



EYFS Profile exemplification for the level of learning and development expected at the end of the EYFS

Expressive arts and design

ELG16 – Exploring and using media and materials

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.

Explanatory notes

For the purpose of assessing this ELG:

- *processes are more important than the finished product which need not necessarily occur;*
- *music is any generation of sound with intent to represent an idea or feeling; and*
- *dance is any form of movement by which children express themselves, emotions or responses.*

The child may recall and sing songs independently as he or she engages with other activities. The child creates and explores music and dance in their own way; they experiment and change sounds and movements in their play. The child uses a variety of materials, tools and techniques safely through an exploration of colour, design, texture, form and function.

During a music session Daniel asked to use the drum with a beater. He copied the modelled example and hit the drum slowly and loudly. He then said he knew that he could make the drum make a different sound. He then beat it quickly and lightly to make a new sound.

Tyler found a short grey plastic stick in the creative area. He picked it up and held it in his hand and said to the adult that it reminded him of the microphones they had in the role play area. He then found some paper and scrunched it up to make a ball shape. He then asked an adult to help him stick the paper to the stick. He knew that glue wouldn't work and asked the adult to find some of the really sticky tape they sometimes used. He then used his microphone to sing some songs into.

Ruby and Hannah were excited by being outside on a windy day. They asked the adults to fetch the box of ribbons from the shed. They stood on the steps and pretended that it was a stage. They made up some movements using the ribbons and cheer leader pom poms. They did the same movements and in time with each other.

Observation

Ruby is on "the stage" in the classroom singing with the microphone with two other children. She starts to sing "The Wheels on the bus" and the other children play along, one with a tambourine, the other with the xylophone. She stops singing to help the two other children play along in time, and then she starts up again. Ruby sings one verse in her usual singing voice, then the next verse with a very high pitch, and a final verse in a very low pitch."

Ruby's mum says that she loves the X-Factor. She sings her favourite X-Factor songs at home.

Ruby puts some music on the CD player and dances to the rhythm of the music on the classroom stage, using a scarf as prop. She dances with the scarf wrapped round her, and then takes it off, puts it down, and picks up a silky scarf which she wafts around her as she dances.

Ruby has been observed using the following materials and tools in the creative workshop area:

- Dough: cutters and the garlic press
- Woodwork: hammer, nails, screws, screwdriver
- Painting: powder paints, ready-mix paints, bubble painting, string painting. Ruby has mixed her own colours.
- Printing: a range of natural materials
- Joining: nails, screws, PVA glue, glue stick, weaving.

Expressive arts, designing and making

Elliot was experimenting with the musical instruments.
"When I bang these together they make a crash."

Elliot worked with a friend and made a transformer laser. Then they used the instruments to make some laser music.

Giacomo showed TA how to use lots of instruments to make different noises.
"You hit the different notes. You have to hit slowly and gently to make it quiet."



Saskia chose the colour she wanted to create her painting. She selected black paper from the paper available and used 2 brushes at the same time. She said it was like the 'spiky dance' we did in the hall!



Keira has worked with her sister and a Year 2 boy to make this octopus and grass. Keira was given the job of sellotaping each blade of grass to the picture! She can use the sellotape dispenser with great success! She cut the paper to make the horizontal joins for each individual piece.

During the 'dads to school day' L. E. and their dad investigated whether they could make different shaped bubbles.

Chloe and Izzy are at the music table. I is using a wood block as a microphone and the other is using the castanets to tap in time to the song. I and D join in and they organise themselves. D asks "What can I use", he selects a triangle. They sing together and use the instruments carefully - using the songs they have learned for their phonics. D sings "Twinkle, twinkle chocolate bar" after they have chosen bells to go with the song. Desmond makes up lyrics with the girls' names, which makes them all laugh. D selects the spoons and explores the different sounds they make.

Zoe

Working in the creative area she is selecting resources and spends time feeling them and experimenting on how to fix them to a piece of paper. She uses a glue stick to enable her to fix wood shavings onto the paper.

She selects black paper and a white chalk and draws her mum with careful strokes.

She sees another child has made a fan and carefully folds a piece of paper to make her own. She selects tape and scissors from the resource area and carefully cuts a small piece of tape which she folds around the end to secure it. She is pleased with the result. "My fan". She then selects some blue paper and cuts a small shape which she matches carefully to the 'handle'. She matches the cut paper to the side to check it fits. She chooses different colours and cuts shapes which she adapts until she is happy with them.

She explains that "this bit sticks it" and demonstrates how she uses the green shape to hold the fan shut.

Context

During child initiated activities Thomas regularly spends time in the workshop area of the classroom. He can confidently use scissors, glue sticks, paintbrushes and rollers and can use a wide variety of joining materials for a specific purpose. Throughout the year his creations have become more imaginative and he enjoys experimenting with different materials and textures to give a desired effect.

Thomas knows a variety of nursery rhymes and simple songs and always joins in when the whole class is singing. During child initiated activities Thomas can often be observed singing to himself. He is able to adapt songs and change the words within his songs, often to the amusement of others!

Throughout the year Thomas has enjoyed exploring the different sounds instruments can make, especially when playing with his peers. Thomas understands language such as loud, quiet, fast and slow and is able to use this when playing with the instruments.

Observation

After a class input on Dawili Thomas made a Diva lamp. He confidently modelled the clay into a pot shape using his fingers. He then took a paint brush and used the pointed end to make circle shapes on the sides of his lamp.

Observation

Thomas spent a long time creating this tool belt. He could describe the function of each piece. He used different techniques, treading, rolling, gluing and sellotaping the pieces together. He collected all the resources he needed by himself and worked with concentration and perseverance until the task was complete. He was very proud of his achievement.



Observation

Whilst painting Thomas was able to mix his own paints knowing that yellow and red made orange and that blue and red made purple.

Home School Links

Name: Thomas

What am I good at when I am at School

- * I like playing in the workshop area, using the scissors, glue sticks, split pins, paperclips, pencils and boxes to make pictures and models.
- * I like singing at group time with Mrs Davis.

What am I good at when I am at home

- * At home I like playing with my work bench. Dad helps me to cut the wood with the saw and hammer the nails. I like it when mum lets me paint my models.

Three things my parents say I am good at...

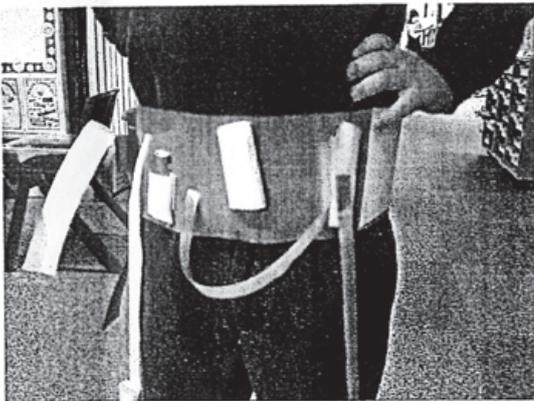
- * Using tools... scissors, hammer, saw, vice, different sized paint brushes.
- * Sing and dancing with his sister when playing on Just Dance on the Wii.
- * Singing songs with his mummy and changing the words

Something me and my family think I would really like to learn more about at school...

- painting and mixing colours

Observation

Thomas was using the wooden spoons out of the music making box. He explored the different sounds the spoons make as he hit different surfaces around the playground. He then found the pans and trays and made his own music station.



Observation

Whilst playing with train track Thomas sang to himself ...” They’re two, they’re four, they’re six, they’re eight, shunting trucks and hauling freight red and green and brown and blue they’re the really useful crew....” Thomas was confident with the song and repeated it several times whilst joining the train tracks together and moving the trains on the railway line.



Name: A G R	Date:
Observation and context: In the Cinderella role play area, and all were dressed up. A was pretending to be Cinderella and was sweeping the floor with the brush. G was pretending to be a step sister. "Do my dinner!" G demanded. "Please can I go to the ball?" A pleaded. "No you can't." G answered. "Turn Cinderella into a nice dress" R said as she pretended to wave a wand at A. "Pass some more food!" G said. "No you have to eat what I have given you" replied A.	
Child initiated	

Name: A	Date:
Observation and context: In the workshop making a model of a phone. "I've put the batteries in there" A said as he stuck an extra part on.	
Child/adult initiated "Look at my phone" A said as he put it to his ear. "Look at the batteries" he continued. A talked through his actions as he worked.	



A spent 15 mins working in the workshop. He was proud of his model, and explained, "it's an electric phone I put the batteries in (indicating a space). "That's the pen, I can press the buttons with it." A had used masking tape to fix the pieces together and drawn a grid for the front of the phone. There was a 'pen' attached with a ribbon to the phone.

Parent page

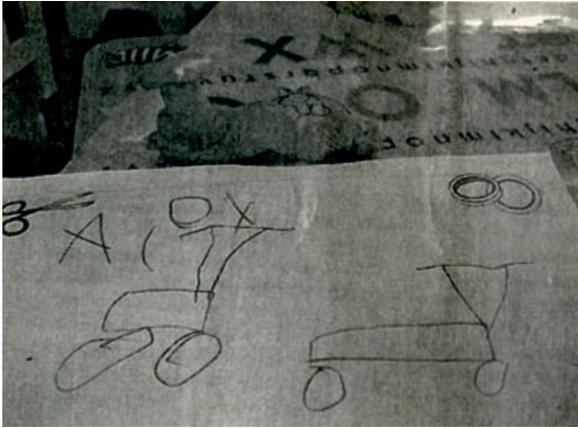
A has really settled down this term. He is sleeping better and I think this has helped him concentrate more at school.

For Xmas he got a big box of lego for children aged 5+. He has surprised us with the complicated structures he has constructed.

He often talks about numbers and likes to play around with adding and subtracting imagined or real objects.

He loves to sing and make up his own rhymes. A's imaginary play has blossomed; he can construct entertaining scenarios using soft toys or toy cars/construction toys. He has made lots of friends this term and talks fondly of Z, L and M.

We really value comments about your child's learning both at school and at home and are grateful for your contributions. Many thanks.



Name:

A

Date:

Observation and context:

"I'm going to design a scooter."

A drew 2 scooters.

"I've made a big design and a little design."

"I've got a great idea how to make the wheels." He rolled some playdough in his hands to make a ball. A went on to make a scooter with 2 wheels, handlebars and a platform.

"It needs 3 wheels because that bit is flat on the ground" he said as he added a wheel to support the platform.

"Now I've designed a skateboard as well."

Child/adult initiated



A 'Wow' star from home



A is making some amazing models at home. He is inventing things that have a purpose, like, special containers for his craft

materials. He is also learning to put away his craft materials in his own special cupboard.

Name: A	Date:
Observation and context: A really enjoyed the clay work this afternoon. She was completely absorbed and smiled for much of the time. She worked with the clay for at least 20 mins smoothing the surface which she wet repeatedly. She was happy to share a lump with Toby and enjoyed, squashing and squeezing the clay into different shapes enjoying the tactile experience.	
Child initiated activity	



A chose to work at the computer. She drew a butterfly using 'Primary Paint'. Well done! You have tried really hard to make both sides the same!!

Parent page

A has settled really well at school. She comes home singing new songs and talking about new friends. She is enjoying all the play, arts and fun of the class R. Thank you for settling her so well!



A often chooses to work in the malleable area and loves the playdough. She can competently roll out dough, use cutters efficiently and a variety of tools on hand, eg. sticks, extruders etc. Here she has used her fingers to press out the butterfly wings. Then rolled the blue playdough to form 6 legs. "Those are the legs, those are the antennae and that's the tail", she said pointing to each part.

A will often choose to paint and regularly uses both the ready mixed paint on the easel, or the colour mixing table. She selected her paper and mixed the colours she wanted in the palette. When she had finished she took her brush and palette to the sink and washed them up competently before putting them out again for the next child to use.

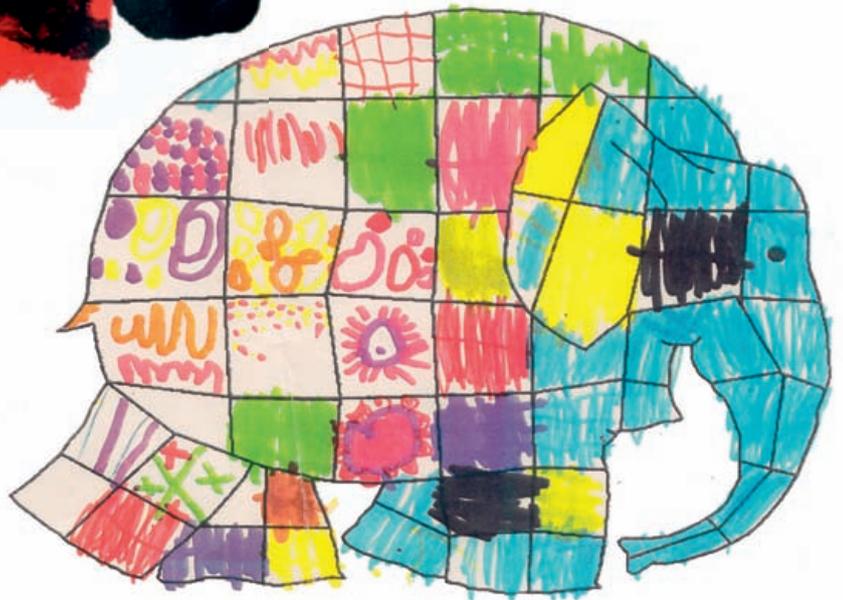




A beautiful symmetrical ladybird.

A played "That loud?" ch - "Yes that's how loud I want it. Just that pink one pointing to the xylophone". She then accompanied A on the wooden block. A played along the scale hitting each note and then pulled the beater along all the notes and then repeated. They were happy for other children to then come and join them.

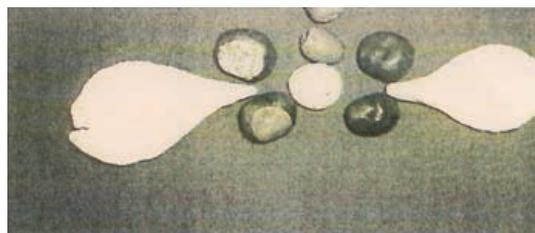
Child initiated



A chose to work in the mark making area and was absorbed in colouring and patterned squares on her Elmer for at least 20 mins. She could describe the different patterns she had used. Having patterned about half the squares she then coloured in the remainder.



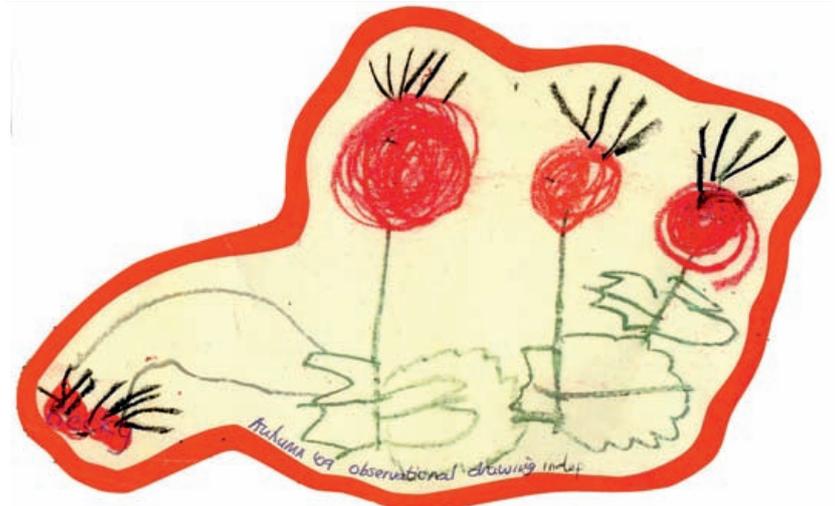
Making stripes for the wasps. Carefully rolling tiny pieces of playdough



An Autumn pattern

"I've made a buzzy bee. Look it's got a shell head and those cute wings."

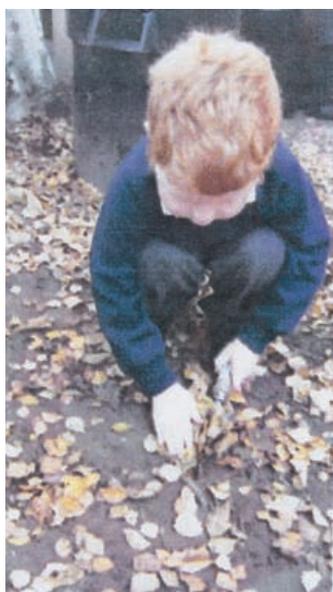
Name: A	Date:
Observation and context: A really enjoys our singing lessons and is becoming increasingly confident to join in. This afternoon she was happy to be one of a small group of children performing the actions in front of the key stage. She knew all the words and used the whole range of accompanying actions. Later in the day she was singing all of the songs with a group of friends in the classroom at the playdough table.	
Adult directed	



I watched from afar. This was about 40 mins of exploration and investigation



Outdoor area exploration and investigation of resources and natural materials.



40 minutes concentration and application.

