

Educational Programme for EAD

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.

Useful documents and websites:

Charanga <https://charanga.com/site/>

New Adventures <https://new-adventures.net>

Sadler's Wells <https://www.sadlerswells.com>

Tate Modern <https://www.tate.org.uk/visit/tate-modern>

The Barbican <https://www.barbican.org.uk>

BBC for EYFS <https://www.bbc.co.uk/teach/bring-the-noise/eyfs-early-years-music/zhm7wtv/>

Singing Hands <https://singinghands.co.uk>

Music in the round (meeting orchestral instruments) <https://www.youtube.com/watch?v=as2ae7QYDmA>

Little Angel Puppet Theatre <https://littleangeltheatre.com/schools-and-community/>

Chickenshed Theatre <https://www.chickenshed.org.uk>

<u>Texts we might use</u>		Vocabulary	Skills
Art	Snail Trail by Jo Saxton Matisse's Magical Trail by Tim Hopgood & Sam Boughton The girl with the Parrot on her head by Daisy Hirst The Dot by Peter H. Reynolds Andy Goldsworthy http://www.artnet.com/artists/andy-goldsworthy/	Primary and secondary colours Darker / lighter Texture - soft /rough, flexible, Overlap, thick, thin	Forming shapes through mark making and then beginning to say what the marks represent Colour mixing Using different materials to create a picture / sculpture / object that can be used in play
Music	Websites for Singing: <i>The Laurie Berkner Band (You tube)</i> <i>The Wiggles</i> <i>Barefoot Songs</i> Charanga	Tempo - Quick or fast / slow Pitch - high / low Duration - long / short Dynamic - loud / quiet / soft	Following actions / a sequence Keeping a steady beat Responding to direction eg. Sing that quietly Responding to a piece of music by moving, smiling, clapping, dancing Talking about how a piece of music makes you feels and using vocabulary to describe those feelings

- 0-3** Years
- Show attention to sounds and music
 - Respond emotionally and physically to music when it changes
 - Move and dance to music
 - Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
 - Explore their voices and enjoy making sounds
Join in with songs and rhymes, making some sounds
 - Make rhythmical and repetitive sounds
 - Explore a range of sound-makers and instruments and play them in different ways
 - Notice patterns with strong contrasts and be attracted by patterns resembling the human face
 - Start to make marks intentionally.
 - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
 - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make
 - Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'
 - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone
 - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials
 - Use their imagination as they consider what they can do with different materials
 - Make simple models which express their ideas.

At RAPS we ...

Give children opportunities for whole school performance eg, all children engage in projects with New Adventures and Sadler's Wells. Children are directed but also encouraged to express experiences/ feelings / relationships through movement

Share a weekly rhyme with children and their families. These enable children to hear rhyme and patterns within a song

Have a weekly singing session - children engage in groups singing, building up a repertoire of rhymes, traditional songs and contemporary songs.

Have continuous provision allowing children to participate in making, painting, role play, music and dancing (inside and outside)

Have theatre visits - children see a traditional story which they become part of. They explore voices, facial expression, body language as they become a character

Contribute to the E17 art trail. We follow the theme and create art work through a range of techniques

Visit art galleries (currently online) to see a range of work

Listen to a range of music - global and British

Across the curriculum we...

Look at a range of artists through history. Encourage the children to explore the techniques that might have been used, the colours, shapes, the historical context and message that the artist was trying to present. We encourage the children to give their opinion and know that their opinion is valid.

Explore shape through art, eg. Using natural resources to create 2D shapes



Exploring 3D shapes through junk modelling



Use technology to record our performances and use these to reflect on what we have achieved and how we can develop our work further. We also share our work with families via Seesaw

Explore instruments through phonics (instrumental sounds)

Write and perform stories (structured through Helicopter stories)

UW - exploring festivals through music, dance, art, eg. Chinese New Year. We listen to music, do dragon dances, create artwork.

3-4 Years

- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Use drawing to represent ideas like movement or loud noises
- Explore colour and colour-mixing
- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park
- Show different emotions in their drawings and paintings, like happiness, sadness, fear
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person ('pitch match')
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Create their own songs, or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively sharing ideas, resources and skills
- 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.

Creating materials ELG

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.

BI&E ELG

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.

See 'At RAPS we ...'