

Expressive Arts and Design – Being Imaginative and Expressive

ELG Being Imaginative and Expressive

Children at the expected level of development will:

- 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.



Development matters statements

- 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.

Birth to 5 - Band 6 (Reception)

- Creates representations of both imaginary and real-life ideas, events, people and objects
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth
- Introduces a storyline or narrative into their play
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

ELG: Invent, adapt and recount narratives and stories with peers and their teacher;

Baseline

- Take part in simple pretend play, using an object to represent something else even though they are not similar. (DM 3-4)
 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. (DM 3-4)
 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (DM 3-4)
- Engages in imaginative play based on own ideas or first-hand or peer experiences. (Bto5 – Band 5)
 - Plays alongside other children who are engaged in the same theme. (Bto5 – Band 5)
 - Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. (Bto5 – Band 5)

Autumn

- To share and recount familiar narratives and stories with peers and teachers, using images and props to help them.
- Plays alongside others to develop storylines in role play or small world.
- To begin sharing ideas and developing their own stories with peers and teachers, linked to what they know and their own experiences, through role & small world play.
- To be able to suggest ideas to change repeated motifs in familiar stories (E.G- Suggested another character for the little red hen to visit.)

Spring

- To have their own ideas for narratives and begin sharing their ideas with peers and teachers possibly using vocabulary from other stories they have previously heard.
- With adult support, adapt narratives and stories by changing a variable. (E.G characters, setting, key events etc.)
- Independently using images and props to help them recount familiar stories and narratives in detail.
- Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity.

Summer

- To use their own ideas to independently create narratives and stories with peers and teachers.
- To independently adapt narratives and stories by changing a variable (E.G characters, setting, key events etc.)
- To verbally recount familiar narratives and stories in detail, using visual cues.
- To make up a new storyline by adapting, recounting and using vocabulary from previously heard stories.

ELG: Sing a range of well-known nursery rhymes and songs;	
Baseline	Remember and sing entire songs. (DM 3-4) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (DM 3-4) • Sings to self and makes up simple songs (Bto5 – Band 5)
Autumn	Join in with saying and singing repeated phrases in familiar nursery rhymes and songs. Sings in a group, trying to keep in time
Spring	Join in with singing a few well known nursery rhymes and songs. Sings in a group, matching pitch and following melody
Summer	Knows and sings a wide variety of range of well-known nursery rhymes and songs. Sings in tune and to the correct beat, matching pitch and following melody.

ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.			
	Movement	Performance	Music
Baseline	• Uses movement and sounds to express experiences, expertise, ideas and feelings (Bto5 – Band 5) Respond to what they have heard, expressing their thoughts and feelings. (DM 3-4)	• Creates sounds, movements, drawings to accompany stories (Bto5 – Band 5) Create their own songs or improvise a song around one they know. (DM 3-4) Sing the pitch of a tone sung by another person ('pitch match'). (DM 3-4)	Listen with increased attention to sounds. (DM 3-4) Play instruments with increasing control to express their feelings and ideas. (DM 3-4) Experiments and creates movement in response to music, stories and ideas (Bto5 – Band 5)
Autumn	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, begins to express their feelings and responses towards what they have seen. • Learns short routines, beginning to match pace. • To move in response to music. 	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups with familiar peers. • Joins in with singing songs, recites poems and rhymes in a group, trying to keep in time. • Joins in with saying and singing repeated phrases in familiar nursery rhymes and songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> • Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) • Talks about the different sounds they make (e.g. loud, quiet, bombing, banging, high pitched) • Can clap and stamp or play a given instrument to a simple beat • Responds to what they have heard, expressing their thoughts and feelings.

<p>Spring</p>	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses and reasons why. • Replicates dances and performances they have previously seen. • Begins to learn longer dance routines/movements, matching pace • To begin showing an awareness of beat within a piece of music. 	<ul style="list-style-type: none"> • To begin to share and perform a range of songs, rhymes, poems and stories with others. • Joins in with singing songs, recites poems and rhymes in a group, keep in time. • Sings in a group, matching pitch and following melody. • Develop storylines in their pretend play. 	<ul style="list-style-type: none"> • Selects own instruments for a purpose and plays them in time to music. • Can change the tempo and dynamics whilst playing. i.e loud/slow sound for an elephant, quiet/fast sound for a mouse. • Knows how to use a wide variety of instruments • Beginning to write own compositions using symbols, pictures or patterns.
<p>Summer</p>	<ul style="list-style-type: none"> • Can put a sequence of actions together to create a movement. • Begins to improvise independently to create a simple dance/movement. • To show an understanding of rhythm and understanding of the beat within a piece of music. 	<ul style="list-style-type: none"> • To perform a range of songs, rhymes, poems and stories with others. • Knows and sings a wide variety of range of well-known nursery rhymes and songs. • Performs rhymes, poems and stories from performances they have previously seen. • Sings in tune and to the correct beat, matching pitch and following melody. 	<ul style="list-style-type: none"> • Can change effects to instruments such as the tempo or dynamics. • Can recognise instruments in pieces of music they hear. • Can compose their own simple tunes or sound effects using symbols, pictures or patterns.
<p>Sings songs, makes music, dances and tells stories, experimenting with ways of changing them. They can express their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories. Talks about ideas and processes which have led them to make music, dance, designs, images or products.</p>			