Domain		ELGs Expressive Arts and Design Being Imaginative • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music						
Expressive Arts and Design	Being Imaginative and Expressive Music, Dance and Drama	**Using voices** ▪ Recall an increasing repertoire of familiar songs. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Create songs of their own to match their imaginative play (often sung to a known tune).	**Playing instruments** ▪ Accompany songs with simple instruments, keeping a steady beat. ▪ Name an increasing number of instruments, describing the sounds they make and what they might be used for	**Listening with concentration** ▪ Listen with concentration to stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking. ▪ Listen to others, e.g. when singing a short song / sharing opinions about music and performance.	**Experimenting with sounds** ▪ Choose particular instruments / body parts and sounds for their own imaginative purposes. ▪ Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds. ▪ Tap out simple repeated rhythms.	**Response, discussion and evaluation** ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Respond imaginatively to art works and objects, e.g. this music sounds like dinosaurs … ▪ Listen attentively, move to and talk about music, expressing their feelings and responses.	**Dance using simple movement patterns** ▪ Follow simple dance patterns. ▪ Experiment with different ways of moving. ▪ Represent their own ideas, thoughts and feelings through dance. ▪ Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. **Adapt, create and sustain a range of roles** ▪ Confidently take part in a range of pretend play, sometimes taking the lead. ▪ Confidently create representations of both imaginary and real-life people / animals. ▪ Work with others to decide upon / negotiate roles.	**Improvise, devise and script drama** ▪ Introduce a storyline or narrative into their play (often linked to their own experiences and increasingly linked to structured story times / curriculum content). ▪ Adapt and recount known narratives in their pretend play. ▪ Use props for specific purposes. ▪ Have lots of imaginative ideas when playing with small world and construction kits and involve others in these ideas / narratives. ▪ Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.