



Inspiring excellence, empowering global minds

Overview

Expressive Arts and Design comes under the prime area of the Early Years Foundation Stage. The EAD syllabus at GEMS Wesgreen International Primary School aims to support students to develop children's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design.

Learning Outcomes

The aims of all subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of the EAD Syllabus are to encourage and enable students to:

- Creates sounds by banging, tapping, shaking or blowing
- Cutting and sticking
- Exploring colour
- Being creative through arts and media
- Acting out different roles using imagination
- Shows interest in the way musical instruments play
- Beginning to use representation to communicate e.g. drawing a line and saying 'it's me'
- Beginning to make-believe by pretending
- Sings a few familiar songs
- Play alongside other children who are engaged in the same theme
- Beginning to move rhythmically
- Use movement to express feelings
- Builds stories around toys
- Beginning to be interested in and describe the texture of things

Ongoing Objectives

There are objectives that are covered and built upon throughout the year during daily interactions in the classroom and when accessing the continuous provision.

- 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.
- 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.

Assessment

Formative: Throughout the year, staff will observe children on a daily basis during child-initiated play and adult led interactions. The observations will help inform next steps and planning.