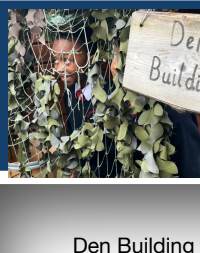




Role Play Area



Den Building



Art Area



Reading Area



Writing Area



Outdoor Music Area



Block Play

Kandinsky



Jenny Berry (Marine Artist)



Vincent Van Gogh (Sunflowers)



Gustav Klimt



Construction



Art from Nature

Weekly music sessions with specialist teacher.



**POSSIBLE LINES OF DEVELOPMENT AND OPPORTUNITIES**

Forest School Sessions



Develop storylines in their pretend play.



Explore and engage in music making and dance, performing solo or in groups.



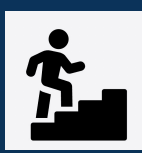
Sing in a group or on their own, increasingly matching the pitch and following the melody.



Listen attentively, move to and talk about music, expressing their feelings and responses.



Share their creations, explaining the process they have used.



Return to and build on their previous learning, refining their ideas and developing their ability to represent them.



Watch and talk about dance and performance art, expressing their feelings and responses.



Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**CULTURAL CAPITAL: Visit to TATE Art Gallery**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Create their own songs or improvise a song around one they know.

**R**



Play instruments with increasing control to express their feelings and ideas.



Respond to what they have heard, expressing their thoughts and feelings..



Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Listen with increased attention to sounds.

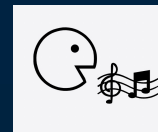
Make imaginative and complex 'small worlds' with blocks and construction kits.

Make use of props and materials when role playing characters in narratives and stories.



Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Begin to develop complex stories using small world equipment .



**CULTURAL CAPITAL: Visit to Walker Art Gallery.**

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match')

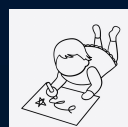
Use drawings to represent ideas like movement or loud noises.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Develop their own ideas and then decide which materials to use to express them.

**N**

Explore colour and colour mixing.



Show different emotions in their drawings and paintings, like happiness, sadness and fear.

Draw with increasing complexity and detail, such as representing faces with a circle and including details.

Join different materials and explore different textures.

Develop different materials freely to develop their ideas about how to use them and what to make.

**EYFS Statutory Educational Programmes:**  
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.

