



Development Matters - Age and Stage (EYFS 2012)		Look, listen and note
Emerging: - Enjoys joining in with dancing and ring games (EMM 30-50) - Explores and learns how sounds can be changed (EMM 30-50) - Sings a few familiar songs. (EMM 30-50) - Beginning to move rhythmically. (EMM 30-50) - Imitates movement in response to music. (EMM 30-50) - Taps out simple repeated rhythms. (EMM 30-50) - Explores and learns how sounds can be changed. (EMM 30-50) - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (EMM 30-50) - Creates movement in response to music. (BI 30-50) - Sings to self and makes up simple song (BI 30-50) - Makes up rhythms (BI 30-50) - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (BI 30-50) - Draws lines and circles using gross motor movements. (PD 30-50) - Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50) - Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD 30-50) - Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50) - Understands that equipment and tools have to be used safely. (PD 30-50) Expected: - Begins to build a repertoire of songs and dances. (EAD 40-60+) - Explores the different sounds of instruments. (EAD 40-60+) - Begins to build a repertoire of songs and dances (EAD 40-60+) - Explores what happens when they mix colours. (EAD 40-60+) - Experiments to create different textures. (EAD 40-60+) - Understands that different media can be combined to create new effects. (EAD 40-60+) - Manipulates materials to achieve a planned effect. (EAD 40-60+) - Constructs with a purpose in mind, using a variety of resources. (EAD 40-60+) - Uses simple tools and techniques competently and appropriately. (EAD 40-60+) - Selects appropriate resources and adapts work where necessary. (EAD 40-60+) - Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD 40-60+) - Create simple representations of events, people and objects. (EAD 40-60) - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD 40-60) - Chooses particular colours to use for a purpose. (EAD 40-60) - Introduces a storyline or narrative into their play. (EAD 40-60) - Plays alongside other children who are engaged in the same theme. (EAD 40-60) - Plays cooperatively as part of a group to develop and act out a narrative. (EAD 40-60) - Gives meaning to marks they make as they draw, write and paint. (L 40-60+) - Writes own name and other things such as labels, captions. (L 40-60+) - Uses simple tools to effect changes to materials. (PD 40-60+) - Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) - Shows a preference for a dominant hand. (PD 40-60+) - Begins to use anticlockwise movement and retrace vertical lines. (PD 40-60+) - Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) - Two-channelled attention – can listen and do for short span. (CL40-60+) Exceeding: - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EMM ELG) - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (BI ELG)	Expressive Arts and Design Continuous Provision Adults support and challenge children's learning and thinking through observation, participation, guided reading and writing and role modelling. Effective Practice <u>Adults to introduce vocabulary (use of words, symbols and signs) e.g.-</u> Colour names e.g. red, blue. Shape names e.g. triangle, circle Equipment names e.g. brush, pot, glue. Texture e.g. rough, smooth, soft. Look e.g. shiny, dull. Descriptive words e.g. line, wavy, zig zag. Actions e.g. mix, swirl, splash, drip, cut, tear, stick. Technical vocabulary e.g. saw, glue gun, join. Musical vocabulary e.g. tone, pitch, rhythm. Names of instruments e.g. xylophone, tambourines. Movement vocabulary e.g. softly, quickly. <u>Adults to ask simple questions to extend learning e.g.-</u> Can you find the red/yellow one? Where is the brush/glue stick/tube etc? Which brushes are you going to use / why? Tell me about your picture... How does your learning make you feel? What could you change to improve your picture/model next time? What materials / techniques have you used / why? How does the music make you feel? Can you recreate the musical rhythm? Can you make a sound like...? Can you make a loud/quiet sound?	Look, listen and note Can children use brushes/glue sticks/printing blocks? Do children enjoy exploring paint/collage materials? Independently? With help? Can child name colours and use specific named colours? Can they access resources independently? Are they more successful on a flat surface eg table or on a vertical surface e.g. easel/wall? Can they use scissors? Do they write their name on their learning? Can they talk about their ideas and describe what they are doing? Can they predict what will happen when they mix two different colours? Can they work together to make music? Do they show response to music? Do they enjoy making music? Can they make a rhythm? Can they copy a repeated pattern using their body? Can they sing songs? Permanent resources Open access storage/aprons / protective clothing/. Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, string, wool, ribbon, tissue, coloured matchsticks, etc. Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper. Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc. Painting and printing materials - finger paints, sponges, powder / ready mix paint, different size and shape brushes, combs. Mark making resources - pencils, crayons, felt tips. Joining equipment - Sellotape, glue, paper clips, paper fasteners, treasury tags, scissors, hole punch, string. Xylophone, variety of bells, variety of drums and beaters (also hands) , tambourines, triangles, variety of shakers, maracas. CD player, Headphones, story cd's – with matching books, rhymes and songs, songs and music from other cultures, wide range of music i.e. jazz, classical <u>Resource enhancements throughout the year</u> Selection of collage materials- doilies, sawdust, shavings, shells, fir cones, bubble wrap, felt glitter, sequins, sweet wrappers, buttons, cotton wool pulses, pasta. Variety of different paper types and sizes - newspaper shiny and matt papers, tissue paper wallpaper, cellophane, corrugated card, gummed paper. Painting and printing materials - blocks, bricks, cotton reels



Intended Experiences	Characteristics of Effective Learning		
Use and explore a variety of resources, techniques and equipment in 2D and 3D. Making choices and decisions, express themselves through exploring, making and designing using a range of media and materials, using their own ideas, working collaboratively and talk through their ideas. Have time to enjoy and explore resources, develop ideas, techniques and skills which focus on the process rather than the product. Experiment with collage materials, developing cutting and joining skill, manipulate equipment and tools. Model making, using resources purposefully expressing real life experiences, making props and resources to support and extend their imaginative play. Painting and printing techniques, make lists, labels, signs, explore colour, texture, shape and patterns. Make representations of their ideas and experiences. Develop hand-eye coordination and fine motor skills, colour mixing. Create sounds. Develop awareness of the sounds of different musical instruments. Explore the different sounds of instruments. Explore and learn how sounds can be changed. Begin to build a repertoire of songs and rhymes. Show an interest in the way musical instruments sound. Join in known/favourite songs and rhymes. Sing simple and familiar songs and rhymes. Sing to themselves. Make up songs and rhymes. Tap out simple repeated rhythms and make some up. Respond to sound with body movement. Enjoy joining in with dancing and movement games. Imitate and create movement in response to music. Begin to move rhythmically. Imitate what is observed. Move spontaneously. Develop a repertoire of actions. Be alongside other children who are similarly engaged. Work cooperatively as part of a group. Use body language, gestures and expressions through actions and sounds. Capture experiences in movement and music. Gain an awareness of space. Combine a range of movements	<u>Unique Child</u> <u>Playing and Exploring (engagement)</u> - Pretending objects are things from their experience - Representing their experiences in play - Taking a role in their play - Acting out experiences with other people - Initiating activities <u>Active Learning (motivation)</u> - Maintaining focus on their activity for a period of time - Showing high levels of energy, fascination - Not easily distracted - Paying attention to details <u>Creating & Thinking Critically (thinking)</u> - Thinking of ideas - Making links and noticing patterns in their experience	<u>Positive Relationships</u> <u>Playing and Exploring (engagement)</u> - Play with children. Encourage them to explore, and show your own interest in discovering new things. - Join in play sensitively, fitting in with children's ideas. - Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. <u>Active Learning (motivation)</u> - Stimulate children's interest through shared attention, and calm over-stimulated children. - Encourage children to learn together and from each other. <u>Creating & Thinking Critically (thinking)</u> - Value questions, talk, and many possible responses, without rushing toward answers too quickly - Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.	<u>Enabling Environments</u> <u>Playing and Exploring (engagement)</u> - Make sure resources are relevant to children's interests - Help children concentrate by limiting noise, and making spaces visually calm and orderly. - Ensure children have uninterrupted time to play and explore <u>Active Learning (motivation)</u> - Ensure children have time and freedom to become deeply involved in activities - Keep significant activities out instead of routinely tidying them away <u>Creating & Thinking Critically (thinking)</u> - Plan linked experiences that follow the ideas children are really thinking about

