

Expressive Arts and Design

At **Bollin Primary School**, we support children in developing their creativity, imagination and ability to express themselves. Through a wide range of opportunities in art, music, dance, role play and storytelling, children are encouraged to explore, experiment and create using different media and materials. We provide open-ended experiences that allow children to revisit and refine their ideas, building confidence in their own choices and expressing their thoughts and feelings. High-quality interactions support children in developing subject-specific vocabulary and in talking about their creations and processes. By linking expressive opportunities to our broader curriculum themes, we enable children to make connections in their learning and develop their own unique responses to the world around them.

Statutory Framework Educational Programme for Personal, Social and Emotional Development (September 2026)

‘The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what 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.’

Development Matters

Nursery Foundational Knowledge and Skills	Reception Foundational Knowledge and Skills
• 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. • 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.	• 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. • 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.

- 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.

Early Identification and Support – Nursery Entry Checkpoint (around age of 3)

As part of transition, we pro-actively work with prior settings, professionals and parents/carers to ascertain key milestones for Expressive Arts and Design. Our own early observations also support gaining a holistic view of each child. Where there are concerns, we are quick to identify these, involving parents/carers and other professionals as appropriate. We support children through a keep up approach, providing timely interventions within the setting. The following 'Bollin' checkpoints are based on research and key milestones (Development Matters does not list any for Expressive Arts and Design):

- Engage in simple pretend play, using objects to represent something else.
- Explore materials through sensory play (e.g. paint, sand, water) without a fixed outcome.
- Make marks using a range of tools (e.g. crayons, fingers).
- Show interest in sounds, music and songs, joining in with familiar rhymes.
- Express basic ideas, thoughts and feelings through play, movement or mark making.
- Begin to imitate actions, sounds and simple roles they observe.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Am I the same as you?	What's that sound?	Whose are those shoes?	What happens when I...?	How does your garden grow?	What can we find in local habitats?
Curriculum Content	Teaching and Learning Children will: • Create artwork inspired by themselves, their families and people who are important to them, exploring line, shape and pattern	Teaching and Learning Children will: • Create artwork inspired by sounds, celebrations and seasonal experiences. • Explore different materials and	Teaching and Learning Children will: • Create artwork, models and props inspired by occupations, community helpers and people who are important in their lives.	Teaching and Learning Children will: • Create artwork, models and structures inspired by investigations, discoveries and the world around them, exploring bold	Teaching and Learning Children will: • Create artwork inspired by plants, flowers, insects and the natural world, using a range of materials and techniques,	Teaching and Learning Children will: • Create artwork inspired by animals, habitats and the natural environments they explore.

	through drawing activities inspired by Paul Klee. • Develop their own ideas and select materials to represent themselves and others. • Draw people with increasing complexity and detail, creating closed shapes with continuous lines and beginning to include features such as eyes, hair, clothing and expressions. • Develop imaginative storylines through small world play, role play and storytelling linked to family life, friendship and belonging. • Use movement, music and	techniques to represent sound, movement and texture. • Use drawing and mark making to represent sounds and experiences. • Develop imaginative storylines through storytelling, role play and small world play inspired by familiar texts. • Explore rhythm, beat, pitch and sound using voices, instruments and movement. • Learn, perform and create songs, rhymes and poems linked to celebrations and seasonal change. • Express thoughts, feelings and ideas through art, music,	• Develop their own ideas and select materials purposefully to represent people, places, vehicles and experiences. • Draw people with increasing complexity and detail, including features, clothing and equipment linked to different roles. • Develop imaginative storylines through small world play, role play and storytelling linked to occupations and community life. • Build imaginative communities using construction resources, creating places such as hospitals, fire stations, homes and shops. • Learn, perform and create songs, rhymes and poems	colour, pattern and shape through artwork inspired by Romero Britto. • Explore and combine materials in different ways, selecting resources purposefully to express their ideas and represent their discoveries. • Use drawing, painting and model making to represent movement, change, forces and experiences, exploring colour mixing and using colour to express different feelings and ideas. • Develop imaginative storylines through small world play, role play and storytelling linked to	including printing inspired by Orla Kiely's use of repeated patterns found in nature. • Develop their own ideas and select materials purposefully to represent what they have observed. • Draw plants, animals and natural objects with increasing complexity and detail. • Explore colour, colour mixing, texture and pattern found in the natural world, creating repeated prints and designs using leaves, flowers and other natural materials. • Develop imaginative storylines through small world play, role	• Select and combine materials purposefully to represent different habitats and animal homes. • Draw animals, minibests and features of habitats with increasing complexity and detail. • Create imaginative habitats and story settings using small world resources and construction materials. • Develop imaginative storylines through role play, storytelling and small world play linked to animals and habitats. • Use movement, music and instruments to
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	instruments to express emotions and celebrate individuality. • Learn, perform and create songs, rhymes and poems about friendship, families and being unique. • Express thoughts, feelings and experiences through art, music, drama and storytelling, including representing different emotions through drawing, painting and creative work. <u>Experiences, EDI and Cultural Capital</u> • Create family books. • Explore self-portraits by artists	drama and storytelling. <u>Experiences, EDI and Cultural Capital</u> • Sound walks. • Harvest assembly with songs and actions. • Christmas performance. • Explore instruments from different cultures. • Listen to music from around the world. • Create instruments using recycled materials. • Explore how different communities use music during celebrations.	linked to people who help us and the world around them. • Express thoughts, feelings and experiences through art, music, drama and storytelling. <u>Experiences, EDI and Cultural Capital</u> • Visitors from the local community. • Meet people working in a range of occupations. • Explore occupations represented within children's families. • Challenge stereotypes about jobs and careers. • Learn that people from all backgrounds can work in any profession. • Explore occupations from different cultures and communities.	exploration, investigation and problem solving. • Build and create imaginative environments using construction resources and open-ended materials. • Use music, movement, instruments and sound to represent actions, discoveries and changes they observe. • Learn, perform and create songs, rhymes and poems linked to discovery, curiosity and exploration. • Express thoughts, feelings and ideas through art, music, drama and storytelling,	play and storytelling linked to gardens, growing and life cycles. • Use movement, music and instruments to represent growth, weather, minibests and the changing natural world. • Learn, perform and create songs, rhymes and poems linked to gardens, growing and nature. • Express feelings, ideas and experiences through art, music, drama and storytelling. <u>Experiences, EDI and Cultural Capital</u> • Visit local allotments. • Grow flowers, fruit and vegetables.	represent animals, habitats and environmental sounds. • Learn, perform and create songs, rhymes and poems about animals, minibests and habitats. • Express thoughts, feelings and ideas through art, music, drama and storytelling. <u>Experiences, EDI and Cultural Capital</u> • Habitat walks in the local environment. • Minibest hunts. • Create bug hotels. • Explore habitats from around the world through stories, photographs and music.
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	from different cultures. • Share songs from children's home languages and cultures. • Explore family traditions represented within the nursery. • Celebrate individuality through artwork inspired by <i>Elmer</i>. • Invite family members to share stories and experiences.		• Develop role-play experiences based on real-life jobs.	including representing emotions such as happiness, excitement, surprise and curiosity through drawing, painting and creative work. <u>Experiences, EDI and Cultural Capital</u> • STEM and investigation sessions. • Collaborative art projects. • Large-scale junk modelling. • Building and testing challenges. • Explore stories featuring inventors, explorers and problem-solvers. • Learn about people who have used curiosity and	• Plant seeds and care for them over time. • Create transient art outdoors using natural materials. • Explore foods, plants and gardening traditions from different cultures. • Taste produce grown within the setting. • Observe living creatures within garden environments. • Celebrate the importance of caring for the natural world.	• Learn about animals from different continents. • Discuss how people care for environments in different parts of the world. • Create collaborative environmental art projects. • Explore stories from different cultures featuring animals and nature.
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				perseverance to overcome challenges. Plant Mother's Day bulbs and observe change over time.		
Sing Up – Music Scheme	<u>Let's Be Friends</u> This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.	<u>Travel and Movement</u> This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!	<u>This Is Me</u> This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.	<u>Animal Tea Party</u> This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.	<u>I've Got Feelings</u> This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	<u>Let's Jam</u> This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation.

						Having fun making music can have a huge impact on cohesion of your class, and the wellbeing of the children.
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Early Identification and Support – Nursery Exit Checkpoint (around age 4)

As part of nursery to reception transition, our Early Years team pro-actively work together to ensure checkpoint assessments inform future learning. Where gaps continue to remain a concern, we work with parents, our EYFS Lead and SENDCo to identify next steps.

- Engage in imaginative play, developing simple stories using small world and role play.
- Explore, select and combine materials to create their own representations and ideas.
- Draw with increasing detail, using shapes and lines to represent people, objects and experiences.
- Use colour, texture and form to express ideas and emotions.
- Listen and respond to music, joining in with songs and beginning to match pitch or melody.
- Create their own songs, movements or imaginative responses based on what they have heard, seen or experienced.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What does a family look like?	How are my senses ignited at this time of year?	Who works in special places in our community?	What discoveries will I make?	Why do things change over time?	What can we see down on Earth?
Curriculum Content	Teaching and Learning Children will: • Create artwork inspired by themselves, their families and the people who are important to them, using a range of materials, tools and artistic techniques.	Teaching and Learning Children will: • Explore colour, pattern, texture and shape through artwork inspired by the work of Alma Thomas. • Refine their use of artistic techniques by revisiting colour	Teaching and Learning Children will: • Create collaborative artwork inspired by their community and the people who help them. • Explore collage and textile techniques inspired by storytelling and	Teaching and Learning Children will: • Explore painting, colour mixing and artistic expression through the work of Jason Naylor. • Use colour, shape and pattern to communicate ideas, discoveries and feelings.	Teaching and Learning Children will: • Create artwork inspired by growth, change, life cycles and their own experiences over time. • Refine observational drawing and representation skills when recording	Teaching and Learning Children will: • Explore shape, space, form and sculpture through the work of Barbara Hepworth. • Create three-dimensional models inspired by habitats, landmarks and environments.

	• Return to and build upon previous learning from Nursery, refining their drawings and representations of people, places and experiences. • Explore how artists tell stories about people and communities through artwork. • Create collaboratively with others, sharing ideas, resources and skills. • Develop imaginative storylines through small world play, role play and storytelling linked to family life, friendships and belonging. • Learn, perform and create songs, rhymes and poems about families, relationships and celebrating differences.	mixing, painting and collage. • Create collaborative artwork inspired by seasonal changes and observations from the natural world. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance, performance and celebrations from different cultures and communities. • Sing increasingly confidently, matching pitch and following familiar melodies. • Create artwork, music, movement and performances inspired by seasonal experiences, Diwali, Christmas and the natural world.	community experiences. • Refine previous learning by combining materials and techniques to represent familiar places and people. • Develop imaginative storylines through role play and storytelling linked to occupations, community life and places of worship. • Work collaboratively to design and create representations of community spaces. • Learn and perform songs, rhymes and poems linked to community life and belonging. • Use drama, performance and storytelling to represent experiences within their local community. <u>Experiences, EDI and Cultural Capital</u>	• Return to previous artistic experiences and refine techniques to create more detailed outcomes. • Create collaboratively through large-scale artwork and shared projects. • Develop imaginative storylines through role play, storytelling and problem-solving challenges. • Explore and engage in music-making and dance, performing individually and with others. • Listen, respond and move to music, expressing feelings and ideas through sound and movement. • Learn, perform and create songs, rhymes and poems inspired by curiosity,	plants, animals and changes they notice. • Return to previous artistic techniques, selecting and combining materials independently. • Create collaboratively to represent growth, life cycles and change. • Develop imaginative storylines through storytelling, role play and small world play linked to growth and change. • Explore music, movement and performance inspired by life cycles, seasons and the natural world. • Learn, perform and create songs, rhymes and poems linked to growth, life cycles and change. <u>Experiences, EDI and Cultural Capital</u> • Grow a pea igloo.	• Return to previous artistic experiences and refine techniques when constructing and modelling. • Create collaboratively to design and build representations of places and environments. • Develop imaginative storylines through storytelling, small world play and role play linked to journeys, habitats and the wider world. • Explore and engage in music making, movement and performance inspired by animals, habitats and environments. • Learn, perform and create songs, rhymes and poems linked to the natural world and different places around the globe.
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	• Express feelings, ideas and experiences through art, music, drama and storytelling. <u>Experiences, EDI and Cultural Capital</u> • Create family books and class galleries. • Invite family members and grandparents to share memories and stories. • Explore family structures represented within the class community. • Celebrate family traditions and experiences from different cultures. • Create collaborative artwork representing the class community. <u>Suggested Continuous Provision Enhancements</u>	<u>Experiences, EDI and Cultural Capital</u> • Seasonal walks. • Harvest celebrations. • Christmas performance. • Explore Diwali through music, dance, colour and pattern. • Create collaborative seasonal artwork. <u>Suggested Continuous Provision Enhancements</u> Creative Area • Painting studio • Colour-mixing station • Collage and textile materials Music Area • Listening station • Instruments from different cultures	• Visits to places of worship. • Community visitors. • Community role-play experiences. • Explore occupations represented within families and local communities. • Create a class community artwork. <u>Suggested Continuous Provision Enhancements</u> Creative Area • Textile materials • Fabric collage • Community mapping resources Role Play • Community buildings • Places of worship Construction Area • Community building challenges Small World	exploration and discovery. <u>Experiences, EDI and Cultural Capital</u> • STEM investigations. • Large-scale collaborative painting. • Exploration challenges. • Dance and movement experiences. • Mother's Day bulbs. <u>Suggested Continuous Provision Enhancements</u> Creative Area • Large-scale painting • Colour-mixing resources • Open-ended materials Construction Area • Investigation challenges • Design and build stations	• Plant seeds and care for plants. • Compare experiences from different generations. • Grandparent visitors. • Life cycle investigations. <u>Suggested Continuous Provision Enhancements</u> Creative Area • Observational drawing materials • Natural resources • Life cycle artwork Role Play • Garden centre • Florist Small World • Gardens • Life cycle resources Significant People • Frances Tophill	• Express ideas about the wider world through art, music, drama and storytelling. <u>Experiences, EDI and Cultural Capital</u> • Map-making activities. • Local area walks. • Habitat exploration. • Create collaborative sculptures and models. • Explore environments from around the world. <u>Suggested Continuous Provision Enhancements</u> Creative Area • Clay • Modelling materials • Loose parts sculpture Construction Area • Landmark building challenges
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	Creative Area • Family photographs • Portrait materials • Mixed media collage resources Role Play • Home environments • Family celebration resources Small World • Diverse family figures • Community settings Music and Performance • Songs from children's home cultures • Puppet storytelling Significant People • Lubaina Himid • Joseph Coelho	Performance Area • Dance scarves • Celebration role play Significant People • Alma Thomas • Yolanda Brown • Hamza Yassin	• Community worker figures Significant People • Vanessa Brantley-Newton • Local faith leaders • Dr Punam Krishan	Music and Movement • Instruments • Ribbons • Discovery-inspired sound making Significant People • Jason Naylor • Dame Maggie Aderin-Pocock • Maddie Moate	• David Attenborough • Grandparents and older family members	• Habitat construction resources Small World • Global habitats • World landmarks Performance Area • Storytelling theatre • Animal movement and dance opportunities Significant People • Barbara Hepworth • Steve Backshall • Jane Goodall
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Sinu Up – Music Scheme	<u>I've got a Grumpy Face</u> Focus: Timbre, beat, pitch contour. Objectives: - Make up new words and actions about different emotions and feelings. - Explore making sound with voices and percussion instruments to create different feelings and moods. - Sing with a sense of pitch, following the shape of the melody with voices. - Mark the beat of the song with actions. <u>The Sorcerer's Apprentice</u> Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Objectives:	<u>Witch, Witch</u> Focus: Call-and-response, pitch (la-so-mi-do), timbre. Objectives: - Make up a simple accompaniment using percussion instruments. - Use the voice to adopt different roles and characters. - Match the pitch of a four-note (la-so-mi-do) call-and-response song. <u>Row, Row, Row Your Boat</u> Focus: Beat, pitch (step/leap), timbre. Objectives: - Make up new lyrics and vocal sounds for different kinds of transport. - Sing a tune with 'stepping' and 'leaping' notes.	<u>Bird Spotting: Cuckoo Polka</u> Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: - Explore the range and capabilities of voices through vocal play. - Develop a sense of beat by performing actions to music. - Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). - Enjoy moving freely and expressively to music. <u>Shake my Sillies Out</u> Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: - Create a sound story using instruments to represent different	<u>Up and Down</u> Focus: Pitch contour rising and falling, classical music. Objectives: - Make up new lyrics and accompanying actions. - Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. - Use appropriate hand actions to mark a changing pitch. <u>Five Fine Bumble Bees</u> Focus: Timbre, tempo, structure (call-and-response), active listening. Objectives: - Improvise a vocal/physical soundscape about minibeasts. - Sing in call-and-response and change	<u>Down There Under the Sea</u> Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives: - Develop a song by composing new words and adding movements and props. - Sing a song using a call-and-response structure. - Play sea sound effects on percussion instruments. - With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). - Listen to a range of sea-related pieces of music and respond with movement. <u>It's Oh So Quiet</u>	<u>Slap Clap Clap</u> Focus: Music in 3-time, beat, composing and playing. Objectives: - Compose a three-beat body percussion pattern and perform it to a steady beat. - Sing a melody in waltz time and perform the actions. - Transfer actions to sounds played on percussion instruments. - Listen actively to music in 3/4 time. - Find the beat and perform a clapping game with a partner. <u>Bow, Bow, Bow, Belinda</u> Focus: Beat, active listening, instrumental accompaniment. Objectives:

	• Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder /quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing.	• Play a steady beat on percussion instruments.	animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions.	voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance.	Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives: • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	• Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.
Early Identification and Support – Reception End of Key Stage Assessment Early Learning Goals (ELGs) – are they Year 1 ready?						

As part of transition, our Early Years team pro-actively work with the Year 1 Phase Lead and SENDCo to discuss the ELG outcomes in detail. These assist the Year 1 team with planning for an effective transition. We continue to work closely with parents/carers and appropriate professionals during this time.

Creating with Materials	Being Imaginative and Expressive
<u>Children at the expected level of development will:</u> • 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.	<u>Children at the expected level of development will:</u> • 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.
At Bollin Primary School we prepare our reception pupils for the next stage of their education. We are ambitious for Year 1. In Expressive Arts and Design we aim for our reception pupils to leave: • Explore, select and combine materials, tools and techniques to create purposeful representations. • Explain their creations, describing the choices and processes they have used. • Develop, adapt and sustain imaginative storylines in role play and small world play. • Create collaboratively, sharing ideas, resources and skills with others. • Listen and respond to music, dance and performance, expressing ideas and emotions through movement, talk and creativity. • Sing and perform songs, rhymes and stories with increasing accuracy in pitch, rhythm and expression.	