

*“Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities:*

*art,  
music,  
movement,  
dance,  
role-play  
and design and technology”*

(DFE, 2017)



## Expressive Arts & Design



By encouraging children to experiment and use skills to explore a wide range of media and materials we promote their ability to explore and understand their world and make links between their experiences.

Being imaginative is a creative process. Play and creativity are intrinsically linked.

(Compton et al., 2010)

## Promoting Exploration and Use of Media and Materials

Activity	Top Tips	Learning (DfE, 2013)
<b>Mark making</b>	Provide a range of implements e.g. pencils, feathers, fingers, chalk to explore making marks on a range of materials e.g. paper, soil, sand Provide a range of painting activities Provide natural and manufactured objects e.g. feathers, shells, leaves, ice, mini-beasts, for children to touch, explore, talk about and draw.	Experiments with blocks, colours and marks Explores what happens when colours are mixed
<b>Design and Create Models and Collages</b>	Use available materials e.g. fabrics, recyclable materials, boxes, tubes, cartons, bottle tops, card, paper with a range of separating and joining tools e.g. scissors, string, glue to make model	Uses specific tools safely for appropriate tasks Understands that different media can be combined to create new effects.
<b>Exploring malleable materials</b>	Allow children time, space and freedom to explore different malleable materials e.g. playdough, cornflour, custard powder, sand, mud Use these materials without tools for children to understand their properties e.g. by squeezing, pressing, pulling, rolling, pinching, poking, stretching, tearing. Then use materials with tools. Allow children to observe you using and exploring available tools so they can make choices about what to use and when.	Explores and experiments with a range of media through sensory exploration Describes the texture of resources Uses various construction materials Manipulates materials to achieve a planned effect.
<b>Explore Music</b>	Play a variety of music from classical to pop Sing familiar nursery rhymes and songs and introduce new ones. Play sounds from around the world Move, clap and dance to music	Builds a repertoire of songs Moves rhythmically Moves from spontaneous movement, to copying and planning movement to music
<b>Making musical instruments</b>	Use recyclable materials alongside other resources e.g. elastic bands, rice and pasta to make a variety of instruments e.g. drums, shakers, stringed instruments Use instruments to sound out syllables in words e.g. names, building up to playing along to songs	Taps out syllables  Taps out rhymes



## Promoting Opportunities to Be Imaginative

Activity	Top Tips	Learning (DfE, 2013)
<b>Music &amp; Movement</b>	Resources to stimulate spontaneous movement e.g. fabrics, scarves, feathers, ribbons Add music of varied sound and tempo	Expresses self through physical action and sound.
<b>Pretend Play</b>	Provide the opportunity for meaningful imaginative role play with other family members clothes or costumes that suggest a character and specific movement response Resources and props to stimulate symbolic play e.g. boxes, blocks, fabrics that can represent whatever your child wants them to be	Expresses self through physical action and sound. Pretends that one object represents another Create simple representations of events, people and objects
<b>Small world play</b>	Provide resources for children to play imaginatively with such as small figures, animals and resources to extend the imaginative play and creative thought.	Expresses self Create simple representations of events, people and objects
<b>Imaginary Worlds</b>	Encourage your child to use their interests to create imaginary spaces e.g. dens can become homes or caves, small world resources like water toys can lead to pretend underwater spaces being created. Make puppets using ideas from above and from socks, bags etc. Allow your child to experience performance by staging made- up productions of stories, puppet shows and dance.	Pretends that one object represents another Introduces a storyline or narrative into their play. Create simple representations of events, people and objects
<b>Story telling &amp; Scribing</b>	Encourage children to create their own stories and tell these to you to scribe. Then act these out together. Over time, repeating this activity regularly can lead to children telling complex stories, acting these out and eventually wanting to write their own stories.	Introduces a storyline or narrative into their play. Create simple representations of events, people and objects
<b>Sharing stories and rhymes</b>	Tel your child stories and rhymes introduced in a range of ways, including traditional and modern ones as well as made up songs and stories by adults.	Expresses self through physical action and sound.
<b>Explore music &amp; sound</b>	As described in previous table	Expresses self through physical action and sound.

## References

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<https://www.skipforeyeducators.co.uk>

