

## Rockwood Nursery School

### Sequence of Learning for Expressive Arts and Design

<b>Intent for EAD</b> <i>for children to explore their creativity and develop confidence in their own ideas through a variety of activities.</i>						
	Painting	Music	Dance	Drama and role play	Model making / collage / workshop	Playdough
<b>Stage One</b>	To play, investigate and explore the painting area.	To play with instruments to explore the different sounds they make.	To stop and recognise when music is played.	To play and experiment in the role play area of Nursery.	To play in the model making area, investigating all of the different resources and materials.	To play, investigate and explore the Playdough.
<b>Stage Two</b>	To experiment with different painting materials and equipment.	To recognise that different instruments can make different sounds and play some of them correctly. For example, banging a drum or shaking a tambourine.	To move their bodies when music is played.	To role play familiar experiences from home either independently or with an adult to support their work.	To experiment with the resources in the model making space, finding out about the different materials. For example, that glue is sticky or felt pens can make a mark.	To experiment with the Playdough finding out how to mould the Playdough or noticing what happens when textures are added to the Playdough.

<p><b>Stage Three</b></p>	<p>To experiment with the sequence of painting in a meaningful way.</p>	<p>To join in with simple rhythms and know when to play an instrument and when to stop.</p>	<p>To copy actions when dancing.</p>	<p>To use their imagination to role play in different areas of the Nursery, following their own interests or themes. For example, roleplaying a firefighter when playing outdoors.</p>	<p>To recognise that different materials, have a purpose. For example, glue is for sticking or paint is for painting.</p>	<p>To manipulate the Playdough in different ways and find out how this changes the shape and appearance of the Playdough. Children will squeeze, pinch, smooth and roll the Playdough.</p>
<p><b>Stage Four</b></p>	<p>To experience and experiment with mixing a range of different colours using powder paint. To investigate different thicknesses of paint.</p>	<p>To know that you can change the sound an instrument makes by controlling the way it is played. For example, quiet and loud, fast and slow.</p>	<p>To move with coordination and create their own dance moves in response to different pieces of music.</p>	<p>To introduce a storyline in their role play which could include copying actions or repeating words which a character from a story or the television may say.</p>	<p>To use different materials such as glue and sticky tape appropriately.</p>	<p>To use tools to learn how these can add patterns and different texture to their pieces of work. Find out what happens when Playdough is left to dry.</p>
<p><b>Stage Five</b></p>	<p>To mix particular secondary colours to match and intended purpose. To mix different shades of a colour by adding different quantities.</p>	<p>To discuss a familiar piece of music expressing their likes or dislikes. To copy simple rhythms and beats.</p>	<p>To dance in a larger group and learn dances from different cultures. To respond to different pieces of music, using their imagination to represent different elements of the</p>	<p>To role play in a group responding appropriately to what others have said, continuing a theme or narrative.</p>	<p>To create a model or collage using a variety of different materials, joining them together appropriately.</p>	<p>To model the Playdough with a purpose in mind. For example, to make a hedgehog, or a Playdough diva lamp for Diwali.</p>

			<p>music or to follow a particular theme. For example, a breeze turning to a storm.</p>			
<p><b>Stage Six</b></p>	<p>To paint independently with more detail either using their imagination or using the work of different artists to influence their own particular painting style.</p>	<p>To copy and create simple rhythms and beats. To understand that different music can link to different cultures and times of the year.</p>	<p>To practise and remember different dances and link different dance moves together. To make up their own dances and perform them to others.</p>	<p>To play a particular character within their play.</p>	<p>To create a model or piece of work using a variety of different techniques, evaluating and modifying their work when needed. Sometimes with an adult supporting, show an awareness of adding a finish to their work such as painting a model or adding different materials to add layers to a picture.</p>	<p>To create a model of their choice adding a finishing touch, such as paint or glitter to their model once it has dried.</p>

IMPLEMENTATION	IMPACT
<p style="text-align: center;"><b>Stages 1-6</b></p> <p>We try to provide very open ended resources where possible to help the children express their own creativity and imagination – a piece of paper, a ball of playdough or a piece of material is something to one person and something else to another. Our questioning of children’s work also reflects the open-ended ethos and encourages the child to tell us all about it rather than us pre-empting what they have created / are doing etc.</p> <p>These include :-</p> <ul style="list-style-type: none"> <li>Tell me about your picture.</li> <li>Why did you choose that colour / object? What does it do?</li> <li>Show me what it does.....</li> </ul>	<p>Children are naturally curious and explore the world around them through play experiences. Open-ended play can be described as play that has no pre-determined limitations and no fixed answer – children simply follow their imagination to allow the play to go in any direction their creativity takes them. As there are no set outcomes, there is no ‘right’ or ‘wrong’ with open-ended play.</p> <p>Open-ended resources are multi-use and encourage a child to use their imagination and creativity. There are no rules, no expectations, no specific problems to solve, and no pressure to produce a finished product when engaging freely in open-ended play.</p> <p><i>An open-ended resource is any item that can be used in a range of ways</i></p> <p>The <b>advantages of open-ended questions</b> are that they are regarded by children as less threatening, and also, they allow them to give unrestrained or free responses; They encourage children to talk more as they do not open doors for simple yes / no answers.</p>

<p>Painting</p>	<p><b>Stages 1-3</b></p> <ul style="list-style-type: none"> <li>• We provide a variety of paints to explore within C.P on a small and large scale. E.g. ready mixed, tempra blocks etc.</li> <li>• We provide different sized brushes, paper and tools.</li> <li>• We introduce painting techniques. E.g. printing, bubble painting, string painting, etc....modelling first and then allowing children to experiment.</li> </ul> <p><b>Stage 4</b></p> <ul style="list-style-type: none"> <li>• We introduce powder paints for the children to create their own paints, experiment with colour mixing, secondary colours and shades.</li> </ul> <p><b>Stages 5-6</b></p> <ul style="list-style-type: none"> <li>• We encourage representational painting, focussing on using their imagination, thought processes and giving lots of praise and encouragement.</li> </ul>	<p>Offering a wide range of resources offers new opportunities for learning. It stimulates children's creativity and imagination.</p> <p>Children can progress at their own speed.</p> <p>Modelling techniques gives children a confidence to 'have a go' themselves.</p> <p>Children's work is displayed on a learning wall for everyone to see, offering a sense of pride. Staff praise all achievements.</p>
<p>Music</p>	<p><b>Stages 1-3</b></p> <ul style="list-style-type: none"> <li>• We provide a variety of musical instruments to explore during C.P,</li> <li>• In registration we use the instruments during singing time so children are shown how to use them correctly. They are encouraged to join in with the actions to songs.</li> <li>• CD players, Ipads and portable speakers are also available on request so children can source and listen to their own music.</li> <li>• Electronic books are available that give the children a musical / sound response when pressed.</li> <li>• Sticky kids</li> </ul> <p><b>Stage 4</b></p>	<p>Music ignites all areas of child development and <u>skills for school readiness</u>, including intellectual, <u>social-emotional</u>, motor, language, and overall literacy.</p> <p>It helps the body and the mind work together. Research shows that exposure to <b>music</b> can also improve children's ability to learn. It appears to accelerate <b>brain</b> development in young children, particularly in the areas of the <b>brain</b> responsible for processing sound, language development, speech perception and reading skills.</p>

	<ul style="list-style-type: none"> <li>• During Wellcomm sessions, we look at how sounds change and play games, e.g. Stop, start – traffic lights, quiet/loud - lion and mouse, fast/slow - mouse and snail.</li> <li>• We listen to different types of music and using different types of media e.g. paint, dance, ribbons, etc, we can express our emotions.</li> <li>• We play games to copy the beat, match the sound and find the missing sound.</li> </ul> <p><b>Stages 5-6</b></p> <ul style="list-style-type: none"> <li>• Children may use technology to source their own music on youtube, etc.</li> <li>• Tatty Bumpkins – our stories take us around the world. We listen to music from different countries and cultures.</li> </ul>	<p>Exposing children to music during early development helps them learn the sounds and meanings of words. They begin to hear rhythms in sound and music and notice when sounds are loud, quiet, fast or slow (all important skills for literacy and mathematical development.)</p> <p><b>Music and movement</b> instruction has been shown to improve children's memory, cognitive <b>development, learning</b> skills and expressive ability. ... Promotes group <b>learning</b>, practicing social skills such as turn-taking and cooperation.</p> <p>Dancing to music helps children build motor skills while allowing them to practice self-expression.</p> <p>Children have the opportunity to explore sound at their own pace.</p> <p>Music can bring us joy.</p>
Dance	<p><b>Stages 1-2</b></p> <ul style="list-style-type: none"> <li>• We use the whiteboard/cd player for children to sing and dance along with.</li> <li>• Ribbons and handkerchiefs are available for the children to enhance their movements to music with and help them express themselves.</li> <li>• Ring games</li> <li>• Sticky kids/Tumble tots</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>• Tatty Bumpkins – a bendy, stretchy, giggly yoga session through storytelling.</li> </ul>	<p>The children...</p> <p>Begin to develop gross motor skills and overall co-ordination. Dancing to music helps children build motor skills while allowing them to practice self-expression. It often can help them regulate their feelings.</p> <p>Enhance their confidence and self-awareness. They can express themselves and let it all go!!</p>

	<p><b>Stages 4 - 6</b></p> <ul style="list-style-type: none"><li>• We invite outside agencies into nursery to learn dances from different cultures. E.g. Bollywood dancing</li><li>• We use the creative movement cd to encourage expressive dance.</li><li>• Tatty Bumpkins – we air draw or use our feet to write letters and numbers.</li></ul>	<p>Move their bodies in a variety of ways according to adult instruction or by using their imagination.</p> <p>Follow instructions and listen with intent.</p> <p>Develop an awareness of other cultures and ways of life.</p> <p>Begin to learn letters, sounds and numbers through physical movement.</p>
--	--	---

<p>Drama and role play</p>	<p><b>Stages 1 - 2</b></p> <ul style="list-style-type: none"> <li>• A home corner is always available both in and outdoors. In the home corner, we provide real resources reflecting that of home. Staff play alongside the children encouraging appropriate play.</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>• Various interest role play boxes are set up ready for adults to access for the children when they express an interest e.g. firefighter, people who help us, wild animals.</li> </ul> <p><b>Stages 4 - 6</b></p> <ul style="list-style-type: none"> <li>• Story time – we act out different stories and help to tell the story.</li> <li>• Tatty Bumpkins</li> </ul>	<p>Offering an environment that not only gives comfort to a child but that gives a familiarity to home helps them feel relaxed and comfortable in the environment as children like familiarity and act out routines they know, e.g. cooking, home life. It helps enhance children’s interests to stimulate their learning.</p> <p>Children become deeply engaged in their own interests – planning in the moment - resources are added to the areas as and when needed based on the interests the children express to extend learning.</p> <p>Children build relationships with adults and peers, sharing, communicating and co-operating with each other, sharing ideas and talking through their own thought processes. They respond to and copy different behaviours. Staff offer positive role models.</p> <p>Children become confident to take the lead, ask friends to play and build friendships.</p>
<p>Model making / collage / workshop</p>	<p><b>Stages 1-2</b></p> <ul style="list-style-type: none"> <li>• Children are offered a variety of workshop materials which build up throughout the year for them to investigate and make their own creations.</li> <li>• We have different areas to encourage children to realise that paints are for painting, glue is for sticking. This is reinforced throughout the year.</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>• We provide construction kits to build with, e.g. Lego, Mobilo, etc.</li> </ul>	<p>As with painting.</p> <p>Build a sense of achievement and pride in themselves by producing a finished product</p>



	<ul style="list-style-type: none"> <li>We have junk modelling outdoors to allow for a larger space to build.</li> </ul> <p><b>Stages 4 – 5</b></p> <ul style="list-style-type: none"> <li>Children are encouraged to label their own work with their name.</li> </ul> <p><b>Stage 6</b></p> <ul style="list-style-type: none"> <li>Children can label their work. E.g. if they have made a model then they can write the models name, plan what they need, etc.</li> <li>Children can record their own work through drawings, photographs, etc.</li> </ul>	<p>Children strengthen their fine motor muscles by manipulating tools e.g. pens, glue sticks etc and construction / model making / collage materials.</p> <p>Children build their confidence and ability to label their own work – name writing or simple words labelling.</p>
Playdough	<p><b>Stages 1 -3</b></p> <ul style="list-style-type: none"> <li>Playdough is available daily within C.P. There are a variety of tools, cutters, baking trays, etc for children to use and enhancements are provided as and when needed.</li> </ul> <p><b>Stages 4-5</b></p> <ul style="list-style-type: none"> <li>Staff talk with the children as they play about texture and how to manipulate the dough to create different appearances.</li> <li>They are encouraged to use their hands as well as tools to make patterns and marks eventually leading to model with a purpose in mind.</li> <li>We introduce different mediums that can dry. E.g. Salt dough, paper clay, clay, etc.</li> </ul> <p><b>Stage 6</b></p> <ul style="list-style-type: none"> <li>To create a model with a purpose in mind.</li> </ul>	<p>The malleable properties of play dough make it fun for <b>investigation and exploration</b> and <b>building up strength</b> in all the tiny hand muscles and tendons, making them ready for pencil and scissor control later on. It helps children to:-</p> <p><b>Develop their Fine Motor skills</b> :- It can be squashed, squeezed, rolled, flattened, chopped, cut, scored, raked, punctured, poked and shredded! Each one of these different actions aids fine motor development in a different way, along with hand-eye co-ordination and general concentration.</p> <p><b>Develop their Imagination and Creativity:</b> It can represent so many things in a child’s eyes. They can make it whatever they want. By <b>providing boxes and containers</b> with various shaped compartments can lead to cooking play, sorting, matching, ordering and counting, all naturally and without pressure to learn or <b>natural objects</b> with a wide range of textures and shapes, <b>colours or scents</b> to playdough, means</p>

children can have multi-sensory experiences and engage with the world around them in a whole new way.

**Helps children control their emotions i.e. wellbeing, as it can be very calming and soothing:**

The effects of squeezing and pummelling playdough are great for stress relief and can feel extremely therapeutic. Little children can struggle to express their emotions and using dough while talking and singing can really help children unwind.

**Help develop Maths and Literacy skills:** It can be used to practise letter and number work. Children can form letters of the alphabet, spell out their own name, make numbers, form 2D and 3D shapes, compare lengths/ thicknesses/ weights, count out rolled balls to match numeral cards, match and sort by colour and SO many more ideas too!

**Learn about science through hands on experience:** by observing, thinking, talking about how materials feel and change. What happens if too much water is added? What happens if we leave it to dry out? – cause and effect.