



Expressive Art and Design Nursery

<u>Development Matters Statements</u>	The Nursery children can....
Take part in simple pretend play, using an object to represent something else even though they are not similar.	• begin to play alongside an adult who is using an object to represent something familiar • begin take turns with an adult to use object to represent something familiar • With support, use objects from the environment to represent familiar objects from their lives • play alongside an adult who is using an object to represent something familiar • take turns with an adult and begin to with peers, to use object to represent something familiar • use objects from the environment to represent familiar objects from their lives • play alongside adult and peers who are using an object to represent something familiar • take turns with an adult to use object to represent something familiar • spontaneously use objects from the environment to represent familiar objects from their lives
Begin to develop complex stories using small	• begin to play alongside an adult who is using small world equipment • with support, children take turns using small world equipment to act out a familiar story • begin to act out familiar experiences using small world equipment

world equipment like animal sets, dolls and dolls houses, etc.	• play alongside an adult who is using small world equipment • children take turns using small world equipment to act out a familiar story • act out familiar experiences using small world equipment • act out familiar stories and their own imaginative using small world equipment • introduce own ideas to familiar stories when using small world equipment
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	• play alongside an adult who is creating imaginative and complex small worlds • begin to use small world equipment to represent familiar scenes (home, spaceship, farm etc.) • using picture prompts to create imaginative and complex small worlds • uses own imagination to create complex small worlds • uses own imagination to create complex small worlds and is able to explain different components to an adult and peers
Explore different materials freely, to develop their ideas about how to use them and what to make.	• explore a variety of textiles and fabrics within their play. • use a variety of textiles and fabric in small world areas • begin to use simple adjectives to describe different materials

	• use a variety of different materials in their pretend play and explain why they have used them • use a variety of textiles and fabric in small world areas • use adjectives to describe different material
Develop their own ideas and then decide which materials to use to express them.	• Begin to categorise materials according to their colour, size and shape • categorise materials and other objects according to colour, shape and size • begin to choose materials for a purpose • with support explain why a particular material has been chosen • choose materials for a purpose • explain why a particular material has been chosen
Join different materials and explore different textures.	• with support begin to use the sellotape dispenser • with support begin to use a prittstick • with support begin to use PVA glue • categorise materials according to texture with adult support • use words to describe different materials (shiny, rough, stretchy) • show experience in simple weaving: paper, twigs. • show experience in fabric collage: layering fabric. • use the sellotape dispenser independently • use a prittstick independently • use PVA glue independently

Create closed shapes with continuous lines and begin to use these shapes to represent objects. (Scrimbling) Boogie Beats Art Planning Snappy Fingers	• begin to use a variety of drawing tools – graphic tools, hands, chalk, pens and pencils. • draw lines and then shapes • Begin to use a comfortable pencil grip when holding drawing tools • use a variety of drawing tools – graphic tools, hands, chalk, pens and pencils independently • use gross motor skills to produce simple representations • use gross motor skills to produce lines and shapes on a large scale (Scrimbling) • begin to use a correct pencil grip when holding drawing tools • use a variety of drawing tools – graphic tools, hands, chalk, pens and pencils for a purpose • use gross motor skills to produce lines and shapes in their pictures • draw shapes that represent familiar objects
Draw with increasing complexity and detail, such as representing a face with a circle and including details.	• investigate different types of lines using a range of mark making materials materials • produce lines of different thickness and tone using a pencil. • identify common 2d shapes used to create facial features • draw simple 2d shapes to represent different facial features • use increasingly more complex lines and shapes to create facial features in more detail • explore different textures from observations, imagination and illustrations. • draw accurate representations of people.

Use drawing to represent ideas like movement or loud noises. (Scrimbling)	• begin to listen to instructions and the different types of music • draw a range of lines and shapes to music • mark make to music by copying the adults' marks • talk about how different shapes can represent movement or noise with support
Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	• through stories and songs name and identify different emotions, such as shocked, happy, sad. • look at facial expressions and name the emotion • begin to talk about how colours make them feel • identify different shapes and lines on a face showing different emotions • talk about how colours make them feel and why • talk about the shapes that can be used to create different emotions • use colours to create different emotions
Explore colour and colour mixing. SCARF – Including Everyone – Story of Elmer	• use a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs. • recognise and name the primary colours being used. • experiment with and use primary colours.

Me and My Friends – Colour Mixing	• experiment with different techniques e.g layering, mixing through paint etc. • create textured paint by adding sand, plaster, mud, PVA etc. • with support, look and talk about what they have produced, describing simple techniques and media used. mix and match colours to different artefacts and objects
Show different emotions in their drawings – happiness, sadness, fear, etc.	• look at facial expressions and name the emotion • use their own face to show different emotions • identify different shapes and lines on a face showing different emotions • use different mouth shapes to show different emotions • talk about the shapes that can be used to create different emotions
Listen with increased attention to sounds.	• clap at simple rhythm • listen and identify common sounds –listening walk • joining in with simple nursery rhymes and songs • enjoy listening to music • identify loud and quiet sounds in music • identify fast and slow tempo in music with support • identify some musical instruments in music • Identify and begin to create their own simple temp's using a variety of instruments

Respond to what they have heard, expressing their thoughts and feelings.	• Begin to move in time to music • identify pitch (high and low sounds) with support • can move in time with the music • can sometimes move appropriately in time with music (according to tempo) • explain how music makes them feel with support • explain what the music reminds them of with support
Remember and sing entire songs.	• listen to a song/ nursery rhyme in its entirety • put actions to song/nursery rhyme • join in with repeated phrases • join in with nursery rhymes • 'my turn your turn' in short phrases when learning a nursery rhyme or song
Sing the pitch of a tone sung by another person ('pitch match').	• join in repeated phrases in songs and stories • move to represent the melodic shape of a song • draw to show the melodic shape • recognise repeated phrases in songs and nursery rhymes • sing the melodic shape of a song/nursery rhyme using actions

Create their own songs or improvise a song around one they know.	• sing a song/nursery rhyme in a group • change words in familiar songs/nursery rhymes with support • sing a song/nursery rhyme independently • change words in familiar songs/nursery rhymes • sing along with a familiar tune and make up own words
Play instruments with increasing control to express their feelings and ideas.	• Enjoy exploring a range of musical instruments • Join in with simple body percussion songs- head, shoulders, knees and toes etc • tap a simple beat in time to music • use simple body body percussion • clap simple rhythms • make up their own simple rhythm • play/tap in time to music independently • explain how music makes them feel