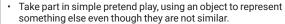
# EYFS Development Matters 2020 Statements and ELGs Expressive Arts and Design

### Birth to Three

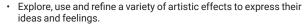
- · Show attention to sounds and music.
- · Respond emotionally and physically to music when it changes.
- · Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- · Join in with songs and rhymes, making some sounds.
- · Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Explore different materials, using all their senses to investigate them.
  Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials
- · Make simple models which express their ideas.

### Three and Four-Year-Olds



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

## **Children in Reception**



- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- · Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- · Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

# **Early Learning Goals**

#### **Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- · Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

#### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



