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| **EXPRESSIVE ARTS AND DESIGN: BEING IMAGINATIVE** | |
| **EXCEEDING**  Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about the features of their own and others’ work, recognising the differences between them and the strengths of others. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to recognise differences between their own and others’ work and notice the strengths of others | * Provide opportunities for children to share their work with others, and to talk about others’ work * Model and encourage children to talk about how well-known pieces of art/ music/ sculpture etc. make them feel, and to look for differences between them |
| How to describe the ideas and processes they have used | * Encourage children to talk about their ideas and processes they used, and model this using appropriate vocabulary |
| **ELG**  Children use what they have learned 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. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to use sound or music to represent ideas, thoughts and feelings | * Give the children opportunities to listen to and make sounds to represent ideas, (such as rain falling on the ground) and feelings (sadness/ happiness) using their voices, instruments and I.C.T. |
| How to use design technology to represent ideas, thoughts and feelings | * Provide opportunities to design and build both indoors and outdoors, and encourage narratives linked with designing, building and mending. * Talk about invention and why/ how things were designed. * Provide a wide range of photographs, objects etc. for children to look at. For example, photographs of different bridges etc, as well as plenty of resources to support design technology * Encourage children to talk about their designs. |
| How to use art to represent ideas, thoughts and feelings | * Extend children’s experience by providing access to a wide range of art and sculpture works and styles, including those from different cultures, as well as plenty or resources to support art such as different media/ paper etc. * Encourage children to create characters or imaginary worlds through art and to talk about their work |
| How to use dance to represent ideas, thoughts and feelings | * Extend children’s experience by giving them opportunities to watch and try a wide range of dance styles, including those from different cultures * Encourage children to dance by providing music or instruments, or by encouraging them to sing |
| How to use role-play and stories to represent ideas, thoughts and feelings | * Share stories about different feelings * Provide puppets, role-play and small world experiences to enable children to immerse themselves in both familiar and imaginary worlds * Talk about the descriptive language used in stories and poems, and what it might mean |
| Sounds, art, dance and stories can make us feel or imagine things | * Give the opportunity for children to listen to a wide range of music and talk about how it makes them feel * Practise using voices and instruments to represent a feeling or event e.g. a thunderstorm * Share stories which promote this concept e.g. ‘We’re going on a bear hunt ‘swishy swashy’ |
| That we can use media and materials to design an object for a particular use or purpose | * Offer ideas about what children could design linked to their interests or to a story e.g. Baby Bear needs a new chair |
| That objects have a use or a purpose | * Model how to use different objects around the setting * Ask the children what you could use for a particular purpose |