



Expressive Arts and Design – Progression Planning

Intent: Through Expressive Arts, we are inspiring our children's innate creative expression, with an emphasis on individuality. We support skill development through an explicit curriculum progression, drawing on an appreciation of their own creativity and achievement. Our children are stimulated through an environment dedicated to developing musical, theatrical and artistic talents, as well as cultural awareness. We intend to foster regular opportunities to engage with the Arts, enabling children to explore and be inspired across all mediums. The repetition and depth of their experiences are fundamental to their self-reflection, leading to accelerated progress.


Implementation: Our creative approach to learning weaves through our continuous provision. Our children are inspired to engage in their learning through a lens of artistry. The Atelier spaces (indoors and out), are stimulating environments, encouraging artistic and cultural expression. Knowledge and skills are developed with fluency. Children explore materials and techniques, as they practice, modify, apply and refine their creativity. Music is embraced through exploration of genre, cultural diversity and history. It is embedded throughout the curriculum, and ensures increased progress in Communication and Language, for all children.

Storytelling, role play and imagination in all its forms are all supported through our focus on theatre. Drama sessions enable children to explore the art of performance and encourages freedom of expression. Opportunities for our children to be absorbed in cultural capital experiences, introducing them to artists, musicians, stories and costume, enriches their journey towards becoming open-minded global citizens.


Through our focus on cognitive challenge and high aspirations for all, our enhancements opportunities are as follows:

- Creative and Community Partnerships
- Social singing, Musical expression and Sound exploration sessions.
- Drama sessions – supporting children to develop their performance and theatrical skills.
- P4C – dedicated sessions supporting creative mindsets.

The celebration of creativity in all its forms underpins our practice. A child's unique perspective on the world is embraced through their right to freedom of expression.

Expressive Art & Design - Alfreton Nursery School									
Progression Stages	EYFS Assessment	ANS Skills progression	Transition GLD	A - Z Progression			Term of focus	Enhance.	Our environment offers children an array of artistic opportunities, through which they are encouraged to respond. Children access their artistry at different levels and practitioners embrace and celebrate each progression stage. Exploration is an essential first step in skill development, and progresses to children's abstract expression of perspective. As children become more aware of
	Make simple models which express their ideas.	Sensory exploration	Use and explore a variety of materials, tools and techniques,	L	V Z	P	Autumn Term	Music Groups (MB, LH, AH & LD) Data driven and Ferre Laevers informed. Sessions occur weekly throughout the year.	
	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Independently explore role play resources	Make use of props and materials when role playing	L	V Z	P			
	Begin to develop complex stories using small world equipment	Manipulate small world resources	Invent, adapt and recount narratives and stories	L	V Z	P		Drama (JB) Weekly session. Data driven & Ferre Laevers informed	
	Make imaginative and complex 'small worlds' with blocks and construction kits	Manipulate resources with a clear intention in play	Share their creations, explaining the process they have used	L	V Z	P			
	Explore different materials freely, to develop their ideas about how	Explore and manipulate resources with a	Use and explore a variety of materials, tools	L	V Z	P		P4C	


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	to use them and what to make.	clear intention in play	and techniques					(LH & AH) AMA	themselves and their environment, representations begin to manifest through their creativity.
	Listen with increased attention to sounds	Displays awareness of sound	Sing a range of well-known nursery rhymes and songs	L	V Z	P			
	Respond to what they have heard, expressing their thoughts and feelings.	Responds to sound and music to support emotional regulation	Sing a range of well-known nursery rhymes and songs	L	V Z	P			
	Develop their own ideas and then decide which materials to use to express them.	Explore and manipulate resources with a clear intention in play	Share their creations, explaining the process they have used	C	V Z	P	Spring Term	Music Groups (MB, LH, AH & LD) Data driven. Sessions occur weekly throughout the year.	<ul style="list-style-type: none"> • Atelier • Transient Art • Art History • Sculpture • Nature exploration • Water • Malleable • Model making • Weaving • Small World • Role play • Sound • Music • Dance • Drama • Tool work
	Join different materials and explore different textures.	Sensory exploration with an intention to play	Use and explore a variety of materials, tools and techniques	C	V Z	P			
	Create closed shapes with continuous lines and begin to use these shapes to represent objects	Explore marks and begin to control outcome	Use and explore a variety of materials, tools and techniques	C	V Z	P			
								Drama (JB) Weekly session. Data	

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	Draw with increasing complexity and detail.	Explore marks and begin to control outcome	Share their creations, explaining the process they have used	C	V Z	P		driven & Ferre Laevers informed P4C (LH & AM) Exp.	
	Explore colour and colour mixing	Show fascination in impact of exploration	Share their creations, explaining the process they have used	C	V Z	P		Music Groups (MB, LH, AH & LD) Data driven. Sessions occur weekly throughout the year.	
	Remember and sing entire songs	Sings during play	Sing a range of well-known nursery rhymes and songs	C	V Z	P			
	Sing the pitch of a tone sung by another person ('pitch match').	Can mirror sounds	Perform songs, rhymes, poems and stories with others, and move in time with music.	C	V Z	P		Drama (JB) Weekly session. Data driven & Ferre Laevers informed	
	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Intonation in voice during talk and song Recognises emotional	Perform songs, rhymes, poems and stories with others, and move in	C	V Z	P			

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		impact of music and sound	time with music.					P4C (LH & AH) (AMA)	
	Use drawing to represent ideas like movement or loud noises.	Express thoughts, experiences and emotions through independent and collaborative manipulation of materials	Share their creations, explaining the process they have used	L C	V Z	P	Summer Term 1	Music Groups (MB, LH, AH & LD) Data driven and Ferre Laevers informed. Sessions occur weekly throughout the year. Blocker Enhance.	
	Show different emotions in their drawings and paintings	Express thoughts, experiences and emotions through independent manipulation of materials	Share their creations, explaining the process they have used	L C	V Z	P			
	Create their own songs or improvise a song around one they know.	Enjoys word play and responds to rhythm and beat	Perform songs, rhymes, poems and stories with others, and move in	L C	V Z	P			

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		Uses and understands sound and music in relation to wellbeing	time with music.						
	Play instruments with increasing control to express their feelings and ideas.	Makes music with objects and instruments as a response to experience.	Perform songs, rhymes, poems and stories with others, and move in time with music.	L C	V Z	P			
<p>Summer 2 – Continuous provision will zoom in weekly on each of the essential elements of artistry:</p> <ol style="list-style-type: none"> 1. Colour 2. Line 3. Rhythm & Movement 4. Shape and Form (3D) 5. Pattern & Texture 6. Imaginative Fantasy <p>Blockers are revisited for individuals and cohorts through enhancements.</p> <p>Moderation – Half termly moderation held between the Expressive Art and Design leader and link practitioners.</p> <p>Focus –</p> <ul style="list-style-type: none"> • How do the 3I's work together? 									

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| <ul style="list-style-type: none"> • Is the intent built on evidence? Does the implementation reflect highly aspirational and knowledgeable leadership? Does the impact have sustained positive outcomes for all children? • How does learning build on prior learning? • How does learning link to future learning? • Why are we teaching what we are teaching now? • Does our teaching reflect the intent? • Is the learning altering long term memory? | | |
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Impact : The impact of our approach to Expressive Arts and Design is that our children have the confidence to use their creativity within all aspects of their learning. Creative thinking gives them the freedom to be imaginative, to manipulate materials, to adapt and modify roles and behaviours, and have ambitious aspirations. Our creative approach to learning leads to accelerated progress for children and a narrowing of the gap for vulnerable learners through the celebration of individuality and diversity.

Curriculum Lead – Amanda Hubball

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