

## Expressive Arts and Design

<p><b>EYFS</b></p> <p>Expressive Arts and Design is one of the Specific areas of the Early Years Foundation Stage</p> <p>There are Early Learning Goals (ELG) within each area, we follow smaller steps for each pupil to support them onto their individual goals.</p> <p><b>Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p><b>Environment</b></p> <p>Within our indoor and outdoor environment, we have various activities and opportunities to develop our skills within expressive arts and design.</p> <p>We have opportunities in our construction and small world area using blocks, natural materials, people and creatures to create scenes and story lines. A range of resources in our creative area including clip boards, accessible pens, pencils etc a place to display our drawing and creations Role play area Reading area with puppets</p> <p>Each day we have rhyme time and introduce a new rhyme each week, giving the children a chance to revisit rhymes from their past or to learn something new, and the chance to perform to others.</p> <p>We have music and movement each day, dancing to a beat, expressing ourselves through song, movement and using fabric and props.</p>	<p><b>Role of Support staff</b></p> <p>Our support staff encourage each pupil to engage within the expressive art activities and support and challenge them where appropriate.</p> <p>Our support staff revisit rhymes and stories with children throughout the day, incorporating them into play, helping children to develop their language and knowledge of rhymes, songs and stories.</p> <p>During creative time, our adults encourage the children to try activities for themselves, promoting independence in drawing shapes, using tools and resources.</p>
<p><b>Assessment</b></p> <p>To guide our planning and identify where each child is at in their developmental journey, we use the new Development matters. For smaller steps of progress within the three prime areas we use an EYFS Developmental Journal.</p> <p>Each student has their individual 'next steps' within the seven areas of learning. We use one next step, for Literacy reading, writing and Maths along with next steps for their support and development of life skills. These targets create their bespoke 'My Plan' which is reviewed termly in collaboration with families.</p> <p>Following our assessment, we analyse the data to show us the gaps and strengths of our cohort of children. From this we redevelop and enhance our learning environments in order to support and challenge our students based on where their gaps and strengths lie.</p> <p>Upon entry as an EYFS student, we baseline their starting points according to the new Statutory Reception Baseline Assessment</p>	<p><b>Observations</b></p> <p>We observe child led play throughout the day as well as assessing our adult led activities, enabling us to reflect on the learning and develop next steps.</p> <p>All observations are recorded on our Evidence for Learning assessment tool, providing a learning journey for each pupil within this area. This is also shared with our families, giving them an important insight into their child's learning and progress.</p>	<p><b>Awareness Days</b></p> <p>Through our celebrations and marking of awareness days, we promote expressive arts and design opportunities according to the event. Eg; world rhyme week, poetry week, talent shows, world music day..</p>