weave  - Uses variety of art tools with greater accuracy  **ELG:**  **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, deign, texture, form and function** | **Baseline**  - Explores freely in order to create designs and think about what they would like to make  - Talks about what they are doing  **On Track Check Point 1**  - Explores and uses a range of artistic effects to express themselves  Refine ideas in designs created  - Articulates what they are doing to an adult  **On Track Check Point 2**  - Plans what they will create and what they will need to do so  - Creates their own products and begins to self-correct any mistakes  - Reviews own work and makes improvements, explaining why changes are better  **ELG:**  **Share their creations, explaining the process they have used** | **Baseline**  - Begins to make up sections of stories using small world  - Uses pre-prepared themed costumes, generic dress up boxes and literal representation of objects (bowls, cups, spoons, dolls etc) e.g. a teapot is a teapot  - Roleplays every day events  **On Track Check Point 1**  - Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves)  - Uses fabric, boxes, tubes and joining materials to make props/ role play  - Uses props linked to situations (e.g. till in a shop, first aid kit in hospital)  - Retells well known stories  **On Track Check Point 2**  - Uses different props for different characters to show their personalities (e.g. lady with necklace and handbag, other with backpack and binoculars)  - Makes up own stories and retells well know stories in great detail, using new language  - Uses props that are very specific and for a purpose to add detail or convey meaning in their stories (some are made by pupils)  **ELG:**  **Make use of props and materials when role playing characters in narratives and stories** |
| **Provisions** | |  | | --- | | Provide free choice and process driven art activities- paint, collage, drawing, chalk/ pastels, junk modelling, playdough, clay, computer programs  Teach skills in focus groups that children can transfer to their art learning | | |  | | --- | | Provide space for children to keep their creations and provide Show and Tell for them to share, pre made plans and pens and paper, cameras, iPad | | |  | | --- | | Deconstructed role play-  Art/ design area- place for making props to support their own stories  Materials for costume and prop creation  Enhancement in role play to reflect current learning | |

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|  | **Being Imaginative and Expressive** | | | |
| **Story Telling** | **Dancing** | **Singing** | **Music** |
| **Baseline**  - Plays with familiar resources in role play and small world (e.g. farm animals)  - Listens to stories  **On Track Check Point 1**  - Uses own experiences to develop storylines  - Talks about stories  - Uses new vocabulary in different context  - Participates in small world play related to rhymes and stories  **On Track Check Point 2**  - Retells stories as a repetition, using some of their own words  - Uses imagination to develop own storylines  - Enhances with resources that they pretend are something else  - Retells stories with others  - Retells stories with others, changing/substituting some of the details | **Baseline**  - Moves to music  - Copies basic actions  - Beginning to watch performances for short periods of time  **On Track Check Point 1**  - Watches dances and performances  - Shares likes and dislikes about dances/performances  - Learns short routines, beginning to match pace  **On Track Check Point 2**  - Replicates dances and performances  - Learns longer dance routines, matching pace  - Put a sequence of actions together  - Begin to improvise independently/or group to create a simple dance | **Baseline**  - Knows some words when singing  - Sings in small group  - Joins in with parts of nursery rhymes  **On Track Check Point 1**  - Sings in a group, trying to keep in time  - Knows some nursery rhymes  - Knows some Christmas songs  **On Track Check Point 2**  **-** Sings in a group, matching pitch and following melody  - Sings by themselves, matching pitch and following melody  - Sings in tune and to the correct beat  - Knows a wide variety of nursery rhymes and school songs | **Baseline**  -Explores instruments and how sounds can be changed (e.g. louder, quieter)  - Beginning to name them (drum, tambourine, maraca, triangle…)  **On Track Check Point 1**  - Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)  - Talks about the different sounds they make (e.g. loud, quiet, bombing, banging, high pitched)  - Can clap and stamp to a beat  - Plays a given instrument to a simple beat  - Responds to what they have heard, expressing their thoughts and feelings  **On Track Check Point 2**  - Selects own instruments and plays them in time to music.  - Can change the tempo and dynamics whilst playing  - Knows how to use a wide variety of instruments.  - Can change the tempo and dynamics  - Creates sound effects |
|  | **ELG:**  **Invent, adapt and recount narratives and stories with peers and their teachers** | **ELG:**  **Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music**  **Sings a range of well-know nursery rhymes and songs** | | |
| **Provisions** | |  | | --- | | Role play, small world, puppets  Enhancements linked to themes and stories which are familiar | | |  | | --- | | Song time- singing in class through Charanga and at the end of the day  Nursery rhymes introduced when linked to topic (e.g. Incey, Wincey Spider when looking at ‘Bugs’)  Musical instruments in the environment  Listen to a variety of music and dance/ respond with drawings etc.  C.D. player, C.D.s, Ipad | | | |

**Impact:**

We believe all children will reach the Early Learning Goals in EAD by the end of the Foundation Stage. Our teaching and provision allow pupils to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. Our pupils leave the Foundation Stage ready for the new knowledge and skills the National Curriculum has to offer in these areas. They have the opportunity to perform for others numerous times over the year including the Harvest festival, the Nativity, the class assembly and the End of Year Show.