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| Expressive Arts and Design – Creating With Materials | | | |
| **Range of Knowledge expected at each step** | | **Positive Relationships Planning: What adults will do to initiate and develop learning** | **Enabling Environments Planning: How to set up the environment for learning and what adults will provide** |
| 1. | Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World | See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World | •See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World. |
| 2. | • Explore and experiments with a range of media through sensory exploration, and using whole body.  • Move their whole bodies to sounds they enjoy, such as music or a regular beat.  • Imitate and improvise actions they have observed, e.g. clapping or waving.  • Begin to move to music, listen to or join in rhymes or songs.  • Notice and show interest in the effects of movements that leave marks – and how they can make them | • Listen with children to a variety of sounds, talking about favourite sounds, songs and music.  • Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow.  • Accept wholeheartedly young children’s creations and help them to see them as something unique and valuable  • Make notes detailing the processes involved in a child’s creations, to share with parents | Make a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans and plastic bottles filled with different things.  • Provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space.  • Provide space and time for music, movement and dance both indoors and outdoors |
| 3. |
| 4. | • Join in singing favourite songs.  • Create sounds by banging, shaking, tapping or blowing.  • Show an interest in the way musical instruments sound.  • Experiment and create with blocks, colours and marks. | • Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas.  • Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience. | • Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances.  • Draw on a wide range of musicians and storytellers from a variety of cultural backgrounds to extend children’s experiences and to reflect their cultural heritages.  • Choose unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia and string, translucent paper or water-based glues with colour added. |
| 5. | • Enjoy joining in with dancing and ring games.  • Sing a few familiar songs independently.  • Begin to move rhythmically.  • Imitate movement in response to music.  • Tap out simple repeated rhythms.  • Explore and learn how sounds can change when we interact with them.  • Explore colour, including how colours can change when we mix them, alter them and interact with them.  • Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  • Begin to show an interest in and describe the texture of things.  • Use various construction materials purposefully.  • Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  • Join construction pieces together to build and balance.  • Realise tools can be used for a purpose. | • Support children’s responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties.  • Introduce vocabulary to enable children to talk about their observations and experiences, e.g. ’smooth’ ‘shiny’ ‘rough’ ‘prickly’ ‘flat’ ‘patterned’ ‘jagged’, ‘bumpy’ ‘soft’ and ‘hard’.  • Talk about children’s growing interest in and use of colour as they begin to find differences between colours.  • Make suggestions and ask questions to extend children’s ideas of what is possible, for example, “I wonder what would happen if…”.  • Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. | • Lead imaginative movement sessions based on children’s current interests such as space travel, zoo animals or shadows.  • Provide a place where work in progress can be kept safely.  • Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road.  • Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down.  • Introduce children to a wide range of music, painting and sculpture.  • Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion. |
| 6. | Begin to build a repertoire of songs and dances independently.  • Explore the different sounds of instruments.  • Explore what happens when they mix colours.  • Experiment to create different textures.  • Understand that different media can be combined to create new effects.  • Manipulate materials to achieve a planned effect.  • Construct with a purpose in mind, using a variety of resources.  • Use simple tools and techniques competently and appropriately.  • Select appropriate resources and adapts work where necessary.  • Select tools and techniques needed to shape, assemble and join the materials they are using. | Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust.  • Encourage children to notice changes in properties of media when materials/media when they become wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. | Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.  • Provide children with opportunities to use their skills and explore concepts and ideas through their representations.  • Have a ‘holding bay’ where models and works can be retained for a period for children to enjoy, develop, or refer to.  • Provide activities that are energetic and imaginative. For example, plan a bear hunt from the book ‘Going on a bear hunt’. Help them remember the actions of the story (We’re Going on a Bear Hunt by Michael Rosen and Helen Oxenbury). Encourage children to join in and think about their own ideas using different ways of moving |