

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
- Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression - Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments - Mirrors and improvises actions they have observed, e.g. clapping or waving - Sings/vocalises whilst listening to music or playing with instruments/sound makers - Notices and becomes interested in the transformative effect of their action on materials and resources	- Joins in singing songs - Creates sounds by rubbing, shaking, tapping, striking or blowing - Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i> - Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects - Enjoys and responds to playing with colour in a variety of ways, for example combining colours - Uses 3D and 2D structures to explore materials and/or express ideas	- Explores and learns how sounds and movements can be changed - Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns - Enjoys joining in with moving, dancing and ring games - Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home - Taps out simple repeated rhythms - Develops an understanding of how to create and use sounds intentionally - Continues to explore colour and how colours can be changed - Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience - Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces - Uses tools for a purpose
Adult Interactions Listen to and enjoy with children a variety of sounds, and music from diverse cultures. - Sensitively introduce children to language to describe sounds and rhythm, e.g. loud and soft, fast and slow. - Understand that young children's creative and expressive processes are part of their development of thinking and communicating as well as being important in their own right. - Become familiar with the properties and characteristics of materials and tools. - Observe, analyse and document the processes involved in a child's creative and expressive processes, to support greater understanding, inform planning and share with families, carers, and other professionals. - Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. - Recognise that children can become fascinated by a pattern of actions or interactions with tools and materials, gaining confidence over extended periods of time. - Encourage and support the inventive ways in which children use space, combine and transform both 3D and 2D materials. - Be sensitive in how you support a child who is using line, colour, tone and form. It is not necessary for them to have the verbal language to explain, for example, drawing. The drawing itself is one of their multi-modal languages.		Environment Offer a variety of objects that will make different sounds, such as wood, pans and plastic bottles filled with different things. - Create opportunities to encounter and revisit key materials, resources and tools where children can further explore their properties including form, colour, texture, composition. - Create space and time for movement and dance both indoors and outdoors. - Plan a varied and appropriate series of live performances for all young children, e.g. musicians, dancers, storytellers. - Draw on a wide range of art works from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages, e.g. architecture, ceramics, theatre. - Continue to provide opportunities to encounter and revisit key materials, resources and tools through which children can further explore their properties including form, colour, texture and composition. - Invite children to look at and touch unusual or interesting materials, artefacts and resources in their everyday environment, chosen for their design, beauty, pattern and ability to inspire exploration

Reception

Range 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
• Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose	• Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.	Statutory ELG: Creating with Materials - 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.
• Support children's talk by sharing terms used by artists, potters, musicians, dancers, e.g. as children show interest in exploring colour mixing, support them in using terms such as tint, shade, hue. • When children have a strong intention in mind, support them in thinking about what they want to create, the processes that may be involved and the materials and resources they might need. • Encourage children to notice changes in properties of media as they are transformed, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. • Observe, analyse and document the processes involved in a child's creative and expressive processes, to support greater understanding, inform planning and share with families, carers, and other professionals. • Encourage children to notice changes in movement and sound, e.g. louder, quieter, smaller, bigger. Talk about what is happening, helping them to think about cause and effect. • Introduce new skills and techniques based on your observations and knowledge of children's interests and skills. • Draw attention to children's choice and use of: materials, tools and techniques, experimentation with colour, design, texture, form and function. • Use individual, small group, and large group discussion to regularly engage children in explaining work in progress. • Recognise the importance of drawing in providing a bridge between imaginary play and writing, and that all are key forms of communication and tools for thinking.		• Offer resources for mixing colours, joining things together and combining materials, supporting where appropriate. • Create a place where work in progress can be kept safely. • Share with children other artists' work that connects with their ideas, interests and experiences. • Introduce children to a wide range of music, movement, painting and sculpture. • Provide a range of musical instruments that are used in different ways, for children to bang, pluck, blow, strum. • Offer children opportunities to use their skills and explore concepts and ideas through their representations. • Offer opportunities to encounter and revisit key materials, e.g. drawing media, paper, paint, cardboard and clay in order to continue to develop expertise as tools for expression and communication. • Provide a range of joining materials (e.g. stapler, masking tape, glue, string, thread, split pins, treasury tags, card strips) to support children working in both 2D and 3D. • Supply open-ended props and materials that can easily be transformed in play.



Creating with Materials- Awesome Artist, Dynamic Designer

