

Teaching and Learning

Child development - Expressive arts and design



“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.”

Help for early years providers

TASK 1

Using the 10 development points lifted from the birth to 5 matters guidance tool below, can you match them to the appropriate 6 range/s. Work in pairs or in small groups. (Remember the ranges can overlap each other).

Note: Birth to 5 Matters guidance provides a series of 'ranges' (from 1-6) which cover typical progression in development and learning from 0-5 years, instead of specific age ranges.

- Explores and learns how sounds and movements can be changed
- Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow
- Experiments with a range of media – tools, materials, sound, and whole-body movement -- through multi-sensory exploration
- Sings/vocalises whilst listening to music or playing with instruments/sound makers
- 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
- 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
- Notices & becomes interested in the transformative effect of their action on materials and resources
- Continues to explore colour and how colours can be changed
- Enjoys and responds to playing with colour in a variety of ways, for example combining colours
- Creates sounds by rubbing, shaking, tapping, striking, or blowing.

Now check your answers using the Birth to 5 Matters guidance.

TASK 2

Watch the video of a group of children playing firefighters:

[Early Years Foundation Stage: Children play firefighters - YouTube](#)

With a partner discuss and answer the questions below:

- Using the Birth to 5 Matters development tool, what skills did Martina demonstrate? Consider the use of how she created with materials and used her imaginative and expressive skills.
- Using the Birth to 5 Matters where would you assess Martina's EAD development? Discuss your reasoning and do you require further information to be able to do this?
- What other areas of development did Martina demonstrate in her learning?
- How did the environment support Martina's EAD development?
- What would Martina's next steps be and how could you support her learning further?

TASK 3

With a partner or within your team, reflect on your own environment and highlight the opportunities that you provide in your continuous provision which support children's EAD development.

Consider the questions below:

- Does your environment meet the children's EAD needs? If so how? Think about the differing needs and learning styles of your children.
- Does your environment offer the children new learning opportunities so they can make progress in their EAD development?
- Are you allowing the children to take risks and ownership of their own learning? If not, what can you do to ensure this is happening?