







Expressive arts and design: Exploring and using media and materials			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
	<i>Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</i>	See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World	See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World
Birth - 11 months			
	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> • Encourage babies to join in tapping and clapping along to simple rhythms. • Notice the different ways babies move in response to sounds, e.g. patting the floor when on their tummy, flexing and relaxing their legs, or opening and closing their palms. • Encourage babies to make marks and to squeeze and feel media such as paint, gloop (cornflour and water), dough and bubbles. 	<ul style="list-style-type: none"> • Have a range of puppets that can glide along the table, or dance around on the end of a fist in time to some lively music. • Place big sheets of plastic or paper on the floor so that babies can be near or crawl on to it to make marks. • Provide materials to encourage large motor movements, e.g. sprinkling, throwing or spreading paint, glue, torn paper or other materials.
8-20 months			
		<ul style="list-style-type: none"> • Listen with children to a variety of sounds, talking about favourite sounds, songs and music. • Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow. • Accept wholeheartedly young children's creations and help them to see them as something unique and valuable • Make notes detailing the processes involved in a child's creations, to share with parents. 	<ul style="list-style-type: none"> • Make a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans and plastic bottles filled with different things. • Provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space. • Provide space and time for movement and dance both indoors and outdoors.
16-26 months			
	<ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> • 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. • Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience. 	<ul style="list-style-type: none"> • Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances. • Draw on a wide range of musicians and story-tellers from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages. • Choose unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added.
22-36 months			





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	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> • Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. • Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'. • Talk about children's growing interest in and use of colour as they begin to find differences between colours. • Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if...". • Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. 	<ul style="list-style-type: none"> • Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows. • Provide a place where work in progress can be kept safely. • Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road. • Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down. • Introduce children to a wide range of music, painting and sculpture. • Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.
 40-60+ months	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Early Learning Goal 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.</p>	<ul style="list-style-type: none"> • Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. • Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. 	<ul style="list-style-type: none"> • Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to. • Plan imaginative, active experiences, such as 'Going on a bear hunt'. Help them remember the actions of the story (We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury) and think about the different ways of moving.



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Expressive Arts and Design: Being imaginative

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 Birth - 11 months	<p><i>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</i></p>	<p>See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>	<p>See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>
 8-20 months			
 16-26 months	<ul style="list-style-type: none"> Expresses self through physical action and sound. Pretends that one object represents another, especially when objects have characteristics in common. 	<ul style="list-style-type: none"> Show genuine interest and be willing to play along with a young child who is beginning to pretend. 	<ul style="list-style-type: none"> Provide a variety of familiar resources reflecting everyday life, such as magazines, real kitchen items, telephones or washing materials.
 22-36 months	<ul style="list-style-type: none"> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending. 	<ul style="list-style-type: none"> Observe and encourage children's make-believe play in order to gain an understanding of their interests. Sometimes speak quietly, slowly or gruffly for fun in pretend scenarios with children. Be interested in the children's creative processes and talk to them about what they mean to them. 	<ul style="list-style-type: none"> Provide story boxes filled with interesting items to spark children's storytelling ideas. Offer additional resources reflecting interests such as tunics, cloaks and bags.

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	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> • Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest. 	<ul style="list-style-type: none"> • Tell stories based on children's experiences and the people and places they know well. • Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., <i>"This bear has arrived in the post. He has a letter pinned to his jacket. It says 'Please look after this bear.' We should look after him in our room. How can we do that?."</i>
 40-60+ months	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Early Learning Goal 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, dance, role play and stories.</p>	<ul style="list-style-type: none"> • Help children to gain confidence in their own way of representing ideas. • Be aware of the link between imaginative play and children's ability to handle narrative. • Create imaginary words to describe, for example, monsters or other strong characters in stories and poems. • Carefully support children who are less confident. • Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas. • Introduce descriptive language to support children, for example, <i>'rustle'</i> and <i>'shuffle'</i>. 	<ul style="list-style-type: none"> • Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. • Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by. • Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Provide opportunities indoors and outdoors and support the different interests of children, e.g. in role-play of a builder's yard, encourage narratives to do with building and mending.