

Expressive arts and design

ELG: Being imaginative: Children use what they have learnt 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. Children at the expected level of development will:

- Begin to develop complex stories and storylines using small world equipment like animal sets, dolls and dolls houses etc.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

| Nursery | Reception |
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| Building blocks to achieve Being imaginative. Music <ul style="list-style-type: none">• Explore instruments and begin to name them. Tambourine, drum, maraca and triangle• Listen with increasing attention to sounds.• Talk about what they have heard and how they feel about it.• Can identify and match an instrumental sound, Eg hear a shaker and indicate that they understand it is a shaker.• Copies and moves to a simple beat.• Sings simple songs, rhymes and clap along to a song.• Know 10 rhymes.• Makes up their own songs using songs they know. Role-play/stories <ul style="list-style-type: none">• Engages in simple role and small world play using props and agreed roles.• Create imaginative worlds using small world and construction kits. -Explores instruments and distinguishes sounds• Builds dens and enclosures - role playing a simple story.• Interacting with small world play resources and making up own narratives | Building blocks to achieve Being imaginative. Music <ul style="list-style-type: none">• Listen with increasing attention.• Moves and responds to music and a steady beat.• Sing in a group.• Selects an instrument and plays it.• Recognises instruments in music and talks about the changes they hear e.g., fast to slow.• Change's tempo and keep a steady beat.• Composes own simple tunes using pictures, own body and instruments.• Perform to an audience.• Follow rhymes and patterns using voice and instruments.• Know 20 nursery rhymes. Role-play/stories <ul style="list-style-type: none">• Takes part in a simple role play of a known story.• Use own experience to develop storylines.• Perform to an audience and talk about ideas and feelings. |

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| <p>Continuous provision:</p> <ul style="list-style-type: none"> • Display children's work • Provide a range of listening activities and games to develop listening skills. • Planned activities and environments. • Role-play and small world areas. • Listening games and sound matching activities • Variety of instrument to explore. | <p>Continuous provision:</p> <ul style="list-style-type: none"> • Display children's work • Planned activities and environments to encourage role-play, musical expression such as instruments, dress up and props. • Small world play • Opportunities for children to perform and share such as the stage area and puppet theatre. • A variety of instruments to explore. • Having adaptable resources Eg different length of fabrics |
| <p>Role of adult:</p> <ul style="list-style-type: none"> • To value children's ideas • To help children to negotiate roles in play. • Have conversations with children about their play, what they have noticed, repeat and extend what the child has said to develop language. • Model singing slowly, repeats songs and allow children to hear the words. • To observe comment, question and interact with children's dance, music making and movement when appropriate. • To plan and provide opportunities for children to make music. • To provide opportunities for children to listen and respond to music and sound from a variety of cultures and time periods. • Encourage children to experiment with different instruments. | <p>Role of adult:</p> <ul style="list-style-type: none"> • To value children's ideas • Use call and response for children to copy. • To plan specific movement ideas from a range of stimuli • To be observe and interact with children's dance, music making and movement when appropriate. • To teach specific music lessons plan and provide opportunities for children to make music. • Support children to negotiate roles in their play and solve conflicts. • To provide opportunities for children to listen and respond to music and sound. • Introduce children to a variety of music from around the world from different cultures and genres and time periods. • Encourage imagination and children to make up their own songs and dances. • Tune into children's play and support the development of their own ideas. • Play listening games. • Encourage children to make up their own dances and sequences of movements. |

Vocabulary
Sing
Dance

Vocabulary
Sing
Dance
Perform
Tempo
Fast
slow