

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:

- Create self- portraits and family members
- Cutting and sticking
- Exploring colour
- Being creative through arts and media
- Acting out different roles using imagination
- Construct with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Select appropriate resources and adapts work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using
- Play alongside other children who are engaged in the same theme
- Play cooperatively as part of a group to develop and act out a narrative
- Use a variety of media and materials to create
- Adapt work where necessary

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.

Creating with Materials

- Painting
- Able to mix primary colours to make secondary colours
- Can use thin brushes to add detail
- Print with small blocks, small sponges, fruit, shapes and other resources
- Draws potato people (no neck or body)
- Children are able to draw simple things from memory
- Collage
- Use glue sticks and glue spatulas independently
- Adds other material to develop models (tissue paper, glitter...)
- Additional textures – children describe as smooth or bumpy
- Beginning to weave

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- Sculpture
- Painting
- Colour matching to a specific colour and shade
- Can independently select additional tools (stamps, rollers etc) to improve their painting
- Create patterns of meaningful pictures when painting
- Draws with detail (bodies with sausage limbs and additional features)
- Create patterns of meaningful pictures when painting

Being Imaginative and Expressive

- Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)
- Plays a given instrument to a simple beat
- Singing and Dancing
- Learns short routines, beginning to march pace
- Shares likes and dislikes about dance/performances
- Sings in a group, trying to keep time
- Role Play
- Selects own instruments and plays them in time to music
- Can change the tempo and dynamics whilst playing
- Knows how to use a wide variety of instruments
- Beginning to write own compositions using symbols, pictures or patterns
- Singing and Dancing
- Knows how to use a wide variety of instruments
- Beginning to write own compositions using symbols, pictures or patterns
- Singing and Dancing
- Learns longer dance routines, matching pace
- Replicates dances and performances
- Sings by themselves, matching pitch and following melody
- Role Play

Assessment

Formative: Throughout the units, the children will be observed daily during their focus and continuous provision activities. The observations will help inform next steps and planning.

Summative: At the end of each term we complete internal and standardized tests. This allows us to measure the students' progress throughout the term and year. At the end of the academic year, the students complete the EYFS profile.