

Expressive arts and design is one of the seven areas of the Early Years Foundation Stage and is used to **develop a child's imagination, creativity and their ability to use media and materials**. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design.



NSEAD assessment framework

<p>An enabling environment will provide children with:</p> <ul style="list-style-type: none">• opportunities to experiment with inspiring and accessible media and tools• the freedom to make a mess and mix materials• space to create individually and collaboratively• places for display/labelling or opportunities for taking work home (take photographs of items that children choose to take home)• opportunities to make choices• the right help at the right time; ensure children are given sensitive and appropriate help when they ask or are struggling• support to develop mastery in a range of skills, techniques and safety rules• the vocabulary of feelings and opportunities to take part in activities that allow them to express their own feelings and emotions• opportunities to talk about and evaluate their own achievements.
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By the end of the EYFS pupils should be able to:

Generating Ideas Skills of Designing & Developing Ideas	Making Skills of Making Art, Craft and Design	Evaluating Skills of Judgement and Evaluation	Knowledge and Understanding Acquiring and applying knowledge to inform progress	Early Learning Goals Statutory Guidance DFE
1. work purposefully responding to colours, shapes, materials etc. 2. create simple representations of people and other things.	3. work spontaneously and enjoy the act of making/creating 4. sustain concentration and control when experimenting with tools and materials	5. recognise and describe key features of their own and others’ work	6. that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. how to explain what they are doing	* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used.

Expressive Art and Design is a Specific Area of Learning. The statutory framework for the EYFS (2021) states that educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. ‘The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Creativity plays a significant role in thinking and understanding across all seven areas of learning. If children’s thoughts and feelings are sought and valued and they are encouraged to decide for themselves how best to represent their ideas, explore possibilities, make new connections and solve problems, they are developing the skills for life-long learning and confidence in themselves, both as thinkers and as learners. The **characteristics of effective teaching and learning** are essential in supporting learning and development in Expressive Arts and Design, empowering children to see themselves as capable, competent and creative learners. To be creative and explore, children need to feel emotionally secure so that they have the confidence to take risks. The quality of children’s indoor and outdoor learning environment is of critical importance in promoting their creativity and imagination. Early Years settings can support children by encouraging them to explore and experience a broad, rich range of materials, media, music, stories, technology and design. It is vital that all practitioners value and respect children’s processes as these are as important as their end products, their new ideas and different ways of doing things, and their interests, thoughts and feelings.

Drawing	Painting	Sculpture	Printing	Collage	Digital Media	Textiles
Begin to use a variety of drawing tools, media and techniques. Draw on different surfaces. Use drawings to tell a story. Make a variety of marks.	Experience and experiment with different types of paint e.g. poster, powder, watercolour and painting tools e.g. brushes, sticks, sponges. Experiment with primary colours and use black and white to change the colour of paint. Use paint to create a picture and be able to talk about it.	Handle and manipulate different malleable materials e.g. clay, dough, sand. Build with recyclable resources. Build and sculpt using natural materials Apply simple decoration to clay	Print with a variety of objects onto different surfaces. Take rubbings of textured surfaces in the outdoors Use a stencil	Handle and manipulate a variety of materials. Tear paper to make a collage.	Explore a digital graphics program. Use an iPad camera to capture a still.	Decorate a piece of fabric. Demonstrate simple stitch. Show experience of weaving using ribbon, yarn, laces, paper. Use different fabric in role play and expressive dance.