

Waltham Forest Early Years Training

EYFS profile Expressive Arts and Design

**Thursday 27th May 2021
Delivered by Susan Hodgson**



In this short session we shall be looking at:

- Principles and processes of the EYFS profile for evidence gathering
- An opportunity to explore how the learning environment can be organised to support evidence gathering for EAD
- A focus on pedagogy to support children to be creative learners



Expressive Arts and Design

At the end of the session, practitioners will:

- have a shared understanding of the expressive arts and design early learning goals
- be confident to plan learning for children to achieve the expressive arts and design early learning goals



EYFSP data % (7 Areas) 2016-2018

Areas of Learning	LA 2017	Nat 2017	LA 2018	Nat 2018	LA 2019	Nat 2019
Communication and Language	81.8	82.1	81.8	82.4	83.3	82.2
Physical Development	88.6	87.5	87.4	87.4	89.3	87.1
Personal, Social and Emotional Development	86.1	85.2	86.0	85.2	86.2	84.8
Literacy	75.9	72.8	76.9	73.3	78.1	73.4
Mathematics	79.6	77.9	80.3	78.3	81.4	78.5
Understanding the World	83.6	83.6	84.6	84.0	85.1	83.9
Expressive Arts and Design	87.6	86.7	88.2	87.2	88.6	87.2

EYFSP data % (gender) 2019

% achieving at least expected across all learning goals in learning area

Areas of Learning	LA Boys	London Boys	National Boys	LA Girls	London Girls	National Girls
Communication and Language	78.9	77.6	77.2	88.0	87.9	87.4
Physical Development	85.1	83.0	82.3	93.8	92.7	92.2
Personal, Social and Emotional Development	82.0	80.1	79.8	90.7	90.4	90.1
Literacy	74.3	70.2	67.5	82.2	81.7	79.6
Mathematics	78.4	76.0	74.7	84.6	84.0	82.4
Understanding the World	80.8	79.2	79.8	89.7	88.3	88.1
Expressive Arts and Design	84.3	82.3	81.9	93.3	93.3	92.8

Expressive arts and design

Expressive arts and design

Consists of two early learning goals:

- Exploring and using media and materials
- Being imaginative



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Expressive Arts and Design

Early Learning Goal - Exploring and using media and materials

Children **sing songs, make music** and dance, and **experiment** with ways of changing them. They **safely** use and **explore** a variety of materials, tools and techniques, **experimenting** with colour, design, texture, form and function



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Expressive Arts and Design

Early Learning Goal - Being imaginative

Children **use** what they have **learnt** about media and materials in **original** ways, thinking about uses and purposes. They **represent** their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories.



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How to organise the learning environment to support evidence gathering for EAD

Actions:

1. review your range of resources
2. adopt an Art Form
3. make space
4. create a Learning Laboratory
5. start a Curiosity Collection



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Put together collections of natural and man-made resources, e.g.:

- stones, balls, logs, sand, gravel, big pieces of fabric, smaller strips of fabric such as ribbon,
- wood, pallets, buckets, baskets, crates, cardboard boxes
- flowers, shells, twigs, feathers, seedpods, pine cones, plant pots
- cushions, blankets
- dressing up hats and clothes
- paper, foil, masking tape
- old bicycle wheel, nuts and bolts, old clocks, old radio
- bottle tops and caps, key-rings, springs
- cardboard tubes and reels



Expressive Arts and Design

Effective Pedagogy – includes the following:

- What does the adult do?
- different approaches we use to present learning
- Play
- Promoting the development of the characteristics of effective learning in children
- Balanced approach to teaching

Only through the arts and by being creative can children explore the inner world of their imagination and feeling – the world that is uniquely them’.

Sir Ken Robinson, former Patron



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Activity:

Observe the video clip and consider what evidence demonstrates Aeryn's achievement towards Being imaginative

Early Learning Goal - Being imaginative

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[Early Years Foundation Stage: Aeryn talks about sound and art - Bing video](#)



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Activity:

In your breakout room, consider how the provision enables Aeryn to develop her interests and knowledge.

Can you think of an example where you have supported children's interests in your provision? Share your examples with the group.



Expressive Arts and Design

EYFS Reforms September 2021



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Educational Programme – Expressive arts and design

Expressive arts and design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.</p>
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Expressive arts and design

Current ELG	New ELG
<p>Exploring and using media and materials</p> <p>Children:</p> <ul style="list-style-type: none">• Sing songs, make music and dance, and experiment with ways of changing them• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<p>Creating with materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function• Share their creations, explaining the process they have used• Make use of props and materials when role playing characters in narratives and stories
<p>Being imaginative</p> <p>Children:</p> <ul style="list-style-type: none">• Use what they have learned about media and materials in original ways, thinking about uses and purposes• Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	<p>Being imaginative and expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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

Next Steps

Expressive Arts and Design

- Consider your current curriculum planning for EAD
- Review and make changes to the curriculum in light of the new ELGs
- Think about your planned topics and themes – will they promote imagination and language development for children?
- Evaluate your learning environment – does it support children to explore and use a range of materials to develop their skills and use techniques

Useful links:

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/statutory-framework-for-the-early-years-foundation-stage.pdf)

[Development Matters - non-statutory curriculum guidance for EYFS \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/development-matters-non-statutory-curriculum-guidance-for-eyfs.pdf)

[Birthto5Matters-download.pdf](#)



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