

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.
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- 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.
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- 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.
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- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
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- 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.
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- 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

- 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, etc.
 - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
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- 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.
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- 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.
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- Explore colour and colour-mixing.
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- Listen with increased attention to sounds.
 - Respond to what they have heard, expressing their thoughts and feelings.
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- 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.
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- Play instruments with increasing control to express their feelings and ideas.

Children in Reception

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