

# Boston Nursery School

## Expressive Arts and Design



### The Overarching Intent for our Curriculum is 'School Readiness'.

We know that the actual learning of young children is not neat and orderly. For that reason, accurate and proportionate assessment is vital. It helps us to make informed decisions about what each of our children need to learn and be able to do next.

We know how important it is to give our young children multiple opportunities of each of the targets listed below in order to deepen their understanding. We are aware that using 'Food' as a theme provides a powerful engagement hook for our children.



Our Intent for the delivery of Expressive Arts and Design is that all children, no matter what their baseline or first language, will possess the knowledge and skills required to express themselves in an age-appropriate manner when they begin primary school curriculum in September.

We know that the development of children's artistic and cultural awareness supports their imagination and creativity. We will provide regular opportunities for our children to engage with the arts, enabling them to explore and play with a wide range of media and materials.

We know that the quality and variety of what our 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.

**[Knowledge] Children will know:**

There are different tools and resources for different purpose.

Some activities require teamwork.

**[Skills] Children will be able to:**

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.



Explore different materials freely, to develop their ideas about how to use them and what to make.



Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.



Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.



Show different emotions in their drawings - happiness, sadness, fear, etc.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

